



KS1 Writing Framework

C = Coverage **N = New Learning** **R = Recall of prior learning** **A - Assessment**

Terms	Autumn		Spring		Summer	
Topics	Dinosaur Planet		Enchanted Woodland		Rio De Vida	
Coverage. Teachers must teach the conventions of the genre alongside GAPs and composition skills	Narrative: Dinosaur Adventure Stories	Narrative: Stories with Repetitive Patterns and Structures	Poems on a Theme	Non-Fiction: Persuasive Advert or Poster	Non-Fiction: Non-Chronological Reports	Non-Fiction: Instructions
	WRAT Assessments	Non-Fiction: Leaflets	(Apostrophes)	Narrative: Stories by the same Author		Non-Fiction: Recounts of Familiar Events
	Narrative: Dinosaur Adventure Stories	Enrichment	Non-Fiction: Recounts - Letters			Enrichment
Weeks	At the beginning of the year, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.					
1	C - Narrative N-To explore narrative N-To label a dinosaur N-To identify verbs R -To create sentences with verbs	C - Narrative R - To identify features of a narrative. N - To find information/facts about dinosaurs R - To create a dinosaur knowledge map	C - Poems on a Theme N - To explore poetry. N- To identify rhyming words. R - To identify and write rhyming couplets in poetry. R - To use exclamation marks. N - To use a comma in a list.	C - Persuasive Writing N - To explore different examples of persuasive writing/images/film. N - To understand the different purposes of persuasive writing. N - To identify some key features persuasive techniques.	C - Non-chronological Report N - To explore a non-chronological report. N - To understand the purpose of a non-chronological report. N - To answer questions using a non-chronological report.	C - Instructions N - To explore a set of instructions and understand the purpose of instructions. N - To follow a set of basic instructions as a class and independently. R- Joining words and joining clauses using 'and'

2	<p>C - Narrative R - To recall dinosaur stories N - To compose sentences. R - To compose sentences</p>	<p>C - Narrative R - To identify features of a narrative R - To order events of a narrative N - To predict what happens next (using full sentences) R - To predict what happens next (using full sentences)</p>	<p>C - Poems on a Theme N - To read and analyse an acrostic poem R - To plan an acrostic poem about a Woodland animal. A - To write an acrostic poem about a Woodlands animal A - To write an acrostic poem about a Woodlands animal N - To evaluate my own and my peers' work.</p>	<p>C - Persuasive Writing R - To identify some key persuasive techniques within examples. N - To identify and use some simple persuasive language and techniques. R- Joining words and joining clauses using 'and'</p>	<p>C - Non-chronological Report R - To understand the purpose of a non-chronological report. N - To identify and use some features R - To answer questions using a non-chronological report.</p>	<p>C - Instructions N - To identify and use some key features of instructions. N - To recognise and use some time conjunctions. N - To use different sets of instructions to answer simple questions.</p>
3	<p>C - Narrative N - To build questions R - To compose and answer questions about dinosaurs N - To make predications about dinosaur stories R - To make predications about dinosaur stories</p>	<p>C - Narrative R - To identify features of a narrative N - To retell a story to adult or peer N - To create a storyboard R - To create a storyboard R - To identify their favourite parts and characters in a narrative.</p>	<p>C - Apostrophes N - To use apostrophes for contraction N - To use apostrophes for possession R- Capital letters for proper nouns i.e. people, places and days of the week etc.</p>	<p>C - Persuasive Writing N - To understand how an image can be persuasive N - To plan a persuasive poster. A - To create a persuasive poster.</p>	<p>C - Non-chronological Report N - To create a planning web for a non-chronological report. R - using mixture of exclamation marks or full stops or question marks to demarcate a sentence.</p>	<p>C - Instructions R - To plan a set of instructions. N - To write a simple set of instructions. N - To check my work by following my own instructions. R - pupils should say out loud what they are going to write about and compose orally before writing it.</p>
4	<p>WRAT Assessments</p>	<p>C - Non-Fiction N - To use an exclamation mark R - To use an exclamation mark R - To use a question mark</p>	<p>C - Letter Writing N - To explore informal letters. N - To understand reasons why letters are sent (incl a basic understand of the</p>	<p>C - Stories by the same author N - To research biographical information about Roal Dahl. N - To read a story by Roal Dahl.</p>	<p>C - Non-chronological Report N - To write an introduction from a non-chronological report. N - To build sentences using a planning web.</p>	<p>C - Recounts N - To know the difference between past and present tense. N - To show past and present tense in my writing.</p>

		R - To use basic punctuation in sentences (inc capital letters, full stops, exclamation mark and question marks)	difference between formal and informal N - To know some key features of a letter		R - To use basic punctuation in sentences (inc capital letters, full stops, exclamation mark and question marks)	R - using mixture of exclamation marks or full stops or question marks to demarcate a sentence.
5	C - Narrative R - To talk to an adult or peer about what they are going to write. N - To plan a dinosaur narrative R - To talk about features of a dinosaur narrative R - To compose sentences R - To identify features in a dinosaur narrative.	C - Non Fiction (Leaflets) N - To identify singular nouns N - to make singular nouns plural R - To make singular nouns plural N - To identify non-fiction texts. N - To explore non-fiction texts.	C - Letter Writing N - To know some key features of a letter N - To identify key features within an example N - To correctly write an address	C - Stories by the same author R - To retell a story by Roal Dahl. N - To describe a character. N - To create a character inspired by Roal Dahl.	C - Non-chronological Report A - To use writing frames and other supportive materials to write a non-chronological report.	C - Recounts R - To know the difference between past and present tense. N - To organise events into chronological order. N - To differentiate between details and events.
6	C - Narrative R - To write a dinosaur narrative R - To answer questions about a dinosaur narrative.	C - Non-Fiction (Leaflets) N - To explore a non-fiction leaflet N - To identify features of a non-fiction leaflet R - To identify features of a non-fiction leaflet R - To compose sentences (by identify mistakes in sentences)	C - Letter Writing N - To plan a basic informal letter. R - pupils should say out loud what they are going to write about and compose orally before writing it. A - To write a basic informal letter	C - Stories by the same author R - To retell a story by Roal Dahl. N - To read a story by Roal Dahl. N - To answer questions about Roal Dahl stories.		C - Recounts N - To plan a recount (topic-based). A - To write a simple recount (topic-based).
7	C - Narrative N - To use capital letters. N - To use full stops.	C - Non-Fiction (Leaflets) R - To identify features of a non-fiction leaflet. N - To plan a leaflet.				Enrichment week

	R - To use capital letters and full stops in sentences R - pupils should say out loud what they are going to write about and compose orally before writing it.	R - pupils should say out loud what they are going to write about and compose orally before writing it. A - To create a basic information leaflet about a chosen dinosaur.				
8		Enrichment week				
Skill Check						
Writing Composition	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing about real events writing poetry writing for different purposes	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)

Writing Transcription	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1	Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Continue with learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones
Vocabulary, punctuation and grammar	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters,, question marks.	sentences with different forms: question, expanded noun phrases to describe and specify [for example, the blue butterfly]	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	sentences with different forms: question, expanded noun phrases to describe and specify [for example, the blue butterfly]	continuing learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters,, question marks.	the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Handwriting and presentation	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 					

	<ul style="list-style-type: none">• use spacing between words that reflects the size of the letters.
Spoken Language	<ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication.