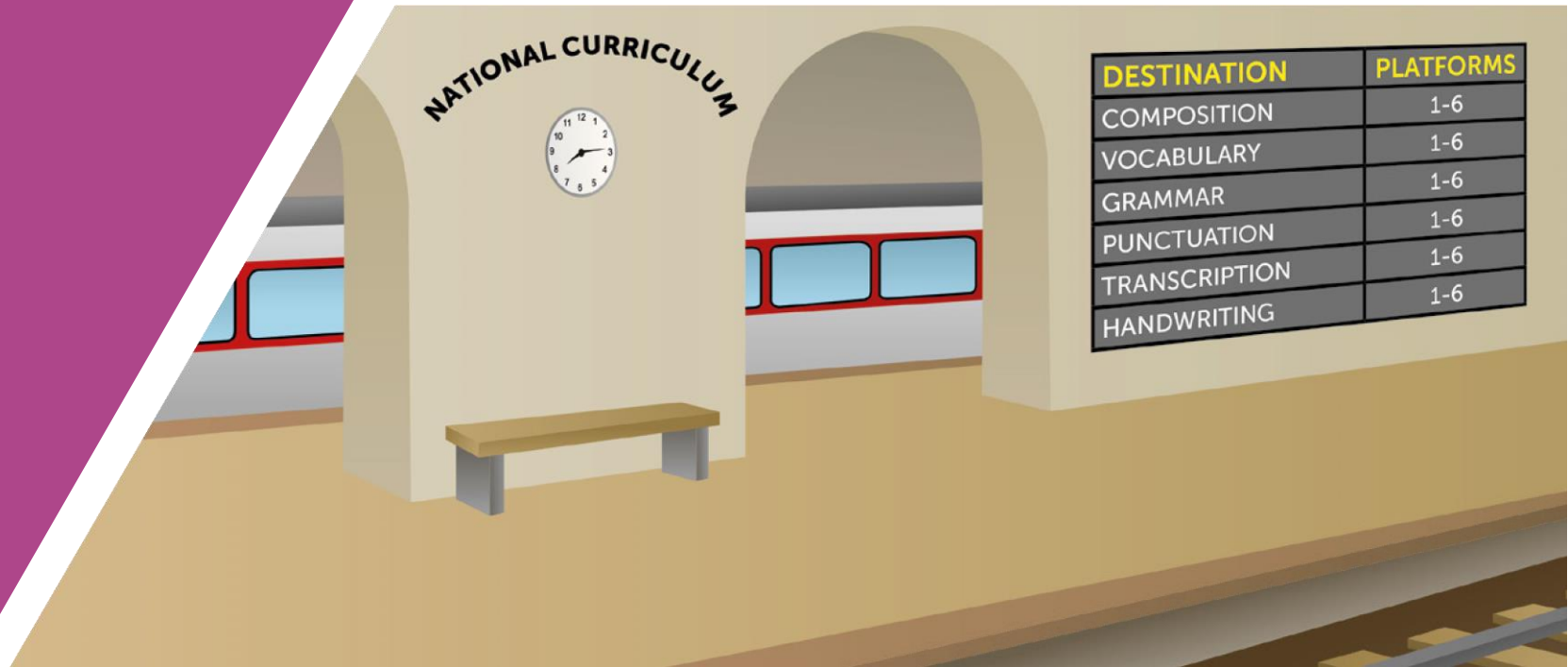


Back on Track: Writing Priorities Years 1 - 6



Autumn 2020 writing priorities - developed from
the 2014 National Curriculum & adapted from
the HfL Stranded Planning Platforms

This is an abridged and adapted version of the ‘Stranded Planning Platforms’. It identifies key approaches and skills on which to focus first from the much wider range of objectives within that document (available from Harper Collins as part of the HfL Writers’ Toolkits series), as well as providing progression guidance to support differentiation.

Teachers will need to be mindful that tasks derived from these reduced number of objectives below, are open-ended enough to ensure that children are able to extend, develop and deepen their learning as well as secure the key areas described.

Although not mentioned specifically within the focus areas, it will be very important that children continue to play with rhymes and listen to, read and discuss poetry.

Objectives have been coded along the following lines

Reflected in all plans: FEPs 1 & 2 & 3	Focused English Plan 1	Focused English Plan 2	Focused English Plan 3	Occasional statements that are included for completeness but might only be explored in oral or reading work
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Composition – Planning

Y1	Y2	Y3	Y4	Y5	Y6
use ideas from reading in a narrative	use a shared text as a model for writing	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	use other similar writing as models for their own identify the audience for and the purpose of the writing	use other similar writing as models for their own identify the audience for and the purpose of their writing and select the appropriate form when planning



Composition – Planning (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
say out loud what they are going to write about	write down ideas, and/or key words	write down ideas, and/or key words	write down ideas, and/or key words	note and develop initial ideas	note and develop initial ideas
say a sentence before writing it	encapsulate what they want to say, sentence by sentence	compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)	rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)



Composition – Writing					
Y1	Y2	Y3	Y4	Y5	Y6
re-tell/imitate familiar stories	re-tell/imitate/adapt familiar stories with events in sequence	include dialogue within story writing and begin to use this to reveal detail about character	begin to develop mood and atmosphere, including through dialogue between characters	develop mood and atmosphere, including through dialogue between characters	develop mood and atmosphere, including through dialogue between characters
	include some dialogue within stories				
begin to convey information and ideas in simple non-narrative forms	convey information and ideas in simple non-narrative forms	include the use of devices to organise writing	in non-narrative material, use simple organisational devices	in non-narrative material, use simple organisational devices	in non-narrative material, use simple organisational devices
use words that sequence events (see vocabulary / grammar section for detail of year group expectations)	use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations)	include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year group expectations)	sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)	sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)	organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations)



