



A developmental progression that provides a coherent framework to support the teaching of writing. It is ambitious and detailed, cross referenced to the national curriculum as well as building in developmental milestone to move pupils from one stage to the next.

Statements have been developed that are appropriate for each year group and build cumulatively, year on year.

Writing Progression

EYFS –Year 6

Introduction

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

National Curriculum, 2014

Programme of Study

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing including the use of accurate grammar and punctuation).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

The programmes of study for writing at key stage 3 is in line with the knowledge and skills taught in KS1 and 2 however a greater emphasis is placed on:

- composition (sentence and text structure)
- composition (accurate use of grammar and punctuation).

Our belief

“Learning to write unlocks a whole new world for children, increasing their self-esteem and independence as well as allowing them to communicate their thoughts, feelings and ideas in a completely different way. Get them talking, Get them writing.” Alistair Bryce - Clegg.

Writing has its own intrinsic value and our curriculum ensures that all children develop an enjoyment of writing and an appreciation of its relevance and importance in today’s world. At Feniton Primary School we believe that every child is a writer.

We know that in order for our children to be confident writers, we need to teach them the tools of writing through deliberate practice. We believe that spelling and grammar should be taught, modelled and that children need to be provided with time to embed these principles. As our children mature as writers, they are given the opportunity to hone and refine their ideas, developing a depth of knowledge and application.

We believe that speaking, reading and writing are all intertwined. Spoken language is the first and most important resource that young children have. It forms the foundations for writing. Our children are taught to orally compose ideas with confidence, before beginning the writing process.

All children experience and draw upon a core reading spine of quality fiction, poetry and non-fiction texts. This underpins their English learning.

The Principles

We follow 4 key themes of writing, inspired by the Writing Revolution.

1. Deliberate practice
2. Formation of thought
3. Following a sequence
4. Embedding content

Deliberate practice:

'They say that good writing is about discipline, daily practice and hard work.'

Tom Nicholson and Sue Dymock, *Writing for impact. Can we do better?* Vol 34 No 2 2019

The Education Endowment Foundation suggests that it is important to promote the basic skills of writing, so that pupils can concentrate on writing composition. This includes the transcription skills of spelling and handwriting, as well as sentence construction.

Formation of thought:

'I write to know what I think.'

Joan Didion

Writing is the organisation of thought. We ensure that we provide our children with shared writing opportunities that allows teachers to 'think-aloud' and share their thought process for each strategy with pupils. Through the teaching of fiction and non-fiction we give our children the opportunity to apply their thinking to a wide range of genres to refine their writing technique.

Following a sequence:

'The Numinous task of writing can in fact be taught step - by - step with a bit of intentionality.'

Doug Lemov

Explicitly teaching the sequence of effective writing is crucial for the development of confident and skilful writers. Each step in the sequence holds equal importance in developing competent writers. The steps in this sequence are:

- Analysing quality writing
- Idea generation
- Guided planning and writing

- Independent planning and writing
- Drafting, editing and redrafting
- Publishing

Embedding content:

‘Writing is a highly personal medium through which we communicate the fact and meaning of our experiences’.

Donald H Graves, 1994 A Fresh Look at Writing

Our English curriculum enables children to read and write independently for a variety of audiences and purposes within different subjects. It allows children to write creatively and powerfully, moving from dependence towards independence, through shared and guided teaching.

Domains of Knowledge

- Handwriting
- Spelling
- Grammar, Vocabulary and Punctuation
- Sentence Structure

These are the strands that we have built our curriculum around. We have decided upon developmental milestones that reflect these, cross referencing back to the National Curriculum. These milestones build sequentially to demonstrate a suitable progression towards year group end points.

Key Concepts

We recognise that English is not a linear subject and that to deepen learning, concepts need to be revisited numerous times to create interconnected webs of understanding. We have identified the following key concepts which thread throughout our English curriculum

providing a mechanism for term on term, year on year, deepening of understanding. These will each be visited multiple times to build on existing knowledge and link schemata together.

