



KS2 Writing Framework

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

Terms	Autumn		Spring		Summer	
Topics	The Roman Empire		Blue Abyss		Misty Mountain	
Coverage. Teachers must teach the conventions of the genre alongside GAPs and composition skills	Fiction: Novel as a theme	Fiction: Novel as a theme	Non Fiction: Explanation Text	Discussion: For and Against	Non-Fiction: Non-Chronological Reports	Fiction: Film and Play Script
	WRAT Assessments	Poems on a Theme	Recounts: Newspapers	Persuasive Writing		Non-Fiction: Information Booklets
	Fiction: Novel as a theme	Enrichment				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	<p>C - Fiction (Novel as a theme)</p> <p>R - to identify the examples of fiction and non-fiction</p> <p>N - To identify features of a narrative</p> <p>R - To explore a range of fiction</p> <p>R - To offer their own views and opinions on examples of fiction.</p> <p>N - To explore the front cover of 'Thieves of Ostia'</p>	<p>C - Fiction (Novel as a theme)</p> <p>R - To identify features of a narrative</p> <p>N - To explore genre</p> <p>N - To explain features of a chosen genre</p> <p>N - To explain a narrative structure using a story map</p> <p>R - To explain a narrative structure using a story map</p>	<p>C - Non-Fiction (Explanation Text)</p> <p>N - To explore an explanation text.</p> <p>N - To use passive voice.</p> <p>R - To use present tense.</p> <p>N - To use cause and effect conjunctions.</p> <p>N - To construct a paragraph.</p>	<p>C - For and Against</p> <p>N - To explain the importance of a balanced argument.</p> <p>N - To research arguments for (topic based debate).</p> <p>N - To research arguments against (topic based debate).</p> <p>N - To compare arguments for and against (topic based debate).</p>	<p>C - Non-Chronological Reports</p> <p>N - To explore a non-chronological report.</p> <p>N - To find information in a non-chronological report.</p> <p>N - To identify some key features of a non-chronological report.</p>	<p>C - Film and Playscript</p> <p>N - To explore a film (topic related - The Hobbit?)</p> <p>N - To explore a play script.</p> <p>N - To identify key features of a play script.</p>

2	<p>C - Fiction (Novel as a theme) N - To describe the setting of Ostia N - To identify and use adjectives N - To identify and describe key characters. N - To identify and describe key characters. R - To identify and describe key characters. N - To identify and describe key characters.</p> <p>N - To answer key questions about the novel</p>	<p>C - Fiction (Novel as a theme) R - To explain a narrative structure using a story map R - To recall and find key information about the novel within the text R - To create a story map. N - To explore narrative structure R - To create a story map.</p>	<p>C - Non-Fiction (Explanation Text) N - To use technical vocabulary. N - To use time conjunctions. N - To identify features of an explanation text. R - To plan an explanation text. R - To plan an explanation text.</p>	<p>C - For and Against R - To explain the importance of a balanced argument. N - To collect evidence to support arguments for and against. N - To use technical and formal vocabulary N - To use interesting conjunctions and adverbials A - To state a conclusion for an argument (Speaking and Listening)</p>	<p>C - Non-Chronological Reports R - To identify some key features of a non-chronological report within an example. N - To create a research map for a non-chronological report (topic-based)</p>	<p>C - Film and Playscript R - To identify key features of a play script. N - To make comparisons between a film and a playscript. N - To convert a short clip of film into a play script. N - To perform a short piece using a script.</p>
3	<p>C - Fiction (Novel as a theme) R - To differentiate between upper and lower case letters N - To identify nouns R - To identify nouns R - TO build sentences including nouns R - To identify and use adjectives.</p>	<p>C - Fiction (Novel as a theme) R - To identify and describe characters N - To use speech marks N - To create a character dialogue R - To create a character dialogue N - To identify and punctuate direct speech</p>	<p>C - Non-Fiction (Explanation Text) R - To identify features of an explanation text A - To write an explanation text N - To practise adding suffixes. N - To use the possessive apostrophe (with plural nouns)</p>	<p>C - Persuasive Writing N - To explore examples of persuasive writing. N - To identify and use persuasive techniques. - Rhetorical questions - Powerful adjectives</p>	<p>C - Non-Chronological Reports N - To write an introductory paragraph. N - To write an informative paragraph. R - To interesting conjunctions.</p>	<p>C - Information leaflet R - To establish the difference between fiction and non-fiction. N - To explore different information leaflets. N - To identify some key features of an information leaflet.</p>
4	<p>WRAT Assessments</p>	<p>C - Fiction (Novel as a theme) R - To use speech marks R - To create an extended character dialogue</p>	<p>C - Non-Fiction (Recounts - Newspapers) N - To explore newspaper reports.</p>	<p>C - Persuasive Writing R - To identify and use persuasive techniques. - Imperative verbs</p>	<p>C - Non-Chronological Reports N - To write a concluding paragraph.</p>	<p>C - Information leaflet R - To identify some key features of an information leaflet within some examples.</p>

