Progression in Teaching Writing
The Planning Platforms: Years 1 - 6

NATIONAL CURRICULUM

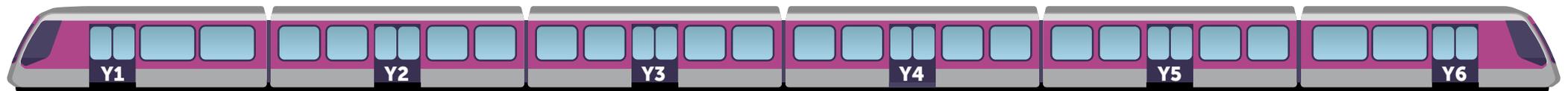| DESTINATION	PLATFORMS
COMPOSITION	1 - 6
VOCABULARY	1 - 6
GRAMMAR	1 - 6
PUNCTUATION	1 - 6
TRANSCRIPTION	1 - 6
HANDWRITING	1 - 6
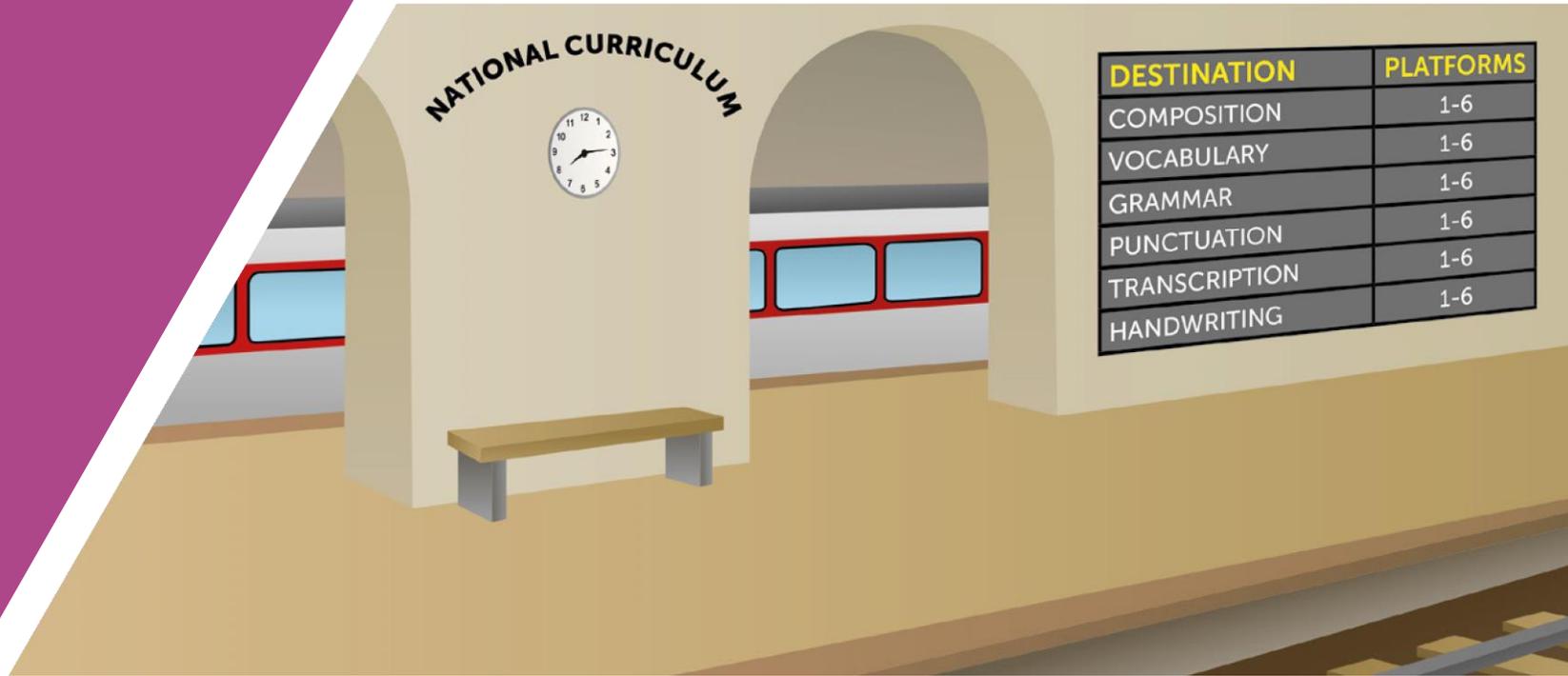
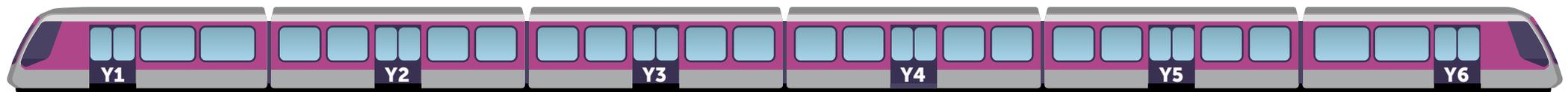**Knowledge and skills for writing developed from the 2014 national curriculum mapped from Year 1 to Year 6**
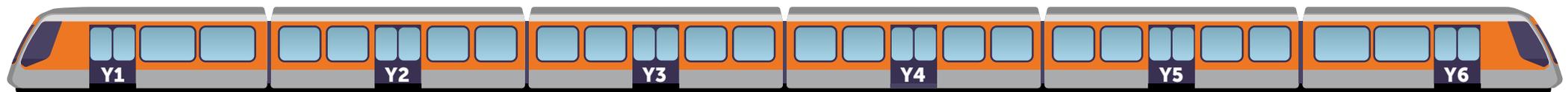
Edition 2