Composition – Writing (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
make some choices of appropriate vocabulary	choose appropriate words and phrases to describe	begin to use figurative language	include descriptive detail and figurative language to make writing more vivid	use expressive and figurative language to create mood and atmosphere	use expressive and figurative language to create mood and atmosphere
		begin to vary sentence openings	begin to use a variety of sentence structures	begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader:	begin to consciously control sentence structures in their writing, sometimes making choices about: sentence length, sentence complexity and punctuation for effect
	include some details in both narrative and non-fiction writing	ensure relevant details are included in both narrative and non-fiction writing	begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly	consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly	consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly
			use paragraphs to organise ideas around a theme in non-fiction forms	begin to structure main ideas across the text by using paragraphs purposefully	structure main ideas across the text by using paragraphs purposefully
			begin to use paragraphs to indicate changes in setting, character and time in a narrative	begin to link ideas across paragraphs using adverbials of time, place, number or tense choice	link ideas across paragraphs using adverbials of time, place, number or tense choice



Composition - Evaluate and edit					
Y1	Y2	Y3	Y4	Y5	Y6
re-read what they have written to check for sense	proof read for errors in spelling, grammar and punctuation re-read to check that their writing makes sense, and that tenses are consistent	proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately	proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately	proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural	proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
discuss what they have written with the teacher or other pupils	evaluate their writing with the teacher and other pupils	begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements	evaluate and edit the effectiveness of their own and others' writing and suggest improvements.	evaluate and edit, assessing the effectiveness of their own and others' writing	evaluate and edit, assessing the effectiveness of their own and others' writing
read aloud their writing clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make meaning clear to the audience	read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear	read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



Vocabulary, grammar and punctuation					
Y1	Y2	Y3	Y4	Y5	Y6
write single clause sentences	use single clause sentences and multi-clause sentences using coordinating conjunctions	use single clause sentences and multi-clause sentences using coordinating conjunctions	use single clause sentences and multi-clause sentences using coordinating conjunctions	use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions	use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions
use 'and' to link words within sentences	use some multi-clause sentences using subordinating conjunctions	use some multi-clause sentences using subordinating conjunctions	use multi-clause sentences using subordinating conjunctions	use multi-clause sentences using subordinating conjunctions	use multi-clause sentences using subordinating conjunctions
leave spaces between words	use sentences with different forms: statement, question exclamation command				



Vocabulary, grammar and punctuation (continued)

Y1	Y2	Y3	Y4	Y5	Y6
begin to punctuate sentences using a capital letter and a full stop,	punctuate sentences using full stops, capital letters,	use the full range of punctuation taught across KS1 to demarcate sentences,	use the full range of punctuation taught across KS1 to demarcate sentences,	use a range of punctuation taught across KS1 and LKS2 to demarcate sentences,	use a range of punctuation taught across KS1 and KS2 to demarcate sentences,
punctuate sentences with a question mark or exclamation mark	punctuate sentences with exclamation marks and question marks	include commas in lists and apostrophes for singular possession	include commas in lists and apostrophes for singular possession	include apostrophe use and speech punctuation	include apostrophe use and speech punctuation
			use inverted commas and other punctuation to indicate direct speech begin to use commas to demarcate clauses and phrases	place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity	place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
join two clauses in a sentence using the co-ordinating conjunction 'and'	expand sentences using the co-ordinating conjunctions or, and, but	express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of	express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of	use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully	use a range of conjunctions, prepositions and adverbials including fronted adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully
use 'because' to provide reasoning	use subordinating conjunctions such as: when if, that, because			use fronted adverbials use commas after fronted adverbials	use relative clauses beginning with who, which, where, when, whose, that
	use appropriate adjectives and adverbs to give essential information				



Vocabulary, grammar and punctuation (continued)

Y1	Y2	Y3	Y4	Y5	Y6
	use expanded noun phrases to describe and specify	use expanded noun phrases to describe and specify	begin to expand noun phrases in different ways, for example by adding prepositional phrases	begin to make more precise and effective use of expanded noun phrases	make precise and effective use of expanded noun phrases
use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'				
orally practise using present and past tenses correctly	use the present and past tenses correctly and consistently	use the present and past tenses correctly and consistently	maintain the use of the present and past tenses correctly and consistently	maintain the use of the present and past tenses correctly and consistently	maintain the use of the present and past tenses correctly and consistently



Handwriting					
Y1	Y2	Y3	Y4	Y5	Y6
Please refer to Progression in Handwriting document included as part of these Back on Track resources.					

Transcription					
Y1	Y2	Y3	Y4	Y5	Y6
spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly	segment spoken words into phonemes and represent these by graphemes, spelling many correctly	use knowledge of phonics and morphology to support accuracy with spelling.	use knowledge of phonics and morphology to support accuracy with spelling..	use knowledge of phonics and morphology to support accuracy with spelling..	use knowledge of phonics and morphology to support accuracy with spelling..
use letter names to distinguish between alternative spellings of the same sound	learn new ways of spelling phonemes for which one or more spellings are already known				



Transcription (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum	spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum	spell common exception words	spell further exception words	spell further exception words	spell further exception words
Please also refer to the phonics materials and/or the relevant Essential Spelling units included as part of these Back on Track resources.					



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Email: info@hertsforlearning.co.uk

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