



Planning Platform

Updated: January 2023

Signed: SJ

Review Date:

Composition

Plan

- use ideas from reading in a narrative
- say out loud what they are going to write about
- say a sentence before writing it

Draft and write

- sequence sentences to form short narratives
- use and continue a repeating pattern from a model
e.g. run, run, as fast as you can
Not by the hair of my chinny chin, chin.
Tap, tap, the egg cracked.
- include some story language and patterns following models
e.g. one day, suddenly, in the end
and he huffed and he puffed,
Then the little old man and the little old woman pulled and they pulled.
- re-tell/imitate familiar stories
e.g. include main events, characters and where the events take place
- act out stories and portray characters and their motives
- recount real events
e.g. a weekend shopping trip; a school visit; an assembly
- use the language of texts read as models for their own writing
e.g. greetings in a letter; instructions about what a pet might eat
- sequence sentences to form simple non-fiction text types
e.g. what to pack for a holiday
- assemble information on a subject from their own experience
- begin to convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of rhymes and poems, learning to recite some by heart
- use words that sequence events
(see vocabulary / grammar section for detail of year group expectations)
- make some choices of appropriate vocabulary
e.g. cold or chilly; tall or big?
giant bear, teeny bear, dark and horrible, stomping,
funny and noisy,
all the buns on the dish

Composition continued...

Evaluate and edit

- re-read what they have written to check for sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

- write single clause sentences
e.g. The girl threw the yellow ball.
Two cats jumped onto the wall.
He went to school on the bus.
The chair was very hard.
- use 'and' to link words within sentences
e.g. Red Riding Hood took grandma some pie and cake.
Put the bats and balls away.
There is a slide and a climbing frame in the park.
Seeds need water and light to grow. The big bad wolf went huff and puff.
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- join two clauses in a sentence using the co-ordinating conjunction 'and'
e.g. The wolf growled and Red Riding Hood ran away.
The girl kicked the ball and scored a goal.
Put the seed in the little hole and pat down the soil on top.
- use because to provide reasoning
We took our coats because it was raining.
I am proud of my model because I worked so hard on it.
- 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
- orally practise using present and past tenses correctly
- use the terminology for Y1 found in English Appendix 2

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 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
- spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)
- name the letters of the alphabet in order
- spell the days of the week
- 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
e.g. helping, helped, helper, eating, quicker, quickest
- spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

Puffin Peter - Petr Horace
The Tiger who came to Tea - Judith Kerr
Where's my teddy? - Jez Alborough
The Last Noo-noo - Jill Murphy



Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Year 1 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- use ideas from reading in a narrative
- say out loud what they are going to write about
- say a sentence before writing it

Draft and write

- sequence sentences to form short narratives
- use and continue a repeating pattern from a model
- include some story language and patterns following models
- re-tell/imitate familiar stories
- act out stories and portray characters and their motives
- recount real events
- use the language of texts read as models for their own writing
- sequence sentences to form simple non-fiction text types
- assemble information on a subject from their own experience
- begin to convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of rhymes and poems, learning to recite some by heart
- use words that sequence events
(see vocabulary / grammar section for detail of year group expectations)
- make some choices of appropriate vocabulary

Evaluate and edit

- re-read what they have written to check for sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

- write single clause sentences
- use 'and' to link words within sentences
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- join two clauses in a sentence using the co-ordinating conjunction 'and'
- use because to provide reasoning
- 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
- orally practise using present and past tenses correctly
- use the terminology for Y1 found in English Appendix 2

Handwriting

- 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
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)
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Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 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
- spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)
- name the letters of the alphabet in order
- spell the days of the week
- 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
e.g. helping, helped, helper, eating, quicker, quickest
- spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

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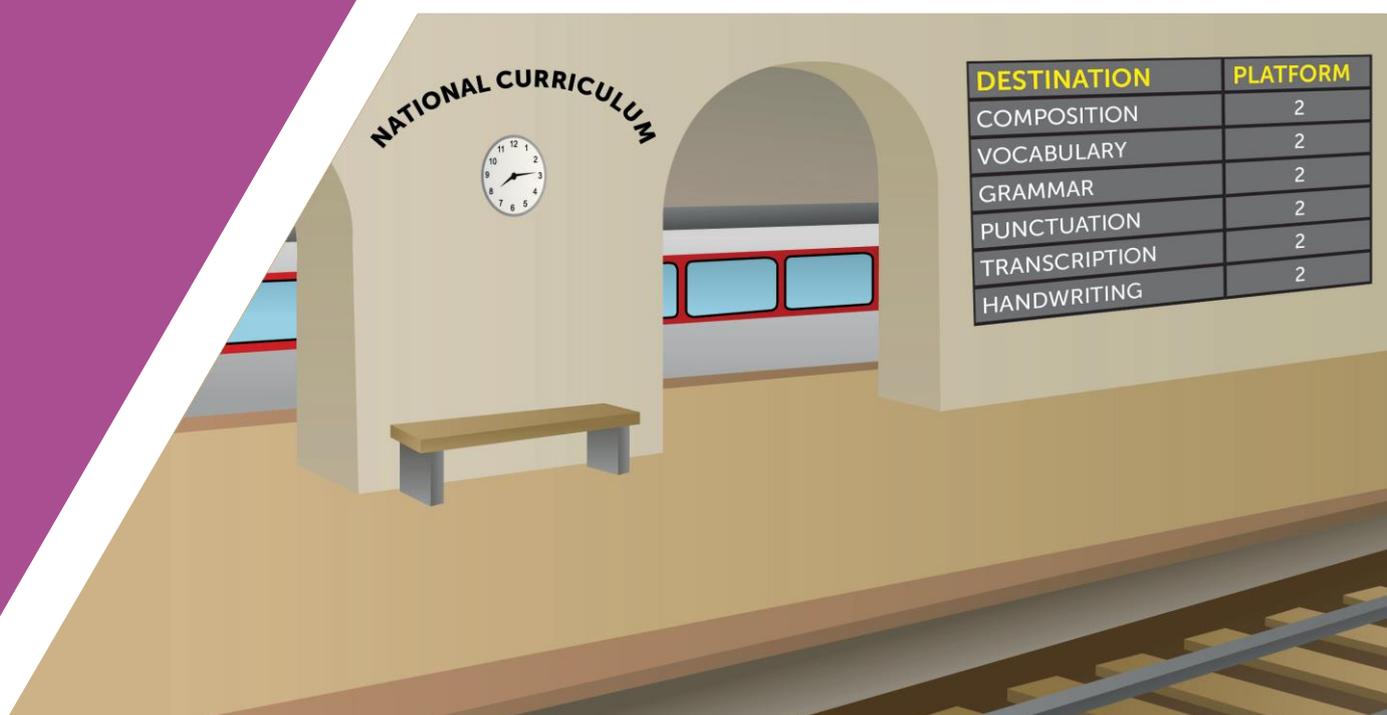
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Year 2 Planning Platform



DESTINATION	PLATFORM
COMPOSITION	2
VOCABULARY	2
GRAMMAR	2
PUNCTUATION	2
TRANSCRIPTION	2
HANDWRITING	2

Writing criteria developed from
the 2014 National Curriculum
for Year 2

Edition 1

Year 2 Planning Platform

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Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- use a shared text as a model for writing
- plan or say out loud what they are going to write about, including writing based on personal experiences
- write down ideas, and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence

Draft and write

- write own narratives with a sequence of events
- Include story language and patterns
*e.g. "Look at my bad knee," said Clare. (explanation given) and that's how I got my bad knee."
(Repeated with a different explanation each time.)
Tom clambered up the steep steps after the Giant ...higher, and higher, and higher, and higher ...
until they came to a giant door
Deep in the forest lived a Badger called Pete.*
- re-tell/imitate/adapt familiar stories with events in sequence include some dialogue
e.g. include main events in sequence; focus on who is in the event; where events take place and what happens
- explore characters' feelings and situations in stories, using role play and oral rehearsal
- describe characters and setting
*e.g. Some tiny islands appeared on the horizon. Peter was too sad to look as he drifted towards them.
Arjan was very excited, but he still held tight to his mum's hand as they crossed the busy road.
When Granny Diamond took Joe into the small back-bedroom his heart sank. It seemed so dark and chilly.*
- write about real events
e.g. recounts from a trip; descriptive writing following a walk in the woods
- write for different purposes
e.g. a simple information text incorporating labelled pictures and diagrams; a thank you letter; a book review
- establish the basic purpose of a text, using some relevant features
e.g. addressing reader in a letter; non-chronological report
- assemble information on a subject .
- convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some
- write poetry
- 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)

Composition continued...