Herts for Learning

Planning Platforms – Stranded

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 • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of the writing	• use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of their writing and select the appropriate form when planning
• say out loud what they are going to write about	• plan or say out loud what they are going to write about, including writing based on personal experiences	• plan or say out loud what they are going to write about, including writing based on personal experiences	• discuss ideas for writing, beginning to make personal choices when planning	• begin to use a variety of approaches to support effective planning	• use a variety of approaches to support effective planning

Y1 Y2 Y3 Y4 Y5 Y6

Planning Platforms – Stranded

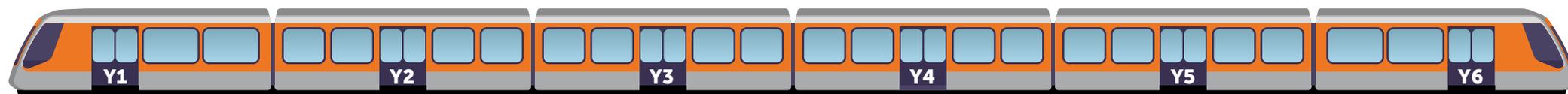| Composition – Planning (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	• write down ideas, and/or key words, including new vocabulary	• write down ideas, and/or key words, technical vocabulary and phrases	• write down ideas, and/or key words, technical vocabulary and phrases	• note and develop initial ideas, drawing on reading and research where necessary	• note and develop initial ideas, drawing on reading and research where necessary
• 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)

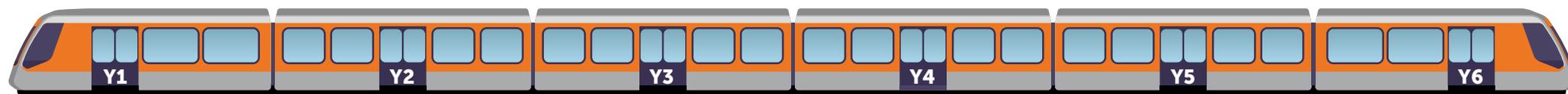| Composition – Writing					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• sequence sentences to form short narratives	• write own narratives with a sequence of events	• begin to develop the events in a narrative sequence	• write narratives, developing the detail across the sequence of events	• experiment with form in narrative writing	• use a variety of narrative structures
• use and continue a repeating pattern from a model • include some story language and patterns following models	• include story language and patterns	• begin to include language that is more likely to be found in written texts rather than spoken language	• include language that is more likely to be found in written texts rather than spoken language	• adapt writing to distinguish between the language of speech and that of written texts	• adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style
• re-tell/imitate familiar stories	• re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue	• 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	• maintain an appropriate balance between dialogue and narrative	• blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator

Y1 Y2 Y3 Y4 Y5 Y6

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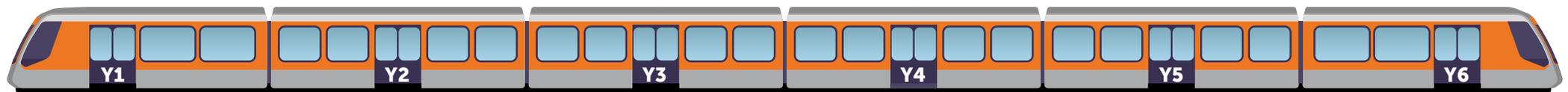| Composition – Writing (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• act out stories and portray characters and their motives	• explore characters' feelings and situations in stories, using role play and oral rehearsal • describe characters and setting	• use some detail in the description of setting and characters' feelings or motives	• describe characters both physically and through their actions and speech	• develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text	• include aspects of characterisation, including what characters say and do, integrating this within a text
			• include setting descriptions across a text	• begin to weave in setting descriptions with characterisation and action	• weave in setting descriptions with characterisation / action
• recount real events • use the language of texts read as models for their own writing • sequence sentences to form simple non-fiction text types	• write about real events • write for different purposes • establish the basic purpose of a text, using some relevant features	• write in a variety of genres and forms, including writing for real purposes and audiences, • begin to select and use forms and vocabulary appropriate to the purpose / reader	• write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose	• write in a range of genres and forms taking account of different audiences and purposes	• write in a range of genres and forms taking account of different audiences and purposes and using features confidently
• assemble information on a subject from their own experience	• assemble information on a subject	• assemble information on a subject and turn notes into sentences	• organise or categorise information based on notes from several sources	• organise information gained from notes made from reading into own writing • begin to précis longer paragraphs from reading	• organise information gained from notes made from reading into own writing • précis longer paragraphs from reading

Y1 Y2 Y3 Y4 Y5 Y6

Composition – Writing (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• 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	• use a range of organisational and presentational devices to structure text and guide the reader	• build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
• listen to and discuss a wide range of rhymes and poems, learning to recite some by heart	• listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some • write poetry	• prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of poetic forms studied	• prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of poetic forms studied	• prepare poems to read aloud and perform • learn a wider range of poetry by heart • experiment with writing poetry using different forms	• prepare poems to read aloud and perform • learn a wider range of poetry by heart • write poetry using different forms
• 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)**	• 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)**	• make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions **(see vocab grammar section for detail of year group expectations)**
• 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

Planning Platforms – Stranded

	Composition – Writing (continued)				
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	• begin to select words for effect from a range provided **(see vocabulary / grammar section for detail of year group expectations)**	• select words for effect from a range provided **(see vocabulary / grammar section for detail of year group expectations)**	• choose words and phrases for effect **(see vocabulary / grammar section for detail of year group expectations)**	• begin to make choices about vocabulary, word order, and punctuation for effect **(see vocabulary / grammar section for detail of year group expectations)**	• select suitable punctuation and precise vocabulary when writing **(see vocabulary / grammar section for detail of year group expectations)**
	• begin to vary sentence openings **(see vocabulary / grammar section for detail of year group expectations)**	• begin to use a variety of sentence structures **(see vocabulary / grammar section for detail of year group expectations)**	• 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: **(see vocabulary / grammar section for detail of year group expectations)**	• begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect **(see vocabulary / grammar section for detail of year group expectations)**	• consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect **(see vocabulary / grammar section for detail of year group expectations)**

Composition – Writing (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	• 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	• engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly • or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies. • begin to develop points of view and authorial voice	• maintain interest for the reader in a variety of ways in both narrative and non-fiction writing • develop points of view and authorial voice

Planning Platforms – Stranded

Composition – Writing (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
		• begin to use paragraphs to group related materials	• use paragraphs to organise ideas around a theme in non-fiction forms • use adverbials to connect one paragraph to another • begin to use paragraphs to indicate changes in setting, character and time in a narrative	• begin to structure main ideas across the text by using paragraphs purposefully • use devices to build cohesion within a paragraph • link ideas across paragraphs using adverbials of time, place, number or tense choice • begin to use paragraphing to deliberately pace the writing	• structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase • use paragraphing to deliberately pace the writing

Y1 Y2 Y3 Y4 Y5 Y6

Planning Platforms – Stranded

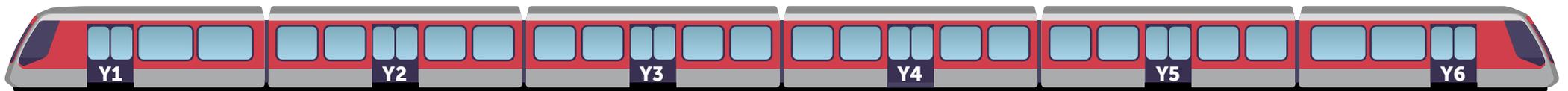| Evaluate and edit					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• re-read what they have written to check for sense	• proof read for errors in spelling, grammar and punctuation • re-read to check that their writing makes sense, and that tenses are consistent	• proof read for spelling, grammar and punctuation 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 • begin to propose changes to vocabulary, punctuation, spelling and grammar	• evaluate and edit the effectiveness of their own and others' writing and suggest improvements. • propose changes to vocabulary, punctuation, spelling and grammar	• evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning	• evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning

Y1 Y2 Y3 Y4 Y5 Y6

Planning Platforms – Stranded

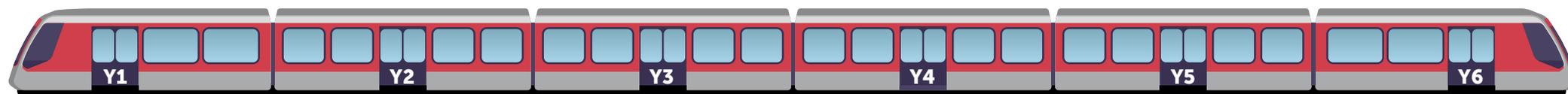| Evaluate and edit (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• read aloud their writing clearly enough to be heard by their peers and the teacher	• read aloud what they have written with appropriate intonation to make meaning clear to the audience	• read aloud their own writing, to a group 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

Y1 Y2 Y3 Y4 Y5 Y6

Planning Platforms – Stranded

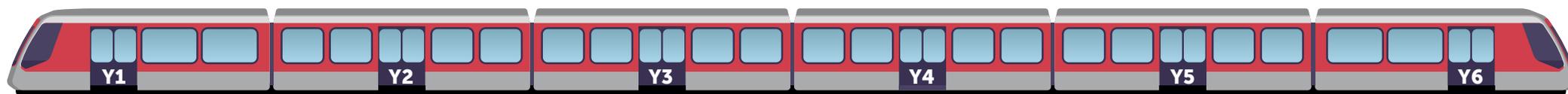| Vocabulary, grammar and punctuation					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• write single clause sentences • use 'and' to link words within sentences • leave spaces between words	• use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences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