- Setting
- Suspense
- Description
- Characterisation
- Dialogue
- Description
- Openings and Endings
- Purpose
- Structure

Writing Developmental Milestones

At Feniton Primary School we understand that learning to write is a journey from dependence to independence. We have been inspired by the research undertaken by the Centre for Literacy in Primary Education and drawn upon the writing scale that they have published, when identifying the key developmental milestones that we believe children should be able to achieve. We understand that progress and development will be multi-dimensional with some relating to transcription and others relating to composition.

“When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge.”

Viviane Robinson, Professor of Education at University of Auckland in New Zealand

Our milestones are designed to build coherently as each child moves through their learning journey as a writer. They have been carefully sequenced so that knowledge and techniques develop in a manner which builds on prior learning and paves the way for what is to come. Techniques are continually revisited and deepened.

Appendix 1- Reception

Learning Behaviours

At the start of Reception most children will be Beginning Writers. They may:

- Be able to talk about ideas that they would like to commit to writing but are still at the very early stages of understanding how language is written down.
- Explore and experiment with marking making in a variety of forms.
- Be able to try out ideas through talk and express ideas orally in simple sentences.
- Have an awareness that their voice is important for expressing and communicating needs and ideas to others.
- Have some strategies for writing independently e.g. mark making, inventing own code.
- Have limited ideas for writing, based on their own range of experiences and limited exposure to language and high quality texts.

Supporting Beginning Writers - Next Steps

To support beginning writers, achieve their next steps in development we expect teachers to:

- Develop close links between home and school to encourage positive, purposeful writing experiences where children can witness writing taking place and being valued in a range of real life contexts.
- Create a rich language and literacy environment that demonstrates the written word in all its forms throughout continuous provision.
- Read aloud high-quality picture books and other quality texts daily, which provide exposure to rich examples of writing, illustration and rhythms and patterns.
- Read aloud traditional tales with strong narrative structures, supporting a class culture of oral storytelling.
- Commit to paper the stories that children tell them.
- Enable children to respond to texts through role play, small world play, puppets and story props.
- Create opportunities for children to engage in sustained, talk rich activities.
- Ensure that children can observe and mimic adults modelling writing to record ideas in a variety of ways.

- Provide real and imaginary contexts in which children will be motivated to make marks or write independently.
- Provide a range of models and experiences for physical writing development and to develop gross and fine motor control.
- Create an appealing writing area which is well stocked with relevant, high quality resources that reflect children’s interests and approaches to writing.
- Plan activities which develop early phonological awareness.
- Respond with genuine interest to children’s ideas and oral storytelling, motivating them to take personal experiences into writing.

Reception Writing Milestones

Transcription - Handwriting		
Stage 1	Stage 2	Stage 3
<p>Milestone Use a dominant hand and an assist hand during activities.</p> <p>Milestone Use of marks to show ideas.</p> <p>Milestone Explore and experiment with mark making in a variety of forms.</p> <p>Milestone Use the palmer supinate grip when holding a writing tool (<i>see handwriting policy</i>)</p>	<p>Milestone Able to control and manipulate small tools.</p> <p>Milestone Develop letter and number like shapes and drawings.</p> <p>Milestone Copy simple shapes that involve one movement, e.g. circle</p> <p>Milestone Use the digital pronate grip when holding a writing tool (<i>see handwriting policy</i>)</p>	<p>Milestone Use tripod grasp for more intricate tasks.</p> <p>Milestone Use a range of small tools effectively. (ELG)</p> <p>Milestone Sit correctly at a table (<i>see handwriting policy</i>).</p> <p>Milestone Write recognisable letters, most of which are correctly formed. (ELG)</p> <p>Milestone Imitate shapes that involve multiple movement, e.g. square, cross.</p>

Transcription- Spelling		
Stage 1	Stage 2	Stage 3
<p>Milestone Identify the initial and predominant sounds in words.</p> <p>Milestone Blend sounds into words orally.</p>	<p>Milestone Use taught sounds to spell cvc words.</p> <p>Milestone Spell using ‘sound buttons’, segmenting and re-blending words.</p>	<p>Milestone Spells word by identifying sounds that they have been taught and represent the sounds with letter or letters.</p> <p>Milestone Use learnt ‘tricky’ (memorised) words.</p>

