

English Curriculum Map

Composition – Drafting and Writing

Year 6

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"*
- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts*.
- Combine text-types to create hybrid texts e.g. *persuasive speech*.
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables*.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence*.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader*.
- Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative*.
- Précis longer passages.

Year 5

- Select *appropriate* structure, vocabulary and grammar.
- Blend action, dialogue and description within and across paragraphs.
- Use different sentence structures with increasing control (see VGP).
- Use devices to build cohesion (see VGP).
- Use organisation and presentational devices e.g. *underlining, bullet points, head-...*

Year 4

- Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- Plan and write an opening paragraph which combines setting and character/s.
- Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
- Generate and select from vocabulary banks e.g. *adverbial phrases, technical language, persuasive phrases, alliteration*.
- Use different sentence structures (see VGP).
- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists*.
- Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later.... Back at home...*

Year 3

- Create and develop settings for narrative.
- Create and develop characters for narrative.
- Improvise, create and write dialogue.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
- Use different sentence structures (see VGP).
- Group related material into paragraphs.
- Use headings and sub headings to organise information.

Year 2

- Orally rehearse each sentence prior to writing.
- Develop a positive attitude to writing.
- Develop stamina for writing in order to write at length.
- Write about real and fictional events.
- Write simple poems based on models.
- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade*.

Year 1

- Orally compose every **sentence** before writing.
- Re-read every **sentence** to check it makes sense.
- Compose and sequence their own sentences to write short narratives.
- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions*.
- Use formulaic phrases to open and close texts.
- Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*.

EYFS

EYFS

- They write simple sentences which can be read by themselves and others.
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Upper KS2

Lower KS2

KS 1