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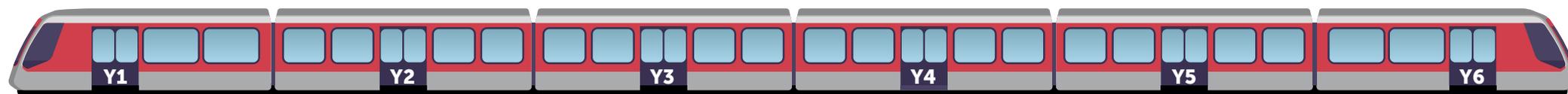| Vocabulary, grammar and punctuation (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• punctuate sentences using full stops, capital letters, exclamation marks, question marks • use apostrophes for contracted forms	• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas to punctuate direct speech	• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas • use a new line for a new speaker when writing direct speech • use apostrophes to mark plural possession	• use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • use brackets, dashes or commas for parenthesis e.g. asides, additional information	• use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation • use hyphens to avoid ambiguity • understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses • use a colon to introduce a list • punctuate bullet points consistently

Y1 Y2 Y3 Y4 Y5 Y6

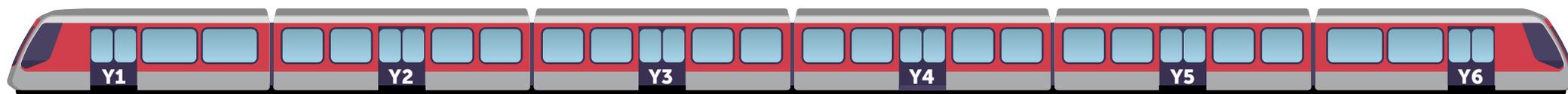| Vocabulary, grammar and punctuation (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	• use commas in lists	• use commas in lists and begin to use them to demarcate clauses	• use commas to demarcate items in a list, clauses and phrases	• place commas, mostly accurately, to clarify meaning or 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' • use 'because' to provide reasoning	• expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because • use appropriate adjectives and adverbs to give essential information	• 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 fronted adverbials • use commas after fronted adverbials	• 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 relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	• 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 relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Y1 Y2 Y3 Y4 Y5 Y6

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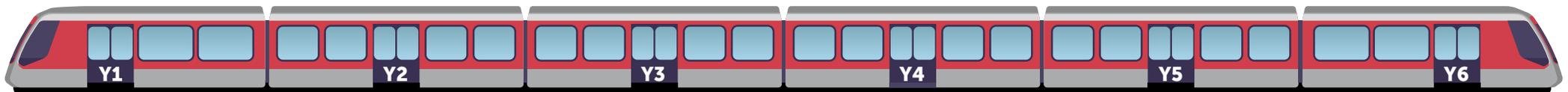| Vocabulary, grammar and punctuation (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	• use expanded noun phrases to describe and specify	• begin to expand noun phrases in different ways, for example by adding prepositional phrases	• use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases	• begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely	• make precise and effective use of expanded noun phrases, conveying complicated information concisely
• use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learn the grammar for Y1 from English Appendix 2	• use some features of standard English • learn the grammar for Y2 from English Appendix 2	• use some features of standard English • learn the grammar for Y3 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y4 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y5 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y6 from English Appendix 2

Planning Platforms – Stranded

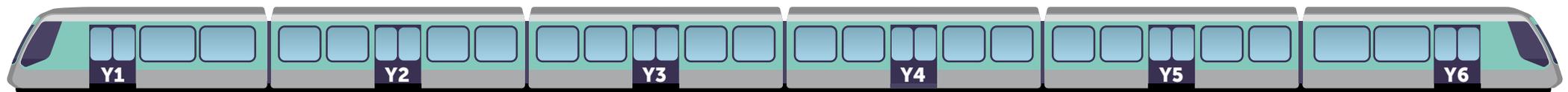| Vocabulary, grammar and punctuation (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• orally practise using present and past tenses correctly	• use the present and past tenses correctly and consistently	• use the present and past tenses correctly and consistently	• maintain the use of the present and past tenses correctly and consistently	• maintain tense consistently and begin to manage shifts in tense	• maintain tense and person consistently including shifts between tenses
	• use the present progressive and past progressive forms	• use the present perfect form of verbs instead of the simple past	• use the present perfect form of verbs in contrast to the past tense	• use the perfect form of verbs to mark relationships of time and cause • indicate degrees of possibility using adverbs or modal verbs • ensure correct subject and verb agreement when using singular and plural	• use the perfect form of verbs to mark relationships of time and cause • use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions • use passive constructions where appropriate • ensure correct subject and verb agreement when using singular and plural