Composition- Speaking and Writing		
Stage 1	Stage 2	Stage 3
<p>Milestone Use marks to show ideas.</p> <p>Milestone Describe something that has happened to them or tell a short story.</p>	<p>Milestone Use a finger space to separate words.</p> <p>Milestone Orally express ideas and feelings about their experiences using a full sentence.</p>	<p>Milestone Begin to use a full stop to mark the end of a sentence.</p> <p>Milestone Write a dictated sentence with words with known sound-letter correspondences.</p>

Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

letter	A symbol that represents a sound.
capital letter	Capital letters are bigger than and written differently to lower case letters. They are used at the start of our name.
word	A group of letters that has a meaning when spoken or written.
full stop	A full stop is a punctuation mark used to separate sentences.
Sound Talk	Sounding out the word before reading.
Special Friends	Sounds written with more than one letter, including sh, ng, qu, ch.
Tricky word	A word that is hard to sound out and I need to learn. e.g. 'the', 'was'.
Decodable word	A word that can be read using Fred talk.

Appendix 2 – Year 1

Learning Behaviours

At the start of Key Stage 1 most children will be Early Writers. They will be:

- Demonstrating more understanding of the alphabetic nature of the English writing system
- Be willing to have a go at writing independently, using a few early strategies for spelling
- Be gaining confidence in using writing for a range of purpose purposes e.g. in role play
- Be starting to write a string of legible letters of a more consistent size, including those in their name

Supporting Early Writers – Next Steps

To support early writers, achieve their next steps in development we expect teachers to use the strategies from Appendix 1 (Beginning Writers) in addition to:

- Create a print environment that reflects the cultural, social and linguistic diversity of the children
- Demonstrate how writing is used for a range of purposes e.g. messages, notes, labels, captions, instructions
- Read texts aloud for pleasure and purpose
- Provide continuous access to a reading environment stocked with high quality texts and a range of factual, instructional, imaginative and persuasive literature and encourage children to draw on this when developing and structuring their own texts.
- Providing opportunities for the sensory aspects of writing
- Plan contexts for writing that draw on knowledge of children's interests and fascinations and offer leads from familiar books or shared experiences.
- Model writing frequently for and alongside children, talking about the process of writing to record for a wide range of purposes.
- Plan a talk-rich curriculum that enables children to engage in drama, role play, re-enactment, recount instructions and discussion, providing stimulus and structures for writing.
- Model how to rehearse ideas orally prior to writing, expanding on ideas and adding detail and description.

- Teach and model letter formation as well as regular, high quality and relevant teaching of phonics, within a rich reading programme.
- Display words that are the exceptions to phonics rules and interesting vocabulary in response to listening to children, embedding them in meaningful contexts and modelling drawing upon them when writing,
- Respond to children’s writing as a real reader, motivating them to write independently.
- Make careful and regular observations to set priorities for development.

Year 1 Writing Milestones

Transcription - Handwriting		
Stage 1	Stage 2	Stage 3
<p>Milestone Sit correctly at a table (<i>see handwriting policy</i>).</p> <p>Milestone Hold a pencil correctly using the dynamic tripod grip (<i>see handwriting policy</i>).</p>	<p>Milestone Form lower-case letters starting and finishing in the correct place.</p> <p>Milestone Form lower-case letters in the correct direction.</p> <p>Milestone Form digits 0-9.</p> <p>Milestone Form capital letters.</p>	<p>Milestone Understand which letters belong to which handwriting families (i.e letters that are formed in the same way- <i>see handwriting policy</i>).</p>