- choose appropriate words and phrases to describe
e.g. Lions are wild animals with large, sharp teeth.
The coach journey was long and boring.
Now the trees looked bare and scrappy.
His belly was empty. It rumbled and churned.
- begin to select words for effect from a range provided
When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text.
Reading age-appropriate texts and discussing examples from these will support understanding and application.
(see vocabulary / grammar section for detail of year group expectations)
- begin to vary sentence openings
When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application.
(see vocabulary / grammar section for detail of year group expectations)
- include some details in both narrative and non-fiction writing
e.g the dark wood, the deep water,
very scared, really happy,
lovely day

Evaluate and edit

- proof read for errors in spelling, grammar and punctuation
- re-read to check that their writing makes sense, and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- read aloud what they have written with appropriate intonation to make meaning clear to the audience

Vocabulary, grammar and punctuation

- use single clause sentences
e.g. Camille watched everything.
Vincent lifted down a big picture.
There were a lot of people in the shop.
Sometimes he gave him rides in a trolley..
- and multi-clause sentences using coordinating conjunctions
e.g. 'The picture was strange but very beautiful.'
Dave went everywhere in the crowd but he couldn't see Mum and Dad.
She stopped crying and put out her hand to stroke his beautiful, blue silk bow.
- use some multi-clause sentences using subordinating conjunctions
e.g. Joe didn't have a whole ice-cream to himself because he was too dribbly.
He had nearly finished his book when a huge hand tried to steal his teddy!
I will buy you an icecream if they don't cost too much.
- use sentences with different forms: statement,
e.g. The ship sailed across the sea.
Emily's rabbit is very floppy,
My sister is the funniest girl in the world question,
e.g. What do sharks eat? Would you like a slice of cake or some strawberries?
How can we escape the giant? exclamation, *e.g. What a lovely day we had! How funny they all were?* Command. *e.g. Get all of your equipment ready first. Don't touch the tigers. Climb down slowly please.*
- punctuate sentences using full stops, capital letters, exclamation marks, question marks
- use apostrophes for contracted forms
e.g. It's dark in here.
He couldn't believe his eyes!
Guinea pigs don't like the cold or the damp.
and the singular possession
Rapunzel's hair was long and beautiful.
The school's gate is locked at 9.00am.
The elephant's ears were extremely big.
One day a strange man arrived in Camille's town.
- use commas in lists
e.g. She took her grandmother some cake, apples and fresh milk.
In the cupboard there was a pile of books, two balls and a sharpener.
- expand sentences using the co-ordinating conjunctions or, and, but
e.g. The worker bees work extremely hard gathering pollen but they do not live very long.
She didn't know whether she should run or find a place to hide.
These sharks can grow up to 18 metres long and have as many as 300 babies.
- and subordination using when if, that, because
e.g. The honey bee makes a buzzing noise when it flaps it's wings.
Emily should run away if they come back.
He sang so well that everybody cheered.
The whole town knew it was the bear because he left his footprints behind.

Vocabulary, grammar and punctuation continued...

- use appropriate adjectives and adverbs to give essential information
e.g. plain flour rather than flour or fluffy white flour.
The picture was strange but very beautiful.
Collect bugs from the long grass rather than the grass or the beautiful grass.
At last he ran home in tears
The dark chocolate melted quickly and the marshmallows melted more slowly.
- use expanded noun phrases to describe and specify
e.g. Camille picked a huge bunch of sunflowers for the painter and put them in a big brown pot.
Tom climbed up the huge table leg and saw the giant with the sack of stolen Teddies.
- use some features of standard English
e.g. .because not coz; he did not he done
- learn the grammar for Y2 from English Appendix 2
- use the present and past tenses correctly and consistently
e.g. Emily is grumpy.
I have a rabbit at home.
There are several types of bees.
Some bees make honey and some build things.
The bees left their hive and flew into the woods.
Emily was grumpy.
My rabbit had lots of babies.
- use the present progressive and past progressive forms
e.g. The Sunflower Man was painting the stars!
Guinea-pigs love eating and feeding them is half the fun of keeping them.
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- 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
e.g. 'n' sound – knock, knee, know; 'j' sound – giant, huge, fudge; 'll' sound – little, tunnel, hospital, pencil.
- spell most words relating to the statements from previous year groups correctly
- apply spelling rules and guidance, as listed in English Appendix 1
- spell some words with contracted forms
e.g. can't, didn't, hasn't, couldn't, I'll, doesn't
- learn some common homophones and near homophones
e.g. there, they're, for / four; see / see; quite / quiet
- add suffixes to spell some words correctly in their writing
e.g. –ment ; -ness , -ful, -less, -ly.
They were filled with excitement.
Great enjoyment was had by all.
The lake was peaceful.
He felt dreadfully sick after eating three cream eggs.
The lion cubs played happily in the sunshine.
The knight was fearless.
Cinderella had never known such kindness.
- spell common exception words

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

On The Way Home - Jill Murphy
Grandad's Island - Benji Davies
Tidy - Emily Gravett
Camille and the Sunflowers - Laurance Anholt
The Teddy Robber - Ian Beck
Dogger - Shirley Hughes
I love guinea-pigs - Dick King Smith



Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

Year 2 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- use a shared text as a model for writing
- plan or say out loud what they are going to write about, including writing based on personal experiences
- write down ideas, and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence

Draft and write

- write own narratives with a sequence of events
- Include story language and patterns
- re-tell/imitate/adapt familiar stories with events in sequence include some dialogue
- explore characters' feelings and situations in stories, using role play and oral rehearsal
- describe characters and setting
- write about real events
- write for different purposes
- establish the basic purpose of a text, using some relevant features
- assemble information on a subject .
- convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some
- write poetry
- 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)
- choose appropriate words and phrases to describe
- begin to select words for effect from a range provided
(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)
- include some details in both narrative and non-fiction writing

Evaluate and edit

- proof read for errors in spelling, grammar and punctuation
- re-read to check that their writing makes sense, and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- read aloud what they have written with appropriate intonation to make meaning clear to the audience

Vocabulary, grammar and punctuation

- 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,
- punctuate sentences using full stops, capital letters, exclamation marks, question marks
- use apostrophes for contracted forms
- use commas in lists
- 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
- use expanded noun phrases to describe and specify
- use some features of standard English
- learn the grammar for Y2 from English Appendix 2
- use the present and past tenses correctly and consistently
- use the present progressive and past progressive forms
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- 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
- spell most words relating to the statements from previous year groups correctly
- apply spelling rules and guidance, as listed in English Appendix 1
- spell some words with contracted forms
e.g. can't, didn't, hasn't, couldn't, I'll, doesn't
- learn some common homophones and near homophones
e.g. there, they're, for / four; see / see; quite / quiet
- add suffixes to spell some words correctly in their writing
e.g. -ment ; -ness , -ful, -less, -ly.
- spell common exception words

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

On The Way Home - Jill Murphy
Grandad's Island - Benji Davies
Tidy - Emily Gravett
Camille and the Sunflowers - Laurance Anholt
The Teddy Robber - Ian Beck
Dogger - Shirley Hughes
I love guinea-pigs - Dick King Smith



Herts for Learning

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For further information:

Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

Telephone: 01438 845111



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Year 3 Planning Platform



DESTINATION	PLATFORM
COMPOSITION	3
VOCABULARY	3
GRAMMAR	3
PUNCTUATION	3
TRANSCRIPTION	3
HANDWRITING	3

Writing criteria developed from
the 2014 National Curriculum
for Year 3

Edition 1

Year 3 Planning Platform

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Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

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Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- plan or say out loud what they are going to write about, including writing based on personal experiences
- write down ideas, and/or key words, technical vocabulary and phrases
- compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)

Draft and write

- begin to develop the events in a narrative sequence
- begin to include language that is more likely to be found in written texts rather than spoken language
*e.g. Earth Hounds have fangs at the front and a wagglers at the back.
The Tear Thief sat perched on the edge of the bath, watching excitedly and loosening the top of her sack.
However I must tell you that a blue whale is much too big to live in your pond.*
- include dialogue within story writing and begin to use this to reveal detail about character
*e.g. He tied the spoons in a knot and we managed to pull them up just in time. "Thank you so much Traction Man" they gasped gratefully.
"Answer me, Book!" he thundered, and his burning breath singed Book's pages brown.
"I won't hurt you," snarled the Wolf as he paced around the boy. "You can trust me."*
- use some detail in the description of setting and characters' feelings or motives
*e.g. I was swimming in the murky water when the poisonous dishcloth crept up behind me.
Casper desperately looked around the frozen landscape for a place to shelter from the wind.
The lights were on all over the house even though it was daytime. There was music blaring out, and a dog barking, and children shouting. Mrs Cole was still in the window. I could see her making toast and frying eggs, and she still carried the baby in her arm.*
- write in a variety of genres and forms, including writing for real purposes and audiences,
e.g. writing inspired by a film; writing linked to a topic; recounts from trips
- begin to select and use forms and vocabulary appropriate to the purpose / reader
e.g. story language in a fairy tale; 'chatty' diary entries; a more formal letter to an adult.
- assemble information on a subject and turn notes into sentences
- include the use of devices to organise writing
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- include a structured sequence of events using a range of conjunctions and adverbs
(see vocabulary / grammar section for detail of year group expectations)

Composition continued...