Y1   Y2   Y3   Y4   Y5   Y6

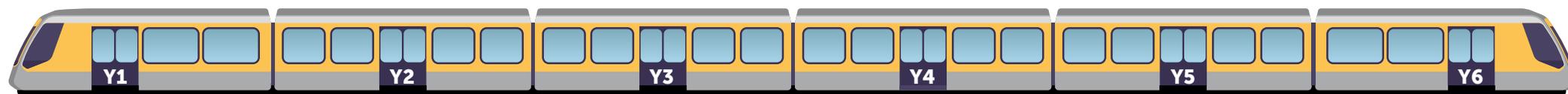| Vocabulary, grammar and punctuation (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
			• select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition	• begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition	• use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
• use the terminology for Y1 found in English Appendix 2	• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing	• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading	• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing	• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing	• use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing

Y1 Y2 Y3 Y4 Y5 Y6

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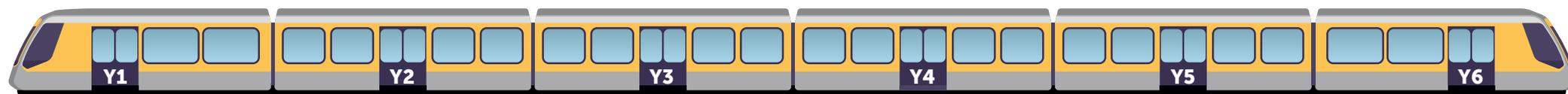| Handwriting					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top • form capital letters • form digits 0-9	• form lower-case letters of the correct orientation and size relative to one another • start writing at the middle or top of the letters and leave the end ready to join later • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	• begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	• secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	• write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task	• write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task
• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • make distinctions between ascenders and descenders and other 'between the line' letters • distinguish between similar looking letters	• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • use spacing between words that reflects the size of the letters	• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	• choose which shape of a letter to use when given choices and decide whether or not to join specific letters

Planning Platforms – Stranded

Transcription					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
• 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 • use letter names to distinguish between alternative spellings of the same sound	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known	• use the first two or three letters of a word to check its spelling in a dictionary	• use the first two or three letters of a word to check its spelling in a dictionary	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary	• use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary
	• spell most words relating to the statements from previous year groups correctly	• spell most words relating to the statements from previous year groups correctly, after independent proof-reading	• spell most words relating to the statements from previous year groups correctly, after independent proof-reading	• spell most words relating to the statements from previous year groups correctly, after independent proof-reading	• spell most words relating to the statements from previous year groups correctly, after independent proof-reading

Y1   Y2   Y3   Y4   Y5   Y6

Planning Platforms − Stranded

Transcription (continued)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)	• apply spelling rules and guidance, as listed in English Appendix 1	• spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading	• spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading	• spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading	• spell most words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading
• name the letters of the alphabet in order • spell the days of the week	• spell some words with contracted forms • learn some common homophones and near homophones				
• use the spelling rule for adding −s or −es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un− • use −ing, -ed, -er and −est where no change is needed in the spelling of root words	• add suffixes to spell some words correctly in their writing				
• spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum	• spell common exception words				

Planning Platforms – Stranded

Transcription (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum

Herts for Learning

As a schools' owned Company, Herts for Learning operates with a not-for-profit ethos and is committed to providing innovative and evolving services, resources and products to help those we work with to deliver a great education. Our mission is for every young person, through access to a great education, to be able to realise their potential, regardless of where they live or their circumstances.

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