Transcription- Spelling

See Twinkl Spelling Curriculum Matching Chart for explicit guidance

Composition- Sentence Structure

Stage 1	Stage 2	Stage 3	Stage 4
<p>Milestone Say out loud what they are going to write about.</p> <p>Milestone Say a full sentence out loud.</p> <p>Milestone Write a few words using phonemes taught.</p>	<p>Milestone Orally compose a sentence using “build a sentence/hold a sentence” before writing it down.</p> <p>Milestone Discuss what they have written with their teacher or peer.</p>	<p>Milestone Write a sentence for different purposes e.g. fiction/ non-fiction</p>	<p>Milestone Sequence two sentences to form a narrative.</p> <p>Milestone Edit one sentence with peer or adult support.</p>

Composition- Grammar, Vocabulary and Punctuation

Stage 1	Stage 2	Stage 3	Stage 4
<p>Milestone Use a finger space to separate words.</p>	<p>Milestone Use ‘and’ when writing a full sentence.</p>	<p>Milestone Use a full stop correctly to demarcate the end of a</p>	<p>Milestone Start to experiment in using question marks when writing a</p>

<p>Milestone Use 'and' when I say my sentences</p> <p>Milestone Use but/so when I say my sentences</p>	<p>Milestone Use 'but/so' when writing a full sentence.</p> <p>Milestone Understand and use capital letters for proper nouns and the personal pronoun 'I'.</p> <p>Milestone Understand that a full stop is used to demarcate the end of a sentence.</p>	<p>sentence.</p> <p>Milestone Use a capital letter to start a sentence.</p>	<p>question.</p> <p>Milestone Start to experiment in using exclamation marks to show a change in volume or strong emotion.</p>
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Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

letter	A symbol that represents a sound.
capital letter	Capital letters are bigger than and written differently to lower case letters. They are used at the beginning of a sentence or a proper noun.
word	A group of letters that has a meaning when spoken or written.
singular	One person or thing.
plural	More than one person or thing.

sentence	A group of words, which when they are written down begin with a capital letter and finish with a full stop, exclamation mark or question mark. A sentence conveys a complete idea.
punctuation	Punctuation is the name for marks used in writing. They are used to help understanding and allow ideas to be clearly expressed.
full stop	A full stop is a punctuation mark used to separate sentences.
question mark	The question mark is a punctuation mark that is used at the end of a sentence when asking a question.
exclamation mark	An exclamation mark is a punctuation mark that can end statements and commands as well as exclamations.
vowel	There are 5 vowels in the English language a, e, i, o and u
consonant	The rest of the speech sounds in the English language- some can be stretched e.g f, some can be bounced e.g. b

Appendix 3 - Year 2

Learning Behaviours

By the end of KS1 most children will be Developing Writers. They will be:

- Able to write simple sentences, independently by drawing upon known sounds (and an awareness of some alternative graphemes although these may not always be spelt accurately) and an increasing number of exception (red) words.
- Able to orally rehearse their ideas prior to writing adding detail and description and have a bank of models from which they can draw upon.
- Able to write independently within a familiar range of genres but still need support in developing and extending their ideas in their writing.
- Using simple adjectives to expand noun phrases and an increasing range of common conjunctions to develop, link or expand ideas.
- Consistently using simple punctuation.
- Forming letters of a consistent size and generally correct formation.
- Able to check for sense and meaning and edit with some support.

Supporting Developing Writers – Next Steps

To support developing writers, achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

- Share and read aloud a range of literature which explores different narrative structures for both pleasure and purpose.
- Use high quality texts as models for writing and draw attention to features and important compositional elements of the writing.
- Provide continuous access to a range of suitable resources e.g complex sounds charts, dictionaries, thesauruses, washing lines/ magpie walls.
- Allow opportunities for children to use their imagination, providing opportunities for children to write freely for their own learning, write for a purpose and a range of audiences, and model a range of writing across the curriculum.

- Model orally rehearsing what to write about, sentence by sentence, using appropriate strategies for transcribing.
- Model, explore and demonstrate ways in which the children can extend and join parts of their writing, and experiment with a wide range of sentence structures.
- Respond to children’s writing as a real reader, encouraging children to respond to their own and other’s work more critically.

