



# MAIDENSBRIDGE PRIMARY SCHOOL

## PROGRESSION IN PLANNING, DRAFTING AND EDITING

Reception	Year 1	Year 2	Year 3/4	Year 5/6
<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Say aloud what they are going to write about</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Compose a sentence orally before they write it</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Discuss what they have written with the teacher and other pupils</li></ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Jot down key words and new vocabulary</li><li>Say aloud what they are going to write about</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Compose a sentence orally before they write it</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Re-reading what they have written to check that it makes sense</li><li>Discuss what they have written with the teacher and other pupils</li></ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Plan or say aloud what they are going to write</li><li>Write down ideas/key words including new vocabulary</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Encapsulate what they want to say sentence by sentence</li><li>Write narratives about personal experiences and those of others</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Evaluate their writing with the teacher and other pupils</li><li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li><li>Proof-read to check for errors in spelling, grammar and punctuation</li></ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li><li>Organise paragraphs around a theme</li><li>Create settings, characters and plots</li><li>Use simple organisational devices</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and other's writing suggesting improvements</li><li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li><li>Proof-read for spelling and punctuation errors</li></ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Identify the audience and purpose of the writing and select the appropriate form</li><li>Note and develop initial ideas, drawing on reading and research, where necessary</li><li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li><li>Describe settings, characters and atmosphere</li><li>Integrate dialogue to advance the action</li><li>Precis longer passages</li><li>Use a range of devices to build cohesion within and between paragraphs</li><li>Use further organisational devices to structure and guide the reader</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and others' writing</li><li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>Ensure that consistent and correct use of tense is used throughout a piece of writing</li><li>Ensure correct subject and verb agreement when using singular and plural</li><li>Proof-read for spelling and punctuation errors</li></ul>