

Writing Composition Routeway



Year 1

Use of alliteration - *Wicked witch , slimy slugs*

Add description/detail to a sentence using 'who' - *There was a little old woman who lived in a forest.*

Embellished simple sentences using adjectives - *Red squirrels enjoy eating delicious nuts.*

Introduce the conjunctions 'and', 'because', 'when', 'but'.

Introduce adverbs of time - 'first', 'next', 'after', 'later', 'finally', 'then'.

Introduce 5 parts to a story -

Opening - *Plan opening of a story around character(s), setting, time of day and type of weather.*

Build-up,

Problem/dilemma,

Resolution,

Ending.

Non-fiction:

Use of a heading,

Introduction - *opening factual statement*

Middle section - *factual sentences around a theme*

Bullet points for instructions,

Labelled diagrams

Ending - *Concluding sentence*

Year 2

List sentence - use of 3/4 adjectives to describe something or someone - *It was a wet, wild, windy, depressing day.*

2A sentence - use **2 adjectives** to describe **2 nouns** - *There was a magical bearded wizard standing outside the dilapidated, crumbling castle.*

Use of similies - *...like sizzling sausages ...hot like a fire*

Adverb starters for clarity and description - *Usually, Eventually, Finally, Carefully, Slowly, Often, Sometimes. (Ensure children realise not all adverbs are -ly words even though many are)*

Use of co-ordinating conjunctions - 'and', 'or', 'but', 'so'.

Use of subordinating conjunctions - 'while', 'so', 'when', 'if', 'that', 'because'.

Use 5 parts to a story - improved vocabulary for sentence openers

Opening - *In a land far away... One cold but bright morning...*

Build-up - *Later that day...*

Problem/Dilemma - *To his amazement...*

Resolution - *As soon as...*

Ending - *Luckily, Fortunately*

Non-Fiction:

Heading

Introduction - *hook to engage the reader, Factual statement/definition, opening question*

Middle Section - *group related ideas into sections, sub-headings, use of lists e.g. what is needed/lists of steps to be taken/bullet points for facts, diagrams*

Ending - *Make final comment to reader, Extra tips! / Did you know? Facts / True or false?*

Year 3

Sentence of 3 for description - *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*

Use of adverbial phrases within sentences - 'where', 'when' and 'how'
adverbials - *...a few days ago, ... at the back of the eye, ... in a strange way.*

Use of prepositional phrases - *on the mat, behind the tree, in the air, during the night, because of the rain.*

Introduce dialogue - use of inverted commas and start a new line for a new speaker.

Use of a wider range of conjunctions for time, and cause - As previous years plus 'before', 'after'.

Use of 5 parts to a story - use of paragraphs and extended vocabulary

Introduction - *include detailed description of setting or characters*

Build-up - *build in some suspense towards the problem or dilemma*

Problem/Dilemma - *include detail of actions/dialogue*

Resolution - *should link with the problem*

Ending - *clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.*

Non-Fiction:

Title

Introduction - *develop hook to introduce and tempt the reader in e.g. Who... What... Where... When... Why... How...?*

Middle section - *Group related ideas/facts into paragraphs with subheadings, Topic sentences to introduce paragraphs, Lists of steps to be taken, Bullet points for facts, Flow diagrams*

Develop ending - *Personal response, Extra information/reminders e.g. information boxes/Five amazing facts, WOW comment*

Year 4

3ed sentence - Say how someone was feeling and start your sentence with three words which end in '-ed'. - *Amazed, excited, enthralled, the boy ran around the fairground.*

Ad, same ad sentence - use two identical adjectives. Use the first in an opening clause, the second immediately after the comma in the second clause.
- *He was **fast, fast** because he needed to be. It was a **silent town, silent** in a way that did not make you feel restless.*

Use of paragraphs

Start sentence with a similie - *As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.*

Sentence of 3 for action - *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.*

Expanded '-ing' clauses as starters - *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.*

Introduce full punctuation for direct speech - inverted commas around speech, comma between direct speech and reporting clause.

