

## Writing: Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
<b>Composition</b>	<p><b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> <li>● Say first and then write to tell others about ideas.</li> <li>● Write for a variety of purposes.</li> <li>● Plan by talking about ideas and writing notes.</li> <li>● Use some of the characteristic features of the type of writing used.</li> <li>● Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Use the main features of a type of writing (identified in reading).</li> <li>● Use techniques used by authors to create characters and settings.</li> <li>● Compose and rehearse sentences orally.</li> <li>● Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the audience for writing.</li> <li>● Choose the appropriate form of writing using the main features identified in reading.</li> <li>● Note, develop and research ideas.</li> <li>● Plan, draft, write, edit and improve.</li> </ul>
	<p><b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> <li>● Use well-chosen adjectives to add detail.</li> <li>● Use names of people, places and things.</li> <li>● Use well-chosen adjectives.</li> <li>● Use nouns and pronouns for variety.</li> </ul>	<ul style="list-style-type: none"> <li>● Create characters, settings and plots.</li> <li>● Use alliteration effectively.</li> <li>● Use similes effectively.</li> <li>● Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>● Use the techniques that authors use to create characters, settings and plots.</li> <li>● Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>● Interweave descriptions of characters, settings</li> </ul>

		<ul style="list-style-type: none"> <li>● Use adverbs for extra detail.</li> </ul>		and atmosphere with dialogue.
	<p><b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> <li>● Re-read writing to check it makes sense.</li> <li>● Use the correct tenses.</li> <li>● Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Use organisational devices such as headings and sub headings.</li> <li>● Use the perfect form of verbs to mark relationships of time and cause.</li> <li>● Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>● Choose effective grammar and punctuation.</li> <li>● Ensure correct use of tenses throughout a piece of writing.</li> </ul>
	<p><b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.</p>	<ul style="list-style-type: none"> <li>● Write about more than one idea.</li> <li>● Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>● Organise paragraphs around a theme.</li> <li>● Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>● Write paragraphs that give the reader a sense of clarity.</li> <li>● Write paragraphs that make sense if read alone.</li> <li>● Write cohesively at length.</li> </ul>

**Use sentences appropriately**  
This concept involves using different types of sentences appropriately for both clarity and for effect.

- 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.

- Use a mixture of simple, compound and complex sentences.
- Write sentences that include:
  - conjunctions
  - adverbs
  - direct speech, punctuated correctly
  - clauses
  - adverbial phrases.

- Write sentences that include:
  - 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.

## **Transcription**

### **Present neatly**

**This concept involves developing an understanding of handwriting and clear presentation.**

- **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.**

- **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.**

- **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.

- 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 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 the possessive apostrophe. (singular) (for example, the girl's book)**

- **Distinguish between homophones and near-homophones.**

- **Spell the vast majority of words correctly.**

**Punctuate accurately**  
This concept involves understanding that punctuation adds clarity to writing.

- 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).

- Develop understanding of writing concepts by:
  - 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:
  - Using commas after fronted adverbials.

- Develop understanding of writing concepts by:
  - 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,

- **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.**

- **Indicating possession by using the possessive apostrophe with plural nouns.**
- **Using and punctuating direct speech.**

**where, when, whose, that or with an implied (i.e. omitted) relative pronoun.**

- **Indicate grammatical and other features by:**
  - **Using commas to clarify meaning or avoid ambiguity in writing.**
  - **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.**



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

