

Shawlands Primary School
Writing framework
Updated October 2021



Curriculum requirements – please ensure that these are repeatedly covered throughout the year

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
<u>Transcription and handwriting</u>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another –</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p> <p>Children must join to be above the Y6 standard</p>
<u>Composition, editing and proof reading</u>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p>

SPAG – please remember that SPAG should drive writing, not the writing driving SPAG. Many elements of SPAG are transferrable and should be applied in different text types to ensure embedding of skills.

Year 1

Terminology

- letter, capital letter
- word, singular, plural
- sentence
- punctuation, full stop, question mark, exclamation mark

Statutory guidance			
	Year 1	Covered	Pupils not meeting
Word level	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun		
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)		
	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]		
Sentence level	How words can combine to make sentences		
	Joining words and joining clauses using and		
	Identify adjectives		
	Use adjectives to describe		
Text level	Sequencing sentences to form short narratives		
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names, places, days of the week, months of the year and for the personal pronoun <i>I</i>		
<u>Text type suggestions for coverage and coverage guidance</u>			
<ul style="list-style-type: none"> • Narrative x 3 (character, setting, plot) • Recount • Instructions • Captions (in preparation for non chronological reports) 			

<ul style="list-style-type: none"> Poetry – 3 x 1 week 	
<u>Generic SPAG coverage</u>	<ul style="list-style-type: none"> Orally rehearse a sentence and commit it to memory Recognise when a sentence makes sense. Write three or four meaningful simple sentences in sequence.
<u>Narrative</u>	<ul style="list-style-type: none"> Write using the past tense sequence of events Use some traditional story language
<u>Recount</u>	<ul style="list-style-type: none"> Write simple sentences using past tense Sequence events Use simple time conjunctions e.g. first, then, next, finally.
<u>Instructions</u>	<ul style="list-style-type: none"> Write simple instructions in chronological order Write sentences that begin with simple time conjunctions followed by imperative verbs.
<u>Non chronological reports</u>	<ul style="list-style-type: none"> Write captions using present tense Write labels for diagrams
<u>Poetry</u>	<ul style="list-style-type: none"> Invent impossible ideas, e.g. magical wishes Observe details of first hand experiences using the senses and describe; List words and phrases or use a repeating pattern or line

Year 2

Terminology

- noun, noun phrase
- statement, question, exclamation, command
- compound, suffix
- adjective, adverb, verb
- tense (past, present)
- apostrophe, comma

Statutory guidance			
	Year 2	Covered	Pupils not met
Word level	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]		
	Formation of adjectives using suffixes such as -ful, -less		
	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs		
Sentence level	Subordination (using when, if, that, because) and co-ordination (using or, and, but)		
	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		
	Use -ly adverbs in association with verbs		
Text level	Correct choice and consistent use of present tense and past tense throughout writing		
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]		
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		
	Commas to separate items in a list		

	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		
<u>Text type suggestions for coverage and coverage guidance</u>			
<ul style="list-style-type: none"> • Narrative x 3 (character, setting, plot) • Recount • Instructions • Non chronological report • Introduction to persuasion • Poetry, 3 x 1 week 			
<u>Generic sentence and text level entitlement</u>	<ul style="list-style-type: none"> • Write between 12 and 20 sentences in sequence. • Always plan and write with a beginning, middle and end. • Write using a variety of simple and compound sentences, joined with simple conjunctions e.g. and, then, but, or • Write questions beginning with who, what, where, when, how, has • Improve a noun phrase by adding one or more adjective and / or replacing / strengthening the noun with an alternative noun • Select and use alternative verbs 		
<u>Narrative</u>	<ul style="list-style-type: none"> • Write with a beginning, middle and end. • Use some simple time conjunctions. • Hint at characterisation by using ly adverbs and alternative verbs. • Describe setting using simple noun phrases. • Use simple similes. 		
<u>Recount</u>	<ul style="list-style-type: none"> • Write an introductory sentence • Include where, when, what and who detail when planning and writing • Use consistent past tense • Write a final sentence as an opinion or reflection • Use time conjunctions e.g. after that, soon, later throughout the text. 		
<u>Instructions</u>	<ul style="list-style-type: none"> • Write a title (How to...) • Write a section headed you will need. • Number and/or bullet point instructions • Occasionally use ly adverb to explain how, where it helps the reader 		
<u>Non chronological reports</u>	<ul style="list-style-type: none"> • Organise information into subheadings • Use consistent present tense sentences • Improve noun phrases using alternative nouns and improve verbs (technical vocabulary) 		
<u>Persuasion</u>	<ul style="list-style-type: none"> • Write simple catchphrases and questions (poster/leaflet context) 		
<u>Poetry</u>	<ul style="list-style-type: none"> • Experiment with alliteration to create humorous and surprising combinations. • Make adventurous word choices to describe closely observed experiences. • Create a pattern or shape on the page; use simple repeating phrases or lines as models 		

Year 3

Terminology

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')

Statutory guidance			
	Year 3	Covered	Pupils not met
Word level	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]		
	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]		
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		
Sentence level	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		
Text level	Introduction to paragraphs as a way to group related material		
	Headings and sub-headings to aid presentation		
	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		
Punctuation	Introduction to inverted commas to punctuate direct speech		
	Use a comma appropriately to demarcate subordinate clauses and clause chunks.		

