



## Shepherdswell CE Primary KS2 Writing Framework



Year Group 3	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Composition</b>	<ul style="list-style-type: none"><li>➤ Children can plan to use the correct structure in their writing, adapting form and style.</li><li>➤ Children can write narratives, creating settings, characters and plot.</li><li>➤ Children can, in non-narrative material, use simple organisational devices such as headings and sub-headings.</li><li>➤ Children can evaluate and edit by assessing the effectiveness of their own and others' writing &amp; suggesting improvements.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can draft and write using increasingly varied vocabulary and grammar.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can organise paragraphs around a theme.</li><li>➤ Children can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>➤ Children can begin to identify main and subordinate clauses.</li><li>➤ Children can extend a range of sentences with more than 1 clause using wider range of conjunctions.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can recognise and use the determiners a, an and the appropriately</li><li>➤ Children can understand and use adverbs and prepositions. 'When, before, after, so, because' to show time, place and cause. 'next, soon, therefore' -adverbs 'before, after, during, because of' – prepositions.</li><li>➤ Children can proof-read for punctuation errors.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use the present perfect form of verbs in contrast to the past tense.</li><li>➤ Children can write from memory simple sentences that include punctuation taught so far.</li><li>➤ Children can use and understand the grammatical terminology for Year Three.</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



<b>Spelling</b>	<ul style="list-style-type: none"><li>➤ Children can use further prefixes and suffixes and understand how to add them to root words, such as 'super, anti, auto'</li><li>➤ Children can indicate possession by using the possessive apostrophe with singular nouns and regular plurals.</li><li>➤ Children can use the first two or three letters of a word to check its spelling in a dictionary.</li><li>➤ Children can proof-read for spelling errors.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can recognise and spell further homophones.</li><li>➤ Children can recognise and use words from the same word families, understanding how prefixes and suffixes change the word class.</li><li>➤ Children can use inverted commas to punctuate direct speech.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can write from memory simple sentences that include words taught so far.</li><li>➤ Children can spell words that are often misspelt from words taught so far.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>➤ Children can 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.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can join all letter using diagonal and horizontal strokes with consistency and accuracy in terms of size.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can increase the legibility, consistency and quality of their handwriting (ensuring downstrokes are parallel and equidistant)</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



Year Group 4	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Composition</b>	<ul style="list-style-type: none"><li>➤ Children can plan to use the correct structure in their writing, adapting form and style.</li><li>➤ Children can draft &amp; write using increasingly varied vocabulary, grammar and sentence structures.</li><li>➤ Children can organise paragraphs around a theme, linking them when appropriate.</li><li>➤ Children can write narratives with a clear structure, creating settings, characters and plot.</li><li>➤ Children can proof-read for spelling and punctuation errors.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can evaluate and edit their writing by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li><li>➤ Children can read aloud their own writing to a group/class using appropriate intonation/tone/volume so meaning is clear.</li><li>➤ Children can, in non-narrative material, use simple organisational devices such as headings and sub-headings.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can evaluate &amp; edit by assessing the effectiveness of their own and others' writing &amp; suggesting improvements.</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>➤ Children can extend a range of sentences with more than 1 clause using a wider range of conjunctions, adverbs or prepositions (including when, if, because, although)</li><li>➤ Children can choose nouns or pronouns/possessive pronouns appropriately for clarity &amp; cohesion and to avoid repetition.</li><li>➤ Children can use fronted adverbials followed by commas.</li><li>➤ Children can use inverted commas to punctuate direct speech. Dialogue to create character/move the action on.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use conjunctions, adverbs and prepositions to express time, place and cause.</li><li>➤ Children can recognise the difference between a clause and a phrase, and use them appropriately.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use &amp; understand the Year Four grammatical terminology.</li><li>➤ Children can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



<b>Spelling</b>	<ul style="list-style-type: none"><li>➤ Children can use further prefixes and suffixes and can add them to root words.</li><li>➤ Children can use the apostrophe for omission (contractions) and possession (singular and plural/regular and irregular nouns)</li><li>➤ Children can use the first two or three letters of a word to check its spelling in a dictionary.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can spell words that are often misspelt from Y3/4 word list.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can recognise and spell further homophones.</li><li>➤ Children can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li><li>➤</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>➤ Children can 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.</li></ul>		<ul style="list-style-type: none"><li>➤ Children can increase the legibility/consistency/quality of handwriting (lines spaced, ascenders/descenders not touching)</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



Year Group 5	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Composition</b>	<ul style="list-style-type: none"><li>➤ Children can plan their writing by: identifying the audience for &amp; purpose of the writing, selecting the appropriate form &amp; using other similar writing as models (e.g. text type prompts &amp; scaffolds)</li><li>➤ Children can plan writing by: noting and developing initial ideas drawing on reading and research where necessary.</li><li>➤ Children can draft and write by: selecting appropriate grammar and vocabulary for meaning and impact understanding how choices can change and enhance meaning</li><li>➤ Children can draft &amp; write by using a range of devices to build cohesion within and across paragraphs, such as adverbials of time.</li><li>➤ Children can evaluate &amp; edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>➤ Children can proof-read for spelling and punctuation errors.</li><li>➤ Children can perform their own compositions using appropriate tone, volume and action.</li><li>➤ Children can use further organisational and presentational devices to structure text and guide the reader.</li></ul>	<p>Children can draft &amp; write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Children can evaluate and edit by assessing the effectiveness of own and others' writing</p> <p>Children can evaluate and edit by: ensuring correct subject-verb agreement when using singular &amp; plural, distinguish between the language of speech &amp; writing.</p>	<ul style="list-style-type: none"><li>➤ Children can evaluate &amp; edit by proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning.</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>➤ Children can begin to identify relative pronouns and how to use them in my writing (who, which, that)</li><li>➤ Children can use brackets or commas to indicate parenthesis.</li><li>➤ Children can use expanded noun phrases to convey complicated information concisely</li><li>➤ Children can use commas to clarify meaning or avoid ambiguity in writing</li><li>➤ Children can use adverbs.</li><li>➤ Children can correctly use commas in lists.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use a range of adverbs including ones to indicate degree of possibility.</li><li>➤ Children can use modal verbs</li></ul>	<ul style="list-style-type: none"><li>➤ Children can begin to use embedded clauses</li><li>➤ Children can use the perfect form of verbs</li><li>➤ Children can use &amp; understand the year five grammatical terminology</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>➤ Children can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>➤ Children can use a thesaurus for alternative word choices.</li><li>➤</li></ul>	<ul style="list-style-type: none"><li>➤ Children can spell some words with silent letters.</li><li>➤ Children can use further prefixes and suffixes and understand and can add them to root words (applying the guidelines). Verbs using suffixes – ate, ise, ify Verbs using prefixes – dis, de, mis, over, re.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can continue to distinguish between homophones &amp; other words often confused.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>➤ Children can write legibly, fluently and with increasing speed and consistency.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can write legibly, fluently and with increasing speed and consistency.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can maintain legibility in joined handwriting when writing at speed.</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



Year Group 6	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Composition</b>	<ul style="list-style-type: none"><li>➤ Children can draft and write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, children can describe settings, characters and atmosphere.</li><li>➤ Children can integrate dialogue in narratives to convey character and advance the action.</li><li>➤ Children can write and perform own poetry compositions using intonation, volume and movement for effect.</li><li>➤ Children can use further organisational and presentational devices to structure text and guide the reader.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use a range of devices to build cohesion (e.g. repetition of a word/phrase, layout devices such as bullet points, adverbials, ellipsis, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li><li>➤ Children can maintain a convincing viewpoint throughout a piece of writing.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can evaluate and edit by proof reading and making changes to vocabulary, grammar and spelling.</li></ul>



## Shepherdswell CE Primary KS2 Writing Framework



<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>➤ Children can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Active and passive and subjunctive forms all used.</li><li>➤ Children can use verb tenses consistently and correctly throughout their writing.</li><li>➤ Children can use semi-colons and colons (in a complicated list as well as marking boundaries between independent clauses).</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use hyphens to avoid ambiguity.</li><li>➤ Children can use bullet points to draw attention to important information.</li><li>➤ Children can use passive verbs to affect the presentation of information in a sentence.</li></ul>	<ul style="list-style-type: none"><li>➤ Children can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</li></ul>
<b>Spelling</b>	Children use dictionaries to check spelling and meaning of words and use a thesaurus.	Children spell most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
<b>Handwriting</b>	Children can select the appropriate font and instrument needed to write.	Children maintain legibility in joined handwriting when writing at speed.	Children maintain legibility in joined handwriting when writing at speed.