

Writing

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

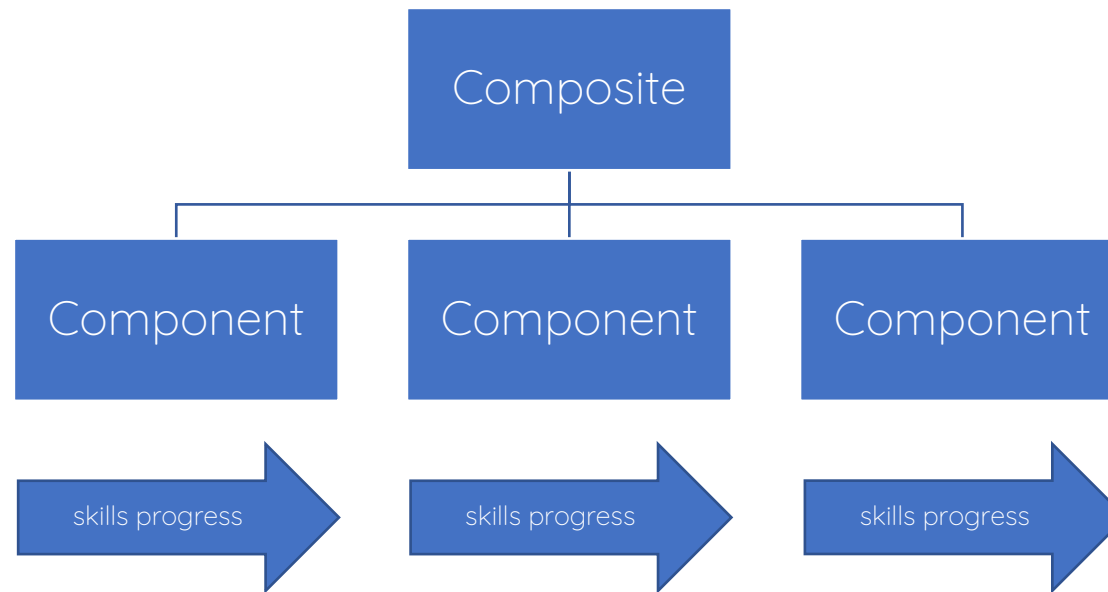
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



Writing – Key Stage 2			
	Text	Grammar and Punctuation	Children should use
Year 5 - Terminology	Formal Informal Hyperbole Literal Figurative Modifiers Fact Opinion	Modal verb Relative clause Relative pronoun Parenthesis Bracket Dash Comma Cohesion Ambiguity Abstract noun Concrete noun Verb form Standard English Double negative Colon	except despite in comparison to instead of

Writing – Key Stage 2			
Year 5	Text construction	Planning, Evaluating, Editing	Grammar, Punctuation, Handwriting
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p> <p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Writing – Key Stage 2			
	Text construction	Planning, Evaluating, Editing	Grammar, Punctuation, Handwriting
Year 6	<p>Sentence level</p> <ul style="list-style-type: none"> Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (eg. short sentences to create tension and increase pace, rich vocabulary for description, colons and semi-colons to clarify meaning in descriptive lists) Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Construct a variety of effective similes and metaphors Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely (eg. ‘the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings’) Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun (eg. omitted) Always use the features of written Standard English (eg. replacing regional grammar structures or dialect words with their Standard English equivalents except where appropriate in narrative dialogue) Further increase the range of adverbials used, including fronted adverbials and use modal verbs or adverbs to indicate degrees of possibility 	<p>Planning</p> <ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing and effectively adjust planning in order to meet the requirements of these, including selecting the appropriate form Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own Use appropriate organisational devices, such as headings, sub-headings or bullet points Consistently plan to use appropriate levels of formality across all writing Use reading and research, where appropriate, to develop initial ideas Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing Précis longer passages Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain this across the whole text Use writing journals as a planning tool and memory aid <p>Evaluating</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others’ writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by vocabulary and grammar choices Perform own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear <p>Editing</p> <ul style="list-style-type: none"> Proofread own and others’ work for spelling, grammar and punctuation errors to a high degree of accuracy Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions 	<p>Grammar</p> <ul style="list-style-type: none"> Use subordinate clauses to write complex sentences Sentence construction is manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language Use of the passive voice to affect the presentation of information in a sentence (eg. ‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken (by me)’) Expanded noun phrases are used to convey complicated information concisely (eg. ‘the fact that it was raining meant the end of sports day’) Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg. ‘He’s your friend, isn’t he?’, or the use of the subjunctive in some very formal writing and speech, eg. ‘If he were to be successful, the matter would be resolved’) Use entirely consistent language associated with 1st, 2nd, 3rd person Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (eg. repetition of a word or phrase), grammatical connections (eg. the use of adverbials such as ‘on the other hand’, ‘in contrast’, or ‘as a consequence’), and ellipsis (omission of a word or phrase) <p>Punctuation</p> <ul style="list-style-type: none"> Use a full range of punctuation correctly, matched to the genre Use a semi-colon, colon and dash to mark the boundary between independent clauses (For example: ‘It’s raining; I’m fed up’) Use a colon to introduce a list and use semi-colons within lists Use bullet points to list information Understand how hyphens can be used to avoid ambiguity (eg. ‘man eating shark’ versus ‘man-eating shark’, or ‘recover’ versus ‘re-cover’) <p>Handwriting</p> <ul style="list-style-type: none"> Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility Use an unjoined style when appropriate (eg. for writing an email address or for labelling a diagram) Develop an increasingly personal style Always choose the writing implement best suited to the task

Writing – Key Stage 2

Writing – Key Stage 2		
	Text construction	
Year 6	<p>Text level</p> <ul style="list-style-type: none"> • Use layout devices, such as headings, sub-headings, columns, bullet points, or tables, to structure text • Paragraphs are coherently organised • Use paragraphs to signal change in time, scene, action, mood or person • Use a wide range of devices to build cohesion within and across paragraphs (eg. repetition of a word or phrase, grammatical connections, such as adverbials, or ellipsis) • Use further organisational and presentational devices to structure texts and to guide the reader (eg. headings, bullet points, underlining) • In narrative writing, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action (eg. using verb/adverb choice in dialogue to convey a character’s mood effectively: “Please! No!” she begged desperately’ or using fronted adverbials to quickly draw reader into setting, eg. ‘At the very back of the stuffy, dark shed...’) • Write for an increasingly wide range of real purposes and audiences as part of work across the curriculum, using these to underpin decisions about the form the writing should take (eg. a narrative, an explanation, a report or a description) • Use a range of tenses accurately and consistently • Correctly use 1st, 2nd, 3rd person • Confidently and effectively use a ‘hook’ to draw the reader in to writing (eg. using dialogue, action or vivid description) 	

Writing – Key Stage 2

	Text	Grammar and Punctuation	Children should use
Year 6 - Terminology	Fluent/Fluency Personification Cohesion Stressed and unstressed syllables	Active voice Passive voice Subject Object Hyphen Antonym Synonym Colon Semi-colon Bullet points Ellipsis Subjunctive mood Superlative Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction	if necessary according to consequently nevertheless whereas