- begin to use figurative language

e.g. She had eyes as black as coal and a long neck like a swan. Her mane was a golden river running down her back.

You could have heard a pin drop in the hall, as the Head stormed in like an angry rhino.

On a branch overhanging the river they met a bird made out of rainbows. It was the kingfisher.

He crawled carefully to the edge of the steep drop.

- select words for effect from a range provided

When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text.

Reading age-appropriate texts and discussing examples from these will support understanding and application.

(see vocabulary / grammar section for detail of year group expectations)

- begin to use a variety of sentence structures

When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application.

(see vocabulary / grammar section for detail of year group expectations)

- ensure relevant details are included in both narrative and non-fiction writing

e.g. barn owl, baby barn owl, snowy owl.

They crossed a little bridge in a small valley full of tiny things.

The eldest princess was too proud to answer.

- begin to use paragraphs to group related materials

Evaluate and edit

- 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
- 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
- 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.

Vocabulary, grammar and punctuation

- use single clause sentences
e.g. He threw the crayons up in the air. They landed all over the grass
The beautiful butterfly emerged.
The girl stepped carefully into the tunnel.
Last night I read your letter to my whale.
A huge, black bear came lumbering out of the forest.
- and multi-clause sentences using coordinating conjunctions
e.g. The dragon's home was destroyed but nobody knows who did it.
The beautiful butterfly emerged but it was very fragile.
Spiders are not insects but belong to a family called arachnids.
The girl stepped carefully into the tunnel and called again for her brother.
Bernard stopped growling, but he wouldn't take off his tiger mask.
- use some multi-clause sentences using subordinating conjunctions
e.g. Some spiders can disguise themselves when a predator is near.
Alfie couldn't pop many bubbles because he was holding onto his blanket
Bees might sting you if they feel threatened.
She tried very hard not to show how frightened she was even though her legs were trembling.
- 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
e.g. "Mr Wolf, you've had it in for those pigs for years. I saw you huffing and puffing up the hill towards that house," said Little Red Riding Hood.
"I'd love to see what the biggest creature in the world is. Can I come too?"
- use commas in lists and begin to use them to demarcate clauses
e.g. Spiders will trap flies, moths, small beetles and other insects in their webs.
When the wolf was arrested, he insisted he was innocent.
If you are good, you can have a treat.
Dragonflies darted about, lizards lazed on stones, and a water-vole washed its whiskers at the water's edge.
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because;
e.g. They use their fangs to inject venom into their prey before they eat them.
I knew it was Arthur because he let me stroke his head.
adverbs e.g. then, next, soon, therefore;
e.g. After they have mated, female spiders sometimes eat male spiders because they are often bigger and stronger than them.
Suddenly, the two grandfathers appeared in the doorway.
Last night, I read your letter to my whale.
prepositions e.g. before, after, during, in, because of
Once clean, they dry themselves on heaps of compost.
On the Tortoise went, slowly, steadily up the hills and down the dales towards the river.
The wolf came close and lay down right behind the donkey's back feet.
- begin to expand noun phrases in different ways, for example by adding prepositional phrases
e.g. In the zoo they saw a tiger with paws as big as frying pans.
He ran and put down his blanket, very carefully, in a safe place underneath the table.

Vocabulary, grammar and punctuation continued...

- use some features of standard English
e.g. .because not coz; he did not he done
- learn the grammar for Y3 from English Appendix 2
- use the present and past tenses correctly and consistently
e.g. It is dangerous to look into the sun.
Our shadows are small because the light is over our heads.
Fire Dragons raged and roared and rampaged in the smoke and the steam, but one by one they melted away into cinders that glowed
- use the present perfect form of verbs instead of the simple past
e.g. He has gone out to play contrasted with He went out to play
He has made a gorgeous cake for the wedding party, instead of He made a gorgeous cake for the wedding party.
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell some words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

Can I come too - Brian Patten
The Tear Thief - Carol Ann Duffy
The Snow Dragon - Vivian French
I'll Take you To Mrs Cole! - Nigel Gray
Dear Greenpeace - Simon James
Grandpa Chatterji - Jamila Gavin
Alfie gives a hand - Shirley Hughes



Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il-.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as -sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory)**Examples:**

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 3 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- plan or say out loud what they are going to write about, including writing based on personal experiences
- write down ideas, and/or key words, technical vocabulary and phrases
- compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)

Draft and write

- begin to develop the events in a narrative sequence
- begin to include language that is more likely to be found in written texts rather than spoken language
- include dialogue within story writing and begin to use this to reveal detail about character
- use some detail in the description of setting and characters' feelings or motives
- 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
- assemble information on a subject and turn notes into sentences
- include the use of devices to organise writing
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- include a structured sequence of events using a range of conjunctions and adverbs
(see vocabulary / grammar section for detail of year group expectations)
- begin to use figurative language
- select words for effect from a range provided
(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)
- ensure relevant details are included in both narrative and non-fiction writing
- begin to use paragraphs to group related materials

Composition continued...

Evaluate and edit

- 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
- 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
- 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.

Vocabulary, grammar and punctuation

- use single clause sentences
- and multi-clause sentences using coordinating conjunctions
- use some multi-clause sentences using subordinating conjunctions
- 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 commas in lists and begin to use them to demarcate clauses
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because;
- begin to expand noun phrases in different ways, for example by adding prepositional phrases
- use some features of standard English
- learn the grammar for Y3 from English Appendix 2
- use the present and past tenses correctly and consistently
- use the present perfect form of verbs instead of the simple past
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell some words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

Can I come too - Brian Patten
The Tear Thief - Carol Ann Duffy
The Snow Dragon - Vivian French
I'll Take you To Mrs Cole! - Nigel Gray
Dear Greenpeace - Simon James
Grandpa Chatterji - Jamila Gavin
Alfie gives a hand - Shirley Hughes



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Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

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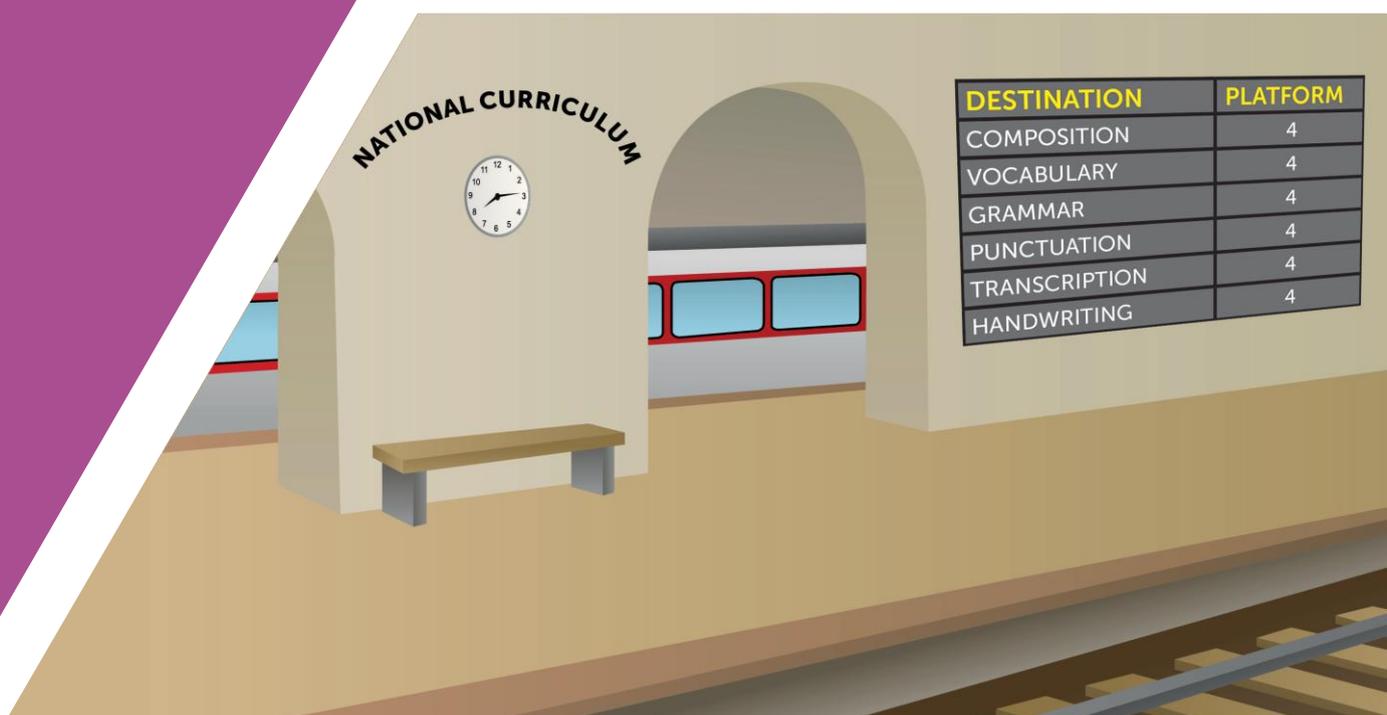
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Year 4 Planning Platform



