



Writing Milestones		
	Milestone 2 – Year 3 and Year 4	Milestone 3 – Year 5 and 6
Composition		
Write with purpose This concept involves understanding the purpose or purposes of a piece of writing	<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>
Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description	<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 and atmosphere with dialogue.</li> </ul>
Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.	<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>
Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.	Organise paragraphs around a theme. Sequence paragraphs.	Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul>



## Transcription

<p><b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left un-joined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul>
<p><b>Spell correctly</b> This concept involves understanding the need for accuracy.</p>	<ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes appropriately.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Spell the vast majority of words correctly.</li> </ul>
<p><b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:               <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:               <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> </ul> </li> </ul>



		• Punctuating bullet points consistently.
<b>Analysis and presentation</b>		
<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p>Year 3</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>Year 4</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>Year 5</p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
<b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others	<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>