		R - To identify and punctuate direct speech R - To predict events in a narrative	N - To know and identify basic features of a newspaper N - To retrieve specific information from a newspaper report.	- Persuasive language - Emotive language	R - To write an informative paragraph. R - To interesting conjunctions. N - To select and create appropriate diagrams.	N - To retrieve information from an information leaflet.
5	C - Fiction (Novel as a theme) R - To use adjectives N - To describe a setting R - To describe a setting N - To know the different types of noun R - To know the different types of noun (place, person, object)	C - Poems on a theme N - To identify nouns and adjectives in poetry R - To identify nouns and adjectives in poetry R - To collect adjectives relating to the 5 senses R - To collect adjectives relating to the 5 senses	C - Non-Fiction (Recounts - Newspapers) R - To know and identify basic features of a newspaper N - To identify and use headings/headlines and subheadings. N - To use alliteration and puns. N - To use and identify the difference between direct and reported speech.	C - Persuasive Writing R - To identify persuasive features within an example text. N - To understand how an image can be persuasive N - To collect facts and figures to persuade other to protect the Great Barrier Reef.	C - Non-Chronological Reports A - To write a non-chronological report.	C - Information leaflet R - To identify and use key features of an information leaflet. N - Plan an information leaflet. N - To use informative and technical language
6	C - Fiction (Novel as a theme) R - To use adjectives R - To describe a setting N - To answer questions about a setting N - To answer questions focussed on the novel's plot	C - Poems on a theme N - To identify and explain similes R - To identify and explain similes N - To write their own similes N - To identify verbs and fronted adverbials R - To use verbs and fronted adverbials in a short poem	C - Non-Fiction (Recounts - Newspapers) N - To plan a simple newspaper report (incl pictures with captions) N - To use formal language. N - To write an introductory paragraph. A - To write a newspaper report.	C - Persuasive Writing N - To write a concluding argument N - To plan a persuasive poster A - To create a poster to persuade others to protect the Great Barrier Reef.		C - Information leaflet A - To create a information leaflet (topic-based).
7	C - Fiction (Novel as a theme)	C - Poems on a theme				Enrichment week

	<p>R - To recap the differences between fiction and non-fiction</p> <p>R- To identify features of a narrative</p> <p>N - To explore a non-fiction text</p> <p>N - To identify features of a non-fiction text.</p> <p>N - To find facts within a non-fiction text.</p>	<p>R - To use descriptive language (including adjectives)</p> <p>A - To use descriptive language to write a poem on a theme</p> <p>N - To proof read and check their own work.</p> <p>R - To use similes N - To use metaphors (and understand the difference)</p> <p>N - To write a 5 senses poem</p>				
8		Enrichment week				
Skill Check						
Writing Composition	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p>	<p>Draft & write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proposing changes to grammar and vocabulary to improve consistency,</p>	<p>Draft & write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) in narratives, creating settings, characters and plot</p>	<p>organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

				including the accurate use of pronouns in sentences 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.		proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 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.
Writing Transcription	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often miss-pelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	use the first two or three letters of a word to check its spelling in a dictionary 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 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones
Vocabulary punctuation and grammar	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extending the range of sentences with more than one clause by using a wider range of conjunctions,	indicating possession by using the possessive apostrophe with plural nouns	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	using and punctuating direct speech using commas after fronted adverbials	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

	using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	including when, if, because, although using the present perfect form of verbs in contrast to the past tense	Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials		using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
Handwriting and presentation	<ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting [for example, 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]. 					
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 <p style="text-align: center;">of Standard English</p> <ul style="list-style-type: none"> • 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 					