Text type suggestions for coverage and coverage guidance

- Narrative x 3 (character, setting, plot)
- Recount
- Instructions
- Non chronological report
- Persuasion
- Poetry 3 x 1 week

<p><u>Generic sentence and text level entitlement</u></p>	<ul style="list-style-type: none"> • Organise writing into at least 3 paragraphs (beginning/introduction, middle, end/.summary/conclusion) • Use a comma separated list in a sentence • Include in their writing, sentences using subordinating conjunctions because, of, when using a comma appropriately to demarcate the clause (recognising the clause chunks) • Include when, where, how adverbs and adverbial phrases • Include degrees or intensity with ly adverbs – very, fairly, really • Select alternative and more effective verbs • Extend a noun phrase by adding a prepositional phrase – at, over, by, with, to, behind, under, near, without • Write using consistency of tense and person
<p><u>Narrative</u></p>	<ul style="list-style-type: none"> • Plan and write using consistent past tense • Write using three paragraphs: opening, problem and solution. • Describe settings using noun phrases, similes, alliteration, and onomatopoeia. • Develop characterisation using noun phrases, adverbs, alternative verbs. • Use alternatives to said and / or ly adverbs to hint at character. • Use limited direct speech to move the story on or help characterisation • Use speech marks around spoken words
<p><u>Recount</u></p>	<ul style="list-style-type: none"> • Include a few personal reflective statements in their writing. • Write a summary using one or two sentences • Use time conjunctions (adverbials) e.g. once we arrived, meanwhile, whilst, sometime later, as soon as.
<p><u>Instructions</u></p>	<ul style="list-style-type: none"> • Write a closing statement • Use concurrent conjunctions e.g. meanwhile, while • Write a sentence beginning with when as a closing statement (complex sentence) • Include a comma separated list in a sentence
<p><u>Non chronological reports</u></p>	<ul style="list-style-type: none"> • Write in four or more paragraphs, perhaps using subheadings where appropriate • Write an opening paragraph as an introduction to orient the reader to the content • Write a summary paragraph of one or two sentences • Engage the reader with a question – e.g. did you know? • Turn a statement into a question • Use a range of layout devices e.g. glossary, maps, diagrams, flow charts, captions, fact boxes.
<p><u>Persuasion</u></p>	<ul style="list-style-type: none"> • Plan and write using at least three paragraphs – introduction (appeal to reader), main argument/s, summary (reiteration) • Write rhetorical questions • Use facts to support an argument • Appeal to the reader using you • Write using emotive language (effective verbs and ly adverbs) • Reason using conditionals – if, when (complex sentences) • Write using conjunctions although, but

	<ul style="list-style-type: none">• Exaggeration – superlatives and comparatives• Use appropriate conjunctions for text cohesion. Addition – also, furthermore, moreover. Reinforcing – besides, after all, anyway. Listing – first of all, finally.
Poetry	<ul style="list-style-type: none">• Invent new similes and experiment with word play.• Use powerful nouns, adjectives and verbs; experiment with alliteration.• Write free verse; borrow or create a repeating pattern.

Year 4

Terminology

- determiner
- pronoun, possessive pronoun
- adverbial

Statutory guidance			
	Year 4	Covered	Pupils not met
Word level	The grammatical difference between plural and possessive -s		
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		
Sentence level	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		
	Fronted adverbials [for example, Later that day, I heard the bad news.]		
Text level	Use of paragraphs to organise ideas around a theme		
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]		
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]		
	Use of commas after fronted adverbials		

Text type suggestions for coverage and coverage guidance

- Narrative x 3 (character, setting, plot)
- Recount
- Non chronological report
- Persuasion
- Explanation
- Poetry, 3 x 1 week

<u>Generic sentence and text level entitlement</u>	<p>Organise writing into 3/4 paragraphs</p> <ul style="list-style-type: none"> • Use the following range of conjunctions – if, so, that, while. Since, though, although, when, because • Include how, when, where adverbs / adverbial phrases in a variety of positions within a sentence. • Use a variety of simple, compound and complex sentences, experimenting with clause order and effect. • Use superlatives and comparatives • Use an appropriate balance of nouns to pronouns – avoid ambiguity • Use apostrophe to mark possession
<u>Narrative</u>	<ul style="list-style-type: none"> • Write using four paragraphs – opening and build up, problem, resolution, ending linked to beginning. • Speech – separate dialogue from narrative by use of a comma, exclamation mark, question mark.
<u>Recount</u>	<ul style="list-style-type: none"> • Refine
<u>Non chronological reports</u>	<ul style="list-style-type: none"> • Refine
<u>Persuasion</u>	<ul style="list-style-type: none"> • Plan and write using three paragraphs: opening general statement to orient the reader, the process – logical steps, and summary. • Write using simple present tense. • Use increasingly precise technical vocabulary – improve noun phrases using alternative nouns and improve verbs. • Write cause and effect sentences using when, if and because. • Use present tense • Appeal to the reader using you. • Use a range of time conjunctions indicating result - therefore, consequently, as a result, thanks to this, because of this.
<u>Explanation</u>	<ul style="list-style-type: none"> • Plan and write using three paragraphs: opening general statement to orient the reader, the process-logical steps, and summary. • Write using simple present tense • Use increasingly precise technical vocabulary – improve noun phrases using alternative nouns and improve verbs. • Write cause and effect sentences using when, if and because • Use present tense • Appeal to the reader using you • Use a range of time conjunctions indicating result – therefore, consequently, as a result, thanks to this, because of this.
<u>Poetry</u>	<ul style="list-style-type: none"> • Use language playfully to exaggerate or pretend. • Use similes to build images and identify clichés in own writing. • Write free verse; use a repeating pattern; experiment with simple forms