Fronted adverbials - 'where', 'when', 'how' adverbials.

Developed 5 parts to a story:

Introduction - use of description/action

Build-up

Problem/Dilemma - build in suspense writing to introduce the dilemma

Resolution - clear distinction between resolution and ending.

Ending - Should include reflection on events or the characters.

Use of paragraphs to organise each part of the story to indicate a change in place or jump in time.

Non-Fiction:

Paragraphs to organise ideas around a theme

Logical organisation

Group related paragraphs

Develop use of a topic sentence

Link information within paragraphs with a range of conjunctions

Use of bullet points

Diagrams

Ending/conclusion - could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader

Year 5

Drop in '-ing' clause - *Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.* **Use of commas, brackets and dashes around drop in clause.**

Drop in '-ed' clause - *Poor Tim, exhausted by so much effort, ran home.* **Use of commas, brackets and dashes around drop in clause.**

Relative clauses - who, which, whom, whose, that - *The girl, whom I remember, had long black hair.*

De:De sentence - Write a description. Add some more detail after the colon starting with a pronoun - *The unicorn is magical: it has a single horn. George's grandmother was a foul, old lady: she had brown teeth and a foul temper.*

Expanded -ed sentence starters - *Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.*

Introduce use of metaphors

Introduce use of rhetorical questions

Stage directions in speech - *"Stop!" he shouted, picking up the stick and running after the thief.*

Moving adverbials around in a sentence for different effects

Use of the 5 part story structure - writing can start at any of the 5 points. This may include flashbacks.

Introduction - *should include action/description of character or setting / dialogue*

Build-up - *develop suspense techniques*

Problem/Dilemma - *may be more than one problem to be resolved*

Resolution - *Clear links with the dilemma*

Ending - *character could reflect on events, any changes or lessons, look forward to the future, ask a question*

Non-Fiction:

Secure use of paragraphs - *use of a variety of ways to open texts and draw reader in and make the purpose clear.*

Link ideas within and across paragraphs - *use a full range of conjunctions.*

Use rhetorical questions to draw the reader in.

Express own opinions clearly

Consistently maintain viewpoint.

Summary clear at the end to appeal directly to the reader.

Year 6

Some; others sentence - compound sentence which begins with the word some and have a semi-colon rather than a conjunction which separates the latter half of the sentence - *Some people love football; others just cannot stand it. Some days are full of enjoyment; others begin and end terribly.*

Tell: show; 3; examples sentence - The first part of the sentence tells the reader a fact or opinion about a subject. This is followed by a colon, then a list of three examples in phrases (not single words) separated by semi-colons - *Ronaldo is an excellent footballer: can score from anywhere; is lightning fast; can out-jump most defenders.*

Outside. (inside.) sentence - two related sentences. The first sentence tells what is happening on the outside, the character's outward actions. The second related sentence, which is always placed in brackets, lets the reader know the character's true inner feelings. - *He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)*

Use of active and passive sentences - Active: *Tom accidentally dropped the glass.*
Passive: *The glass was accidentally dropped by Tom.*

Use of formal and informal speech vocabulary.

Use of synonyms for cohesion - within the same paragraph use two words which are synonyms of each other - e.g. *old and ancient, small and tiny*

Introduce use of personification

Use of 5 part story structure

Include suspense, cliff hangers, flashbacks/forwards, timeslips, start story at any point of the 5 part structure, main plot consistently working from plan.

Paragraphs - *Secure use of linking ideas within and across paragraphs.*

Secure development of characterisation

Non-Fiction:

Use of a variety of text layouts appropriate to purpose

Use of a range of techniques to involve the reader - *comments, questions, observations, rhetorical questions.*

Express balanced coverage of a subject

Use of appropriate formal and informal styles of writing

Publish in a format to enhance text type and engage the reader.