DESTINATION	PLATFORM
COMPOSITION	4
VOCABULARY	4
GRAMMAR	4
PUNCTUATION	4
TRANSCRIPTION	4
HANDWRITING	4

Writing criteria developed from
the 2014 National Curriculum
for Year 4

Edition 1

Year 4 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

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Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss ideas for writing, beginning to make personal choices when planning
- write down ideas, and/or key words, technical vocabulary and phrases
- rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)

Draft and write

- write narratives, developing the detail across the sequence of events
- include language that is more likely to be found in written texts rather than spoken language
e.g. Bogeyball is the principal outdoor sport in Bogeydom. It resembles football and is played on a pitch of similar size. One major difference however, is that Bogeyball pitches have to be covered with a regulation five binches of filth. *binches: Bogey inches.*
Overhead flew the Beastman's beloved swans, white again, as white as snow, their wings singing in the air.
A single paw would fill this page and shred the paper with its claws.
- begin to develop mood and atmosphere, including through dialogue between characters
e.g. "My my, what smart clothes you have!" he exclaimed admiringly. Then, with a smirk he added, "What a fabulous gold watch you have!"
By the time she got home, her father knew all about it, and he was furious. "You dare to disobey me! Haven't I told you never, ever to go near that monster?" Miranda tried to explain how the Beastman had saved her life, but her father was too angry to listen. He took her upstairs and locked her in her room.
- describe characters both physically and through their actions and speech
e.g. Pan Twardowski was a wealthy nobleman who lived in a fine house off Market Square in the centre of Krakow. He was very knowledgeable on all sorts of subjects and people often went to him for advice, but Pan Twardowski was not satisfied with his life.
The same evening, there came to the village a stranger with twinkling eyes. He was carrying a load of sacks on the back of his cart. "What do you want most in all the world?" He asked the villagers. "To be rich, of course," they cried. 'And so you shall be my friends, but only if you buy my magic stardust.'
Snotlout's eyes narrowed. He grabbed Fishleg's arm and twisted it viciously behind his back. "Nobody's listening to you, you plankton-hearted, fish legged, disaster area," sneered Snotlout.
- include setting descriptions across a text
- write in a variety of genre and forms, using the appropriate form / features of the genre for audience and purpose
e.g. diary and letter writing; recounts and reports of real events aimed at friends and a wider audience
- organise or categorise information based on notes from several sources
- in non-narrative material, use simple organisational devices
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- 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)

Composition continued...

- include descriptive detail and figurative language to make writing more vivid
*e.g. The tropical forest with its dense canopy...,
...eyes of fire...*
Two eyes, black as midwinter. Dark hair like a raven's wing. Two hands, fingers clawed by the cold. A huge volcano was belching red and yellow flames high into the sky, and Fire Dragons soared in and out of the glittering sparks that showered from its glowing crater.
- choose words and phrases for effect
*When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text.
Reading age-appropriate texts and discussing examples from these will support understanding and application.*
(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:
When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application
(see vocabulary / grammar section for detail of year group expectations)
- begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly
*e.g. Have you ever wondered why things go missing in the middle of the night?
You should read the following instructions carefully.
Do you need an exotic holiday? Are you looking for some peace and quiet? Forget all your troubles, take the weight off your feet and come to ...
Cast yourself back a few thousand years. You are travelling through ancient Egypt and you've run out of copper coins.*
- use paragraphs to organise ideas around a theme in non-fiction forms
- use adverbials to connect one paragraph to another
e.g. The next morning... Every day ...But suddenly ...
- begin to use paragraphs to indicate changes in setting, character and time in a narrative

Evaluate and edit

- 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
- evaluate and edit the effectiveness of their own and others' writing and suggest improvements.
- propose changes to vocabulary, punctuation, spelling and grammar
- 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

Vocabulary, grammar and punctuation

- use single clause sentences
e.g. It can swim for a hundred miles without a rest.
By morning, the storm had passed.
The witch glared at Dorothy.
He had grown up into a giant of a man, very big, very strong and very frightening.
- and multi-clause sentences using coordinating conjunctions
e.g. The door was wide open and Federico was nowhere to be seen.'
Terrified, he ran through the woods calling for his friends, but there was no trace of them.
She peeped in through the letter-box and there she saw the three witches lying in front of the fire, fast asleep.
'No one argued, for they knew this was their only hope.'
- and multi-clause sentences using subordinating conjunctions
e.g. Every day he rowed across the silver lake to work in the village of Ballyloch, where he thatched all the houses and barns and hayricks with barley straw.
The next morning was engulfed in shadow as three figures surrounded her.
If they went to the beach, she could collect shells and seaweed and make a much less wiggly necklace.
- 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
e.g. The conductor shouted, "Sit down!"
Travel News Weekly says, "Your accommodation is ready so what are you waiting for? Take a trip to Weslandia now and you won't be disappointed!"
- use a new line for a new speaker when writing direct speech
- use apostrophes to mark plural possession
e.g. the girls' names
Polar bears' fat keeps them warm in the sea.
- use commas to demarcate items in a list, clauses, and phrases
e.g. Matilda ran inside and grabbed her coat, a water bottle, a map, her pocket money and a couple of biscuits.
As her eyes adjusted to the darkness, Matilda could make out a faint yellow glow from deep within the cave.
From outside his headphones, he heard the faint sound of Nugget asking if she could come too.
- 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
e.g. He sat quietly waiting while the passengers got on and off the train until it was his turn.
They sat down quickly beneath the trees.
It felt safe with everybody together, even though there were creaks and groans and sometimes great roaring sounds coming from outside.
Soon, below them, they began to smell the revolting hot stench of the Gruncher's breath.
- use fronted adverbials
e.g. Later that day, I heard the bad news.
Since early morning, the crowds had been gathering along the Champs Elysees.
From her bedroom window, Miranda saw the Beastman and called down to him.
- use commas after fronted adverbials

Vocabulary, grammar and punctuation continued...

- use a variety of expanded noun phrases for example by the addition of modifying adjectives, and prepositional phrases
*e.g. I love my special helmet with the reflective visor.
Before him was a tall dark tower with intricate carvings along the walls.
He saw in the snow a pale shard of shining light. A piece of amber, smoothed by the oceans, coloured clear and beautiful.
However, Bogeymen are to be seen everywhere with their waterproof cameras, which have huge lenses to cope with the inadequate light of Bogeydom.*
- use Standard English forms for verb inflections instead of local spoken forms
e.g. we were instead of we was, or I did instead of I done
- learn the grammar for Y4 from English Appendix 2
- maintain the use of the present and past tenses correctly and consistently
*e.g. Slugs and hodmandods are tolerated and even encouraged in bogeybeds. These creatures produce the silvery slime which Bogeymen find so delicious against their skin.
Jim's dad loved his metal detector. It made treasure hunting so much easier. He was rubbish at measuring steps and always got his left and right confused, so treasure maps were tricky to follow.*
- use the present perfect form of verbs in contrast to the past tense
*e.g. Michael Morporgo has received many awards for his books.
The Headteacher has awarded Bumblebees class the trophy for 'Best Attendance' this week.
Following an exciting tournament, the netball team has won its last match.
He has always lived there and he has walked the same path for years.*
- select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
*e.g. That wicked Professor Spade had kidnapped the dollies and left them in a terrible position.
They were buried up to their waists in the damp earth.
But Raven tricked her. She stole away one child, carried him high into the darkness of winter, over the frozen sea. The bear wept when she found that her cub had gone. Her ice tears formed scars on her cheeks. She held her one child safer and closer and waited for the sun to rise. But she never forgets.*
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

Year 4

Fungus The Bogeyman - Raymond Briggs

Because of Winn-Dixie - Kate DiCamillo

The Jolley-Rogers and the Cave of Doom - Jonny Duddle

The Ice Bear - Nicola Davies

Gentle Giant - Michael Morpurgo

How to train your dragon - Cressida Cowell

The Minpins - Roald Dahl

Dr Xargle's Book of Earth Hounds - Jeanne Willis



Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory)**Examples:**

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Year 4 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss ideas for writing, beginning to make personal choices when planning
- write down ideas, and/or key words, technical vocabulary and phrases
- rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)

Draft and write

- write narratives, developing the detail across the sequence of events
- include language that is more likely to be found in written texts rather than spoken language begin to develop mood and atmosphere, including through dialogue between characters
- describe characters both physically and through their actions and speech
- include setting descriptions across a text
- write in a variety of genre and forms, using the appropriate form / features of the genre for audience and purpose
- organise or categorise information based on notes from several sources
- in non-narrative material, use simple organisational devices
- prepare a range of different forms of poetry to read aloud and perform
- write poetry using the features of poetic forms studied
- 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)
- include descriptive detail and figurative language to make writing more vivid
- choose words and phrases for effect
(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 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
- use adverbials to connect one paragraph to another
- begin to use paragraphs to indicate changes in setting, character and time in a narrative

Composition continued...

Evaluate and edit

- 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
- evaluate and edit the effectiveness of their own and others' writing and suggest improvements.
- propose changes to vocabulary, punctuation, spelling and grammar
- 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

Vocabulary, grammar and punctuation

- use single clause sentences
- and multi-clause sentences using coordinating conjunctions
- and multi-clause sentences using subordinating conjunctions
- 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 commas to demarcate items in a list,
- 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 variety of expanded noun phrases for example by the addition of modifying adjectives, and prepositional phrases
- use Standard English forms for verb inflections instead of local spoken forms
- learn the grammar for Y4 from English Appendix 2
- maintain the use of the present and past tenses correctly and consistently
- use the present perfect form of verbs in contrast to the past tense
- select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- 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
- 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

Transcription

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the first two or three letters of a word to check its spelling in a dictionary
- spell most words relating to the statements from previous year groups correctly, after independent proof-reading
- spell most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

Year 4

Fungus The Bogeyman - Raymond Briggs
Because of Winn-Dixie - Kate DiCamillo
The Jolley-Rogers and the Cave of Doom - Jonny Duddle
The Ice Bear - Nicola Davies
Gentle Giant - Michael Morpurgo
How to train your dragon - Cressida Cowell
The Minpins - Roald Dahl
Dr Xargle's Book of Earth Hounds - Jeanne Willis



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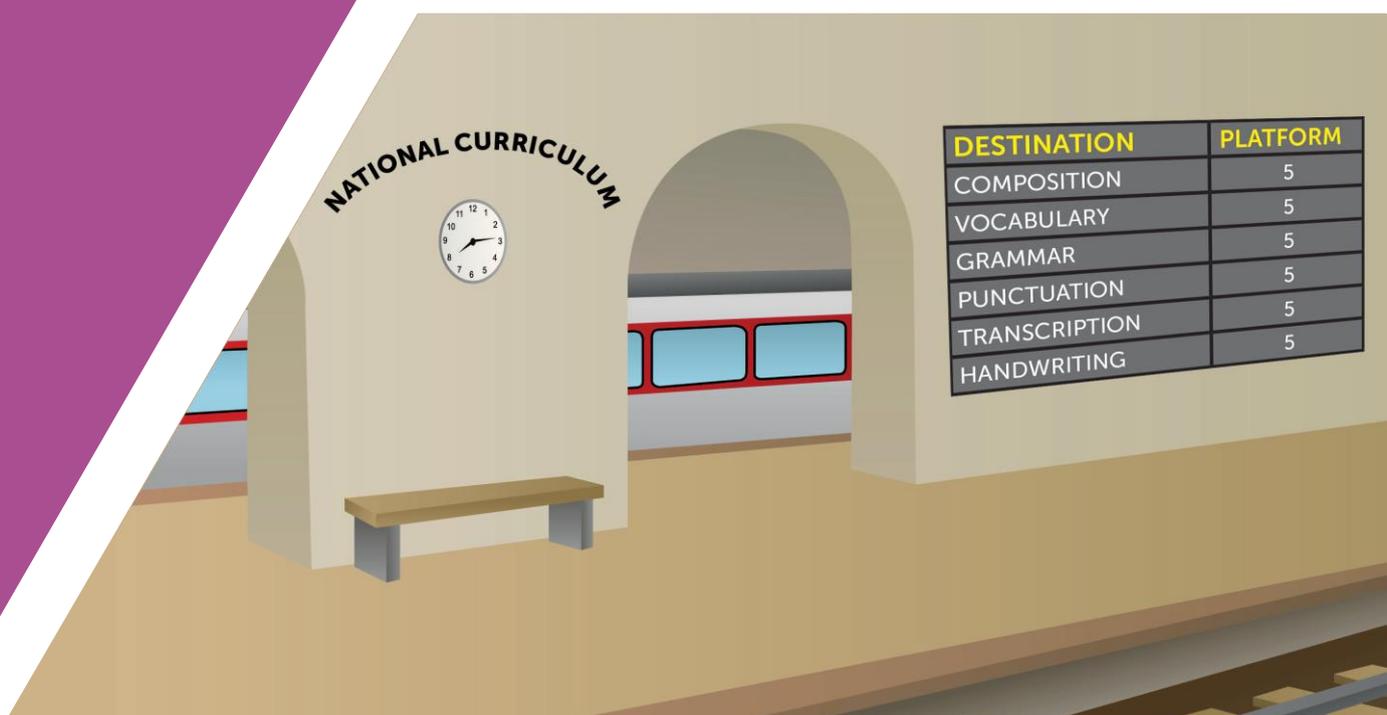
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Year 5 Planning Platform



Writing criteria developed from
the 2014 National Curriculum
for Year 5

Edition 1

Year 5 Planning Platform

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Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- 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
- begin to use a variety of approaches to support effective planning
- note and develop initial ideas, drawing on reading and research where necessary
- rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Draft and write

- experiment with form in narrative writing
- adapt writing to distinguish between the language of speech and that of written texts.
*e.g. It had been a strange day and it was about to get stranger.
Inch by inch, mustering all the strength he could summon, he bravely clawed his way to the summit.
In August 1859, stout-hearted Stuart, three companions and twelve horses set off from Adelaide to cross the continent.*
- maintain an appropriate balance between dialogue and narrative
*e.g. “You ran away, Eska! Ungrateful child! After everything I did to keep you safe at Winterfang!”
“Keep me safe?” Eska panted as she ploughed up the hill. “You held me under a curse!”
The moment the words left her mouth, Eska realised her mistake. Fear had made her careless; it had caught her off guard.
“So you can speak, you little wretch!” and the Ice Queen laughed – a bitter laugh that made Eska’s skin crawl.
Manyara was almost always in a bad temper. She teased her sister whenever their father’s back was turned, and she had been heard to say, “Someday Nyasha, I will be a queen, and you will be a servant in the household.”*
- develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text
*e.g. Daniel shifted from foot to foot. He was not very good with girls. Girls who cried were well out of his experience.
“Are you alright?” he asked, because it was the only thing that came to mind.
The girl jumped at the sound of his voice. She shot him a look so sharp it could have burst a balloon.
“Do I look alright to you?” she said rubbing her eyes.
“Well ...”, Daniel fumbled with the words, “Is there anything I can do?”
One day, Nyasha noticed a small garden snake resting beneath a yam vine. “Good day, little Nyoka,” she called to him. “You are welcome here. You will keep away any creatures who might spoil my vegetables.” She bent forward, gave the little snake a loving pat on the head, and then returned to her work.*

Composition continued...

- begin to weave in setting descriptions with characterisation and action
e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat; With every step, she glanced furtively behind her, desperately wringing her hands. The young men laughed. Rakov did not join in: he only stared at them until they turned red and fell silent.
- write in a range of genres and forms taking account of different audiences and purposes
e.g. in personal recounts; in diary form; formal and informal letters; balanced and one sided arguments
- organise information gained from notes made from reading into own writing
- begin to précis longer paragraphs from reading
e.g. summarising a series of paragraphs; identifying the key points within a longer paragraph; identifying the content words within a paragraph.
In this paragraph, the writer gives us a detailed description of the war-torn town, describing the destruction of homes and shops. In the next paragraph we find out more about the people of the town and what they are going to do next
- use a range of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- experiment with writing poetry using different forms
- 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)
- use expressive and figurative language to create mood and atmosphere
e.g. When I realised what I was looking at, I could see its beauty dissolve before my eyes. The blue-silver colour reminded me of knives, of grey clouds before a thunderstorm. The way the colour moved and shifted made me think of a predator stalking its prey, silently pacing towards it before it goes in for the kill.
The road was a ribbon of moonlight over the purple moor...
From the top of the hill, they could see the forest stretching before them like tightly packed soldiers, ready for anything. They would have to push through it as though their lives depended on it.
- begin to make choices about vocabulary, word order, and punctuation for effect
When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text.
Reading age-appropriate texts and discussing examples from these will support understanding and application.
(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
When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application.
(see vocabulary / grammar section for detail of year group expectations)

Composition continued...