Year 5

Terminology

- modal verb, relative pronoun
- relative clause
- parenthesis, bracket, dash
- cohesion, ambiguity

<u>Statutory guidance</u>			
	Year 5	Covered	Pupils not met
Word level	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]		
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]		
Sentence level	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun		
	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]		
Text level	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]		
	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]		
Punctuation	Brackets, dashes or commas to indicate parenthesis		
	Use of commas to clarify meaning or avoid ambiguity		
<u>Text type suggestions for coverage and coverage guidance</u>			
<ul style="list-style-type: none"> • Narrative x 3 (character, setting, plot) • Recount • Non chronological report • Persuasion • Explanation • Discussion 			

<ul style="list-style-type: none"> Poetry 3 x 1 week 	
<u>Generic sentence and text level entitlement</u>	<ul style="list-style-type: none"> Make complex sentences using after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when, whenever, where, wherever, whereas, while, providing, so long as Use a variety of longer and shorter sentences Select adverbs for degree of intensity
<u>Narrative</u>	<ul style="list-style-type: none"> Write using five paragraphs: opening, build up, problem, resolution, ending tied to opening. Develop settings using personification and metaphor Use a range of grammatical devices drawn from the generic sentence level outcomes to create mood and atmosphere Accurate speech punctuation Develop characterisation using what the character said and how it was said.
<u>Recount</u>	<ul style="list-style-type: none"> Plan and write using five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph Use reported speech
<u>Non chronological reports</u>	<ul style="list-style-type: none"> As lower KS2, drawing on generic sentence level work to improve sophistication. Move from the general to the specific within the opening of each paragraph. General sentence followed by sentences to expand on subject matter
<u>Persuasion</u>	<ul style="list-style-type: none"> Plan and write using a five paragraph structure Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.
<u>Explanation</u>	<ul style="list-style-type: none"> Refine. Extend HA children using passive voice.
<u>Discussion</u>	<ul style="list-style-type: none"> Plan and write using 5 paragraphs – introduction (one or two sentences to briefly state two points of view...e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation. Reason using conditionals : if, when (complex sentences) Use appropriate conjunctions for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because. Use facts to support each side of the argument. Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.
<u>Poetry</u>	<ul style="list-style-type: none"> Invent nonsense words and situations and experiment with unexpected word combinations. Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing. Write free verse; use or invent repeating patterns; attempt different forms, including

Year 6

Terminology

- subject, object
- active, passive
- synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points

Statutory guidance			
	Year 6	Covered	Pupils not met
Word level	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]		
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].		
Sentence level	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].		
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		
Text level	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]		
	Use of the colon to introduce a list and use of semi-colons within lists		

	Punctuation of bullet points to list information – NOTE – Children do not need to evidence this to be at. There is no set way to teach bullet points but however they use them they must be consistent (e.g. all capitals, all full stops)		
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]		

Text type suggestions for coverage and coverage guidance

- Narrative x 3 (character, setting, plot)
- Recount
- Non chronological report
- Persuasion
- Explanation
- Discussion
- Poetry 3 x 1 week

<u>Generic sentence and text level entitlement</u>	Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses. Use a full range of punctuation correctly.
<u>Narrative</u>	<ul style="list-style-type: none"> • refine
<u>Recount</u>	
<u>Non chronological reports</u>	
<u>Persuasion</u>	
<u>Explanation</u>	
<u>Discussion</u>	
<u>Poetry</u>	<ul style="list-style-type: none"> • Use language imaginatively to create surreal, surprising, amusing and inventive poetry. • Use simple metaphors and personification to create poems based on real or imagined experience. • Select pattern or form to match meaning and own voice.

Handwriting

Throughout Shawlands Primary School we follow the 'Teach Handwriting Scheme'. We expect to see pupils using or developing their gross and fine motor skills during handwriting sessions through warm-up activities at the start of sessions. These activities will allow pupils to develop their pencil grips and then improve their handwriting. We follow a print into cursive route throughout school, starting with print in Year 1 and moving onto cursive in Year 2 and above.

KS2 Handwriting letter formation - Order of letters taught

