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## Diagrammatical overview of suite of documents

#### **Planning Platforms**

The starting place for year group teachers to plan for the teaching of writing. Detailed statements, derived from the national curriculum, separated into year groups, guiding teachers towards 'what to teach' along with exemplified sentences that illustrate the pitch of the curriculum.

- Use as working documents throughout the year to ensure appropriate coverage and pitch of expectations.
- Use for ongoing and responsive teaching / assessment for learning and to make adaptations to planning.
- **Use** to derive the differentiation needed to provide both support and stretch / challenge as needed.

# **Teacher Assessment Frameworks** (TAFs)

The finishing point for teachers to assess attainment at the end of the year. Sets of 'pupil can' statements comprising overall standards in English writing, from which teachers can assess their pupils against the expectations of the national curriculum at 'working towards the standard', working at the expected standard', 'working at greater depth within the standard'.

- **Should** be used at the end of the year to assess.
- **Might** be used at the beginning of the year to build awareness of the journey ahead.
- **Could** be used in autumn and spring terms to assess ongoing progress towards end of year attainment.
- **Should not** be used for ongoing responsive teaching / assessment for learning across the year.

#### **Bridging Documents**

Supporting document for each year group showing how the statements within the Planning Platform lead towards each 'pupil can' statement in the TAF.

• **Use** to locate teaching objectives needed to meet specific 'pupil can' statements.

#### **Progression Charts**

Supporting document placed within each year group's set of materials grouping the objectives within the Platforms so that progression across year groups and key stages can be seen.

- Use to locate planning and teaching objectives where differentiation is needed outside of current year group expectations.
- **Use** to monitor and evaluate outcomes across year groups and key stages.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Writing narratives								
orally rehearse sentences and sequence them to form short narratives	write simple, coherent narratives about personal experiences and those of others (real or fictional)	create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†			
		use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action though dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action			
			use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			

Name	Α	В	С	D	Е	F
he pupil can, after discussion with the teacher:						
<ul> <li>say out loud what they are going to write about</li> </ul>						
write a single sentence demarcated with capital letters and full stops						
segment many spoken words into phonemes and represent these by graphemes						
spell some common exception words*						
begin to form lower-case letters in the correct direction, starting and finishing in the right place						
recognise where spaces between words have been missed						

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words th pupils should be able to spell.

#### Y1 curriculum stranded to Y1 TAF

#### Composition – Planning Composition – Writing Composition – Evaluating Vocabulary, grammar and punctuation Handwriting Transcription

Planning Platform statement	'Pupil can' statement
<ul> <li>spell the days of the week</li> <li>spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum</li> </ul>	spell some Y1 common exception words* and the days of the week
<ul> <li>re-read what they have written to check for sense</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>use the terminology for Year 1 found in English Appendix 2</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>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</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> <li>spell most words relating to the Year 1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)</li> <li>name the letters of the alphabet in order</li> <li>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>use the prefix un–</li> <li>use the prefix un–</li> <li>use –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</li> </ul>	segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically plausible way
<ul> <li>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'l'</li> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place, i.e. middle or top</li> <li>form capital letters</li> <li>form digits 0–9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> <li>make distinctions between ascenders and descenders and other 'between the line' letters</li> <li>distinguish between similar looking letters</li> </ul>	form many letters and digits correctly, with some difference between upper- and lower-case letters

### Piece 2: Recount of visit to Knebworth House

<u>LO: To write a recount.</u> TO 142 Knebworth House activities gardens dinosaurs Queen Elizabeth I

Yesterday I went to Knebworth house First we made a timeline and danced. Next we did handwriting and with Feathers. Then we saw the dinosaurs Inosaur's because they were Colourguloe.

## Year 1 – Child A – Piece 2

LO: To write a recount

Knebworth House activities gardens dinosaurs Queen Elizabeth I



After discussion and modelling in a large group, this recount was written, and information from the child's own experience was assembled. The concept of a sentence is secure, and sustained throughout this cross-curricular (History) writing. The child uses a capital letter for the personal pronoun I. She uses adverbs of time to sequence events. She uses the conjunctions 'and' and 'because' to join words and provide reasoning. This piece demonstrates some evidence of proofreading to correct spelling. The child makes use of alternative graphemes for previously taught phonemes, e.g. feather -ea/e. Letters are formed accurately, descenders are clear and ascenders are developing. Simple inflected endings of '– s' for plural nouns are demonstrated.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Composition	Composition	Composition	Composition	Composition	Composition	
Planning	Planning	Planning	Planning	Planning	Planning	
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	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	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	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,	
	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)	