- 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,
e.g. Have you been studying too hard? Do you need a restful holiday in the sun? Forget all your troubles and cares! Take the weight of your feet – and your mind – and come to Weslandia or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies.
e.g. So Columbus hadn't reached the Indies. He wasn't even close. Did it bother him? Not a bit. He firmly believed he'd reached Asia and he didn't care what anyone said.
- begin to develop points of view and authorial voice
e.g. asides to reader; comments on action; indication of character's thoughts and/or feelings; bias / balances in reports; viewpoints in discussion texts
- begin to structure main ideas across the text by using paragraphs purposefully
- use devices to build cohesion within a paragraph
e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat. "Just made it!" he gasped. With a hidden smile, the driver pulled smoothly away. She placed the glass on the table. Beads of condensation started to crawl down its frosted sides, forming a puddle around its base. There was ice cold, which took the skin off your palms if you let it, but probably wouldn't if you were careful. Ice cold smelt sharp and knowing. It often came with blue skies and was good for skating. Feo had respect for ice cold.
- link ideas across paragraphs using adverbials of time, *e.g. following on from this strange event...*, place, *e.g. nearby, surrounding* number, *e.g., secondly* or tense choice *e.g., he had seen her before, she was still waiting*
- begin to use paragraphing to deliberately pace the writing

Evaluate and edit

- 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
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- use a variety of sentences structures,
 - e.g. single clause sentences
He had to look away. No wonder people were scared of them!
A flash of light illuminated the darkened sky.
“Why do you think they died?”
All of a sudden, Stella sprang up from her sleep, every hair bristling.
Gaia didn’t say anything.
- and multi-clause sentences using coordinating conjunctions
e.g. Sometimes they just sat and enjoyed the view.
Daniel tried to turn away, to close the drawer and forget about it, but he could not shake the notion that had gripped him.
He grabbed an old newspaper and began soaking up the spilled ink from Silver’s desk.
Should he get out of there or stay and make sure they didn’t drown?
Varjak thought he could see something glimmering, moving about beneath the streets, but it was night in the alley and he couldn’t be sure.
- and multi-clause sentences using subordinating conjunctions
e.g. If it fell, it would land in our yard.
When he had finished, the entire page was filled with the neatest handwriting he could manage.
He tilted his head to the side, as if he were listening for some faraway sound.
That night, when everyone was asleep, Manyara stole quietly away out of the village
- 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
e.g. When you’re hungry, you can eat the delicious roots (boiled, fried, roasted, barbequed - the choice is endless) or try the succulent fruit.
Place the card onto the surface of the water - being careful to avoid submersion - and gently move it around to ensure coverage.
She glanced behind her, just to make sure she had not been followed, before slipping through the door.
There, silhouetted against the moonlight, was an old woman seated on a large stone
- place commas, mostly accurately, to clarify meaning or avoid ambiguity
e.g. My mum’s favourite things are cooking, her family and our cats. Not: My mum’s favourite things are cooking her family and our cats.
Most of the time, travellers will remember their passports. Not: Most of the time travellers will remember their passports.
- use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully
Ever since we left Sydney, it’s been just storm after storm, and each one blows us further north across the Coral Sea.
In her haste she lost one delicate glass slipper on the stairs, but she managed to slip the other into her pocket.
It was not yet dawn when Manyara heard the sound of rushing water.
It felt safe with everybody together, even though there were creaks and groans and sometimes great roaring sounds coming from outside.
- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
e.g. One onlooker, who had travelled all the way from Lyon, was shocked by what he had witnessed.
Queen Victoria’s reign, which lasted for 63 years, is often known as the Victorian age.
It was so high that no one in the family could imagine climbing it.

Vocabulary, grammar and punctuation continued...

- begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely *e.g. Feo looked up at them – a band of beautiful would-be criminals – and her nose prickled with love.*
The sun struck against the gold domes around them, filling the square with sharp winter life.
As the wedding party moved through the forest, brightly plumed birds darted about in the cool green shadows beneath the trees.
He was diminutive, no taller than me, and as old a man as I had ever seen. He wore nothing but a pair of tattered breeches, bunched at the waist, and there was a large knife in his belt.
- use Standard English forms for verb inflections instead of local spoken forms
e.g. we were instead of we was, or I did instead of I done
- learn the grammar for Y5 from English Appendix 2
- maintain tense consistently and begin to manage shifts in tense
e.g. She sits quietly, looking at the still scene in front of her, she thinks back to better time, a time when she was happy, a time when she had felt glad.
Everyone bustled about, searching and calling for her.
- use the perfect form of verbs to mark relationships of time and cause
e.g. If only I had listened to my wise old father's essential advice, then maybe I would still be alive today.
He'd put fresh straw down in the back of his van, and a clean bucket; 'In case your guts don't hold, lad', Mr Fairweather told Cliff.
I remembered him stamping his foot when Aunt Gloria had tried to suggest leaving the Eye until later
"It was him, the soldier – he has eaten everything. How are we going to survive now?"
- indicate degrees of possibility using adverbs
e.g. Maybe she was looking at me at this very same moment that I was looking towards her?
Even so, the forest is a fearful place full of dangers and dark.
Or perhaps the wild beasts mistook Peter and the King for fellow beasts in the wild. or modal verbs
e.g. If I had my chance again, I would do exactly that.
He was going to have to stand in front of them, in the middle of the road, as they sped towards him.
Then they'd see him and would have no choice but to stop.
It would take courage, but he could do it. He could do it. He was sure he could.
- ensure correct subject and verb agreement when using singular and plural
- begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
e.g. Deep inside him, something shrugged its shoulders and walked away. Absolutely not, it said. I'm not Jalal. I'm not even Julius. The dogs are never going to stop for me. Even if they see me, they'll just run me over. They'll kill me.
"He must go home to see his brother, who is ill and calls out at night. But first he must cross the sea, and at its narrowest place the Channel is thirty-five kilometres wide."
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- write legibly, fluently and with increasing speed
- choose the writing implement that is best suited for a task
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
e.g. using un-joined script for captions; diagram labels; headings in non-fiction; slogans in posters; filling in a form; in algebra

Transcription

- 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, after independent proof-reading
- spell some words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

Year 5

Hurricane - David Wiesner
The Nowhere Emporium - Ross MacKenzie
Boy in the Tower - Polly Ho-Yen
Cinderella - Lynn Roberts
Mufaro's Beautiful Daughter's - John Steptoe
Kensuke's Kingdom - Michael Morpurgo



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Notes and guidance (non-statutory)

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Year 5 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- 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
- begin to use a variety of approaches to support effective planning
- note and develop initial ideas, drawing on reading and research where necessary
- rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Draft and write

- experiment with form in narrative writing
- adapt writing to distinguish between the language of speech and that of written texts.
- maintain an appropriate balance between dialogue and narrative
- develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text
- begin to weave in setting descriptions with characterisation and action
- write in a range of genres and forms taking account of different audiences and purposes
- organise information gained from notes made from reading into own writing
- begin to précis longer paragraphs from reading
- use a range of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- experiment with writing poetry using different forms
- 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)
- use expressive and figurative language to create mood and atmosphere
- begin to make choices about vocabulary, word order, and punctuation for effect
(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)

Composition continued...

- 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,
- begin to develop points of view and authorial voice
- 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

Evaluate and edit

- 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
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- use a variety of sentences structures,
- e.g. single clause sentences
- and multi-clause sentences using coordinating conjunctions
- and multi-clause sentences using subordinating conjunctions
- 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
- place commas, mostly accurately, to clarify meaning or avoid ambiguity.
- 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

Vocabulary, grammar and punctuation continued...

- begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely
- use Standard English forms for verb inflections instead of local spoken forms
- learn the grammar for Y5 from English Appendix 2
- maintain tense consistently and begin to manage shifts in tense
- use the perfect form of verbs to mark relationships of time and cause
- indicate degrees of possibility using adverbs
- ensure correct subject and verb agreement when using singular and plural
- begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- write legibly, fluently and with increasing speed
- choose the writing implement that is best suited for a task
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

Transcription

- 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, after independent proof-reading
- spell some words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

Year 5

Hurricane - David Wiesner
The Nowhere Emporium - Ross MacKenzie
Boy in the Tower - Polly Ho-Yen
Cinderella - Lynn Roberts
Mufaro's Beautiful Daughter's - John Steptoe
Kensuke's Kingdom - Michael Morpurgo



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Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

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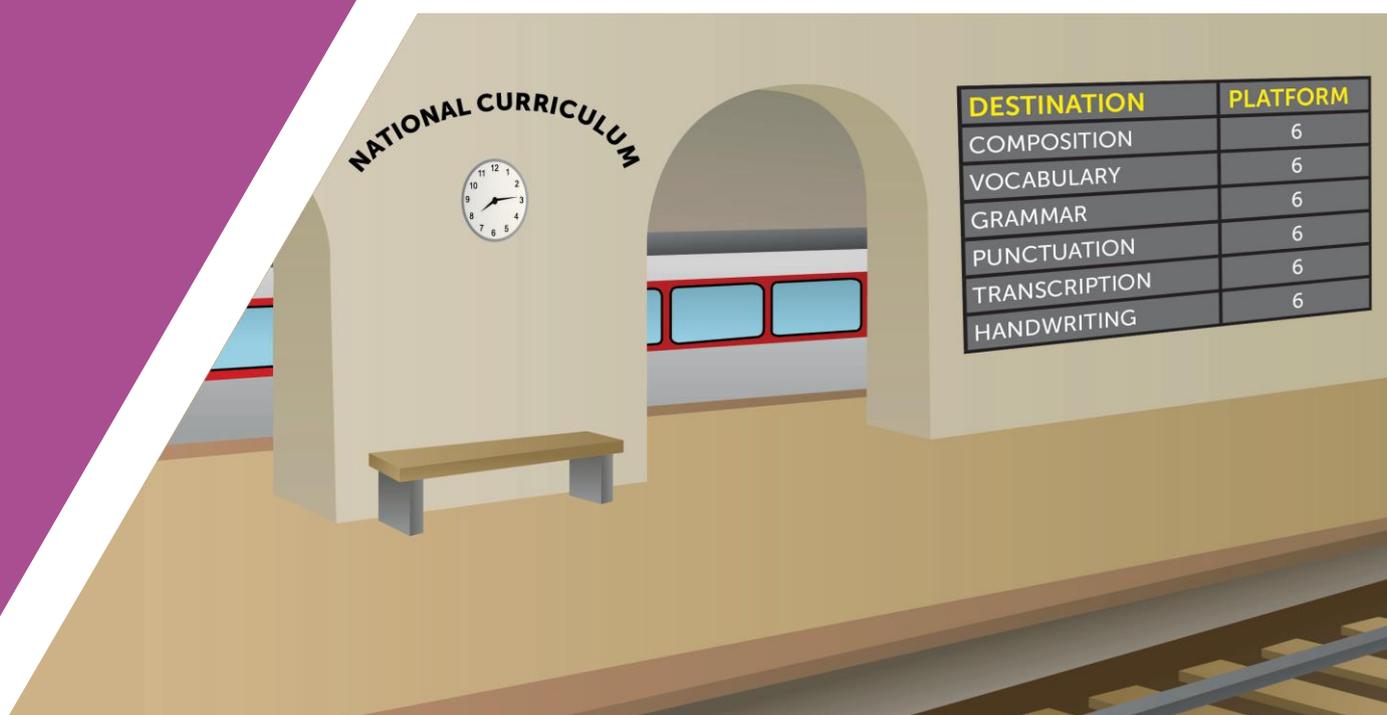
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Year 6 Planning Platform



DESTINATION	PLATFORM
COMPOSITION	6
VOCABULARY	6
GRAMMAR	6
PUNCTUATION	6
TRANSCRIPTION	6
HANDWRITING	6

Writing criteria developed from
the 2014 National Curriculum
for Year 6

Edition 1

Year 6 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

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Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

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Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- 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
- use a variety of approaches to support effective planning,
- note and develop initial ideas, drawing on reading and research where necessary
- rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Draft and write

- use a variety of narrative structures
- 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; *e.g. He's your friend, isn't he?*
the subjunctive mood for very formal texts; *If I were ...; I demand that Mrs Trent pay back the money immediately.*
the use of technical language; *eg. In order to identify the preferred living environment for a woodlouse, four artificial habitats were created to see which of these the insects would choose to shelter in overnight. They were chosen to reflect natural materials found on the school site. These were: stones and pebbles; soil, leaf litter, sticks, small branches and other wooden material found in the woods.*
the use of the second person for a less formal, chatty style: *e.g. Take a look at these awesome Egyptian objects and see you can work out how the Egyptians would have used them.*
- blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator *e.g. The waves crashed down upon the boat, sending it this way and that. One lurch to the left almost sent me flying into the ferocious waters and it was only my tight grip onto the rope that kept me aboard.*
"Hang on, I'm coming." Somewhere in the mists, in the churn of the sea, I heard a familiar voice. A voice I had longed to hear. It was close, but was it close enough? I gripped on to the rope and called back:" Dad, I'm sorry, Dad..."
Finally, Cliff let me drag him back to the post office where, once inside, we started babbling with nervous excitement. "If they'd turned their guns on us we'd all be dead." I snapped my fingers.
"Just like that."
"It was amazing, Olive."
Terrifying, more like."

Composition continued...

- include aspects of characterisation, including what characters say and do, integrating this within a text e.g. *'We were only told not to pick any,' said Hubert. 'Come on lads! Shake the tree and make them fall!'*
He ripped the rope with one tug of his teeth and shouted, "Run, Shiny Straw!" The men and their dogs were still looking up in the night air, confused. Shiny Straw hesitated. "I'm sorry, Blue Wolf, I —." And then there was pandemonium. Blue Wolf drove two dogs into the flames. *'Run, and look after the family!'*
Odd blinked. "Ah ... do Frost Giants eat people? 'There was a pause. The fox said, "Occasionally," at the same time as the bear said, "Almost never." The fox coughed. "I wouldn't worry," it said. "There's barely any meat on you. You'd scarcely be worth the trouble of eating." It grinned.
- weave in setting descriptions with characterisation / action e.g. *Gwyn picked it up and thrust it into his pocket. Grabbing his anorak from a chair, he rushed downstairs and out of the back door. He heard a voice, as he raced across the yard, calling him to a chore. "But the wind was too loud, wasn't it?" he shouted joyfully to the sky. "I never heard nothing!*
She let her fingers glide along the staff across her lap, then she raised her head to the other person in the room.
You have done well, Slither.
The Shaman's face twisted into an ugly smile as he eyed the statue in the middle of the turret.
- write in a range of genres and forms taking account of different audiences and purposes and using features confidently e.g. *recounting same event to different audience using different level of formality such as an: informal letter to a friend describing a disastrous meal vs formal letter to restaurant owner complaining of incident; description of a football match for the fan magazine vs balanced report of same match in newspaper*
- organise information gained from notes made from reading into own writing précis longer paragraphs from reading e.g. *sum up a section in 3 bullet points/ 50 words; summarise the main point; use key points to write topic sentences to introduce key paragraphs; summarise competing points of view in a balanced argument; identify the who, what, when, where or newspaper articles of different complexity*
- build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- write poetry using different forms
- 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**)
- use expressive and figurative language to create mood and atmosphere e.g. *The blow came as a shock. Blue Wolf felt his head was exploding. Then there was darkness. It was a darkness filled with stars, and he was falling, falling and spinning round.*
His face changed – a tide of emotion swept across it and it was in that moment that he realised the full horror of what had happened.
The sun hooked its claws into the soil and a flaming sky burned up the grass and dried up the spring. The roar of the flames and his own blood vibrated through his hands and feet.
No-one greeted her but her own shadow dancing on the wall. No-one waited on her, and yet the table was set and the fire lit and the bed warmed for her to sleep in. Beauty lay down, trembling, every moment waiting for teeth to sink into her, for jaws to tear her. The firelight died to a glow, and at last she could bear the fear no longer.

Composition continued...

- select suitable punctuation and precise vocabulary when writing. *When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text. Reading age-appropriate texts and discussing examples from these will support understanding and application.*
(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. *When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application.*
(see vocabulary / grammar section for detail of year group expectations)
- maintain interest for the reader in a variety of ways in both narrative and non-fiction writing *e.g. layout; direct appeal to audience; character development, surprising detail; authors commentary and managing pace*
- develop points of view and authorial voice *e.g. asides to reader, comments on action; indication of character's thoughts and/or feelings; bias / balances viewpoints in discussion texts*
- structure main ideas across the text by using paragraphs purposefully, e.g. make some links using cohesive devices within paragraphs, *Mobile phones are extremely useful. These handy gadgets can allow you to call anyone, anywhere. On the other hand, they could be considered a nuisance.* and across paragraphs *It was at this point that Dr Barnardo decided he must take action and the next stage of his work began. // Dr Barnardo knew that providing children with an education...* repetition of a word or phrase *All children have a right to freedom. All children have a right to food and shelter. I speak as your class representative and I shall campaign tirelessly to improve the playtime equipment... I speak as your peer, your friend and I believe that together we can... But as they reached the forest's edge, the sisters slowed from a run to a walk; and when the forest's grim shadow draped over them and the air became grey and chilly with mist, they slowed from a walk to a creep.*
- use paragraphing to deliberately pace the writing

