



WRITING

Key Concepts		Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
Composition	<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	<p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
	<p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.



	<p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p>	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
	<p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
<p>Transcription</p>	<p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.



Spell correctly

This concept involves understanding the need for accuracy.

- Spell words containing 40+ learned phonemes.
 - Spell common exception words (the, said, one, two and the days of the week).
 - Name letters of the alphabet in order.
 - Use letter names to describe spellings of words.
 - Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
 - Use the prefix un.
 - Use suffixes where no change to the spelling of the root word is needed: **helping, helped, helper, eating, quicker, quickest.**
 - Use spelling rules.
 - Write simple sentences dictated by the teacher.
 - Spell by segmenting words into phonemes and represent them with the correct graphemes.
 - Learn some new ways to represent phonemes.
 - Spell common exception words correctly.
 - Spell contraction words correctly (can't, don't).
 - Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use prefixes and suffixes and understand how to add them.
 - Spell homophones correctly.
 - Spell correctly often misspelt words.
 - 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 prefixes appropriately.
 - Spell some words with silent letters (knight, psalm and solemn).
 - Distinguish between homophones and other words that are often confused.
 - Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
 - Use dictionaries to check spelling and meaning of words.
 - Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
 - Use a thesaurus.
 - Spell the vast majority of words correctly.



		<ul style="list-style-type: none"> • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 		
	<p>Punctuate accurately This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • 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. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing.



				<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and presentation	<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p>	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: Year 1 <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: Year 2 <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 3 <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. • Use and understand grammatical terminology in discussing writing and reading: Year 4 <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 5 <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. • Use and understand grammatical terminology when discussing writing and reading: Year 6 <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
	<p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p>	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.