Evaluate and edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent,
- use pronouns accurately, with correct subject and verb agreement when using singular and plural
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- use a variety of sentence structures, such as: single clause sentences
e.g. Gone was the waist-high grass.
Like a worried father, the old man searched the darkness for his missing star.
A horse came to the door next day, drooping its reins on the step.
She ran through the great hall, past the fire dead in its grate, over shards of mirror fallen from the gilded frames.
- and multi-clause sentences using coordinating conjunctions
e.g. "Urrrrgh!" said the tiger, but down and down he sank, right to the bottom of the ocean, and all the fish came up to him and stared, so he chased them off with his tail.
Nearer and nearer they came and the little girl's heart beat faster and faster, until suddenly the footsteps stopped and turned and went upstairs.
Poor Rose sat down on the dusty floor and cried, for she didn't know what she was going to do.
By and by, the rains fell and the land turned a glistening green.
- and multi-clause sentences using subordinating conjunctions
e.g. When Kileken returned in the evening, the old man stared at him in silent wonder.
He could feel his mouth pulling up into a smile even as his heart sank.
There was an embarrassed silence because the same idea had just occurred to all three of them at the same time.
- 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 *e.g. man eating shark versus man-eating shark?*
- understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses *e.g. I struggle with the stubby pencil; my paws are not good at this sort of thing*
For suddenly a beast filled the doorway; a walking nightmare so hideous that Gregor thought he would die of looking.
- use a colon to introduce a list
- punctuate bullet points consistently
- place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
e.g. Satisfied that no one was about, Kileken climbed a rock and raised his arms.
Every mealtime there were fresh flowers on the table, a glass of wine poured, an empty seat opposite hers.
I took off my shoes, which as I said can walk on air, and I tied them, one to the handle and one to the head.
Most of the time, travellers will remember their passports. Not: Most of the time travellers will remember their passports.
- use a range of conjunctions, prepositions and adverbials
e.g. His shadow glared down at him from the wall of the hut.
But from his hiding place the old man watched, and what he saw next took his breath away.
Beyond the empty seats, a young girl, fingers gripping the seat back, peeked over the top, until her mum whispered something in her ear and she turned around.
- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
e.g. The boy was so frightened that his hair stood on end, and he nearly turned right round and ran home to his bed.
He found himself walking past deep black holes in the wall, from which he could hear horrible grunts and the chink of chains.
He thought that getting up early in the morning would be best, because then the star would be tired from being up all night.

Vocabulary, grammar and punctuation continued...

- make precise and effective use of expanded noun phrases, conveying complicated information concisely e.g. *The old man threw himself to the ground with a cry of despair and covered his face as the boy exploded into a blinding star.*
There was a face looking up at him, but it did not boast a crown of snowflakes which the Ice Queen was rumoured to wear. This face belonged to a thin pale girl hunched on a pedestal – and it held eyes full of longing.
The mountains stretched before her to the very edge of distance. Some had peaks that were flat-topped and grooved like huge and ancient teeth. Others were bent and pointed like minarets.
- use Standard English forms for verb inflections instead of local spoken forms e.g. *we were instead of we was, or I did instead of I done*
- learn the grammar for Y6 from English Appendix 2
- maintain tense and person consistently including shifts between tenses
e.g. *I wrote a story once about Mum and Dad rescuing an ink salesman from a burning house, so I know a bit about it.*
Blinking from the heat and the glare, I reach the wire fence that separates the house from the fields. The wire is too hot. I wriggle under it
- use the perfect form of verbs to mark relationships of time and cause. e.g. *Everyone here has tried to open it – if he has escaped, it wasn't through here.*
By sunrise the next morning, the boy not only had fetched the water, but had done the morning chores as well.
She would miss these hills. They'd come to feel like home.
- use modal verbs to indicate degrees of possibility and when deducing, speculating, and making suppositions
e.g. *Ilya was saying something – shouting something – but the bellow of terror in her ears blocked out all sound and logic, and all she could do was run.*
They could escape through the alleyway but there was no way of knowing whether it would it lead to a dead end? All they did know was that they must move now .or adverbs e.g. The start of the Never Cliffs, possibly, where Flint had said the Feather Tribe lay hidden.
Maybe they would offer her protection.
Perhaps she got the day wrong,” I offered, though it sounded pretty feeble.
Incredibly, there was no air-raid warden, nor any sign of one on their way.
- use passive constructions where appropriate e.g. *The creature can be found dwelling in the farthest corners of the world.*
James was being followed.
Roman villas were built ...
Malala is considered by many to be an inspirational campaigner for children's rights to an education
- ensure correct subject and verb agreement when using singular and plural
- use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition e.g. *The horse shrieked, a scream of bewildered terror at this sudden torrent of frozen glass. It reared, beating its hooves against the cascade, and Rakov let out a single angry hiss. He grabbed at the horse's mane, but it reared again and he slipped sideways with a great shout and fell. The horse bolted, its mane patterned with broken ice.*
She was hungry still and her legs ached more than ever, but something about the bird made her want to follow it and, as Eska crested yet another hill, her heart leapt. Before her lay a valley and in it was a wide, meandering river folded in on both sides by hills.
- use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing

Handwriting

- write legibly, fluently and with increasing speed
- choose the writing implement that is best suited for a task
- choose which shape of a letter to use when given choices and decide whether or not to join specific letters e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra

Transcription

- 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, after independent proof-reading
- spell most words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document.

Texts used for examples:

Year 6

Orphan Boy - Tollowa M Mollel
Mysterious Traveller - Mal Peet & Elspeth Graham
Letters From The Lighthouse - Emma Carroll
Once. - Morris Gleitzman
Sky Song - Abi Elphinstone
Tom's Midnight Garden - Philippa Pearce
The Snow Spider - Jenny Nimmo
Eye of the Wolf - Daniel Pennac
Odd Frost and the Giants - Neil Gaiman
Beauty and the Beast - Geraldine McCaughrean



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Notes and guidance (non-statutory)

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Year 6 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples.

This version of the Platform appears first in the resource.

At the end of the document is a second version of the Platform without the exemplified sentences.

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the exemplified Platform for each year group.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- 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
- use a variety of approaches to support effective planning,
- note and develop initial ideas, drawing on reading and research where necessary
- rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Draft and write

- use a variety of narrative structures
- 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;
the subjunctive mood for very formal texts;
the use of technical language;
the use of the second person for a less formal, chatty style:
- blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator
- include aspects of characterisation, including what characters say and do, integrating this within a text
- weave in setting descriptions with characterisation / action.
- write in a range of genres and forms taking account of different audiences and purposes and using features confidently
organise information gained from notes made from reading into own writing précis longer paragraphs from reading
- build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
- prepare poems to read aloud and perform
- learn a wider range of poetry by heart
- write poetry using different forms
- 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**)
- use expressive and figurative language to create mood and atmosphere
- select suitable punctuation and precise vocabulary when writing
(**see vocabulary / grammar section for detail of year group expectations**)

Composition continued...

- 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)
- maintain interest for the reader in a variety of ways in both narrative and non-fiction writing
- develop points of view and authorial voice
- 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

Evaluate and edit

- proof read for spelling, grammar and punctuation errors
- re-read to check that their writing makes sense, that tenses are consistent,
- use pronouns accurately, with correct subject and verb agreement when using singular and plural
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

- 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
- 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
- place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
- use a range of conjunctions, prepositions and adverbials
- use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- make precise and effective use of expanded noun phrases, conveying complicated information concisely
- use Standard English forms for verb inflections instead of local spoken forms
- learn the grammar for Y6 from English Appendix 2
- maintain tense and person consistently including shifts between tenses
- use the perfect form of verbs to mark relationships of time and cause.
- use modal verbs to indicate degrees of possibility and when deducing, speculating, and making suppositions or adverbs
- use passive constructions where appropriate
- ensure correct subject and verb agreement when using singular and plural
- use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
- use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing

Handwriting

- write legibly, fluently and with increasing speed
- choose the writing implement that is best suited for a task
- choose which shape of a letter to use when given choices and decide whether or not to join specific letters e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra

Transcription

- 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, after independent proof-reading
- spell most words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 preceding this document.

Texts used for examples:

Year 6

Orphan Boy - Tollowa M Mollel
Mysterious Traveller - Mal Peet & Elspeth Graham
Letters From The Lighthouse - Emma Carroll
Once. - Morris Gleitzman
Sky Song - Abi Elphinstone
Tom's Midnight Garden - Philippa Pearce
The Snow Spider - Jenny Nimmo
Eye of the Wolf - Daniel Pennac
Odd Frost and the Giants - Neil Gaiman
Beauty and the Beast - Geraldine McCaughrean



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For further information:

Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

Telephone: 01438 845111



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