Year 2 Writing Milestones

Transcription - Handwriting	
Stage 1	Stage 2
<p>Milestone Form lower case letters of the correct size relative to one another.</p> <p>Milestone Write capital letters and digits of the correct size and orientation to one another and lower case letters.</p> <p>Milestone Use spacing between words that reflects the size of the letters.</p>	<p>Milestone Start using some of the diagonal and horizontal strokes needed to join some letters.</p> <p>Milestone Show and an awareness of when some letters are best left unjoined</p>

Transcription- Spelling
See <i>Twinkl Spelling Curriculum Matching Chart</i> for explicit guidance

Composition- Sentence Structure			
Stage 1	Stage 2	Stage 3	Stage 4
<p>Milestone Use sentences for different forms including statements and commands.</p> <p>Milestone Use the past and present tense accurately with adult support and within a specific genre (e.g. <i>Instructions- present tense, Recount- past tense</i>).</p> <p>Milestone Make simple additions, revisions and corrections to their own writing with peer and adult support.</p>	<p>Milestone Use sentences for different forms including questions.</p> <p>Milestone Write compound sentences using <i>and, but and so</i>.</p> <p>Milestone Use the past and present tense accurately within a specific genre (e.g. <i>Instructions- present tense, Recount- past tense</i>).</p> <p>Milestone Demarcate most sentences in writing with capital letters and fullstops.</p> <p>Milestone Re-read writing to check for sense.</p> <p>Milestone Use a comma for lists.</p>	<p>Milestone Use sentences for different forms including exclamations.</p> <p>Milestone Write some complex sentences with subordination using <i>when, if, that and because</i></p> <p>Milestone Use noun phrases in writing.</p> <p>Milestone Use the past and present tense mostly correctly and consistently in all writing.</p> <p>Milestone Use apostrophes for some contracted words.</p> <p>Milestone Use apostrophes for possession.</p> <p>Milestone Re-read writing to check that</p>	<p>Milestone Start to use the progressive verb form of verbs in the present and past tense to mark actions in progress (e.g <i>she is shouting, she was shouting</i>).</p> <p>Milestone Write about real events, recording these simply and clearly.</p> <p>Milestone Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Milestone Write poetry.</p> <p>Milestone Proof-read to check for errors in spelling, grammar and punctuation for embedded spelling patterns and punctuation.</p>

		verbs to indicate time are used correctly and consistently.	
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Composition- Grammar, Vocabulary and Punctuation		
Stage 1	Stage 2	Stage 3
<p>Milestone Understand that common nouns are names of everyday objects which do not require a capital letter.</p> <p>Milestone Understand that verbs are doing or being words.</p> <p>Milestone Understand that adjectives are used to describe a noun .</p>	<p>Milestone Understand that an adjective and a noun can be combined to create a noun phrase.</p> <p>Milestone Understand that a comma can be used to separate items in a list.</p>	<p>Milestone Understand that a clause contains a subject (the thing doing the verb) and a verb.</p> <p>Milestone Understand that apostrophes can be used for contracted forms e.g <i>did not - didn't</i> and mark where letters are missing in spelling.</p> <p>Milestone Understand that apostrophes can be used to show possession (singular) e.g. <i>the girl's bag</i></p>

Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

noun	The name of a person, place, thing, animal or idea.
noun phrase	Includes one noun and words (adjectives) to describe it.
statement	A sentence that expresses a fact, idea or opinion.
question	A question is a type of sentence which we ask or write to gain more information.
exclamation	An exclamation is a forceful statement which expresses high levels of emotion or excitement.
command	A type of sentence where someone is told to do something.
compound	A compound sentence is formed when you join two main clauses with a connective.
suffix	A group of letters that is added to the end of a root word. It will change the meaning of the word.
adjective	A word used to describe a noun.
adverb	A word used to describe a verb. An adverb is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.
verb	A doing word. Verbs are words that show actions, motions, doing, or states of being.
clause	a group of words that includes a subject and a noun.
tense (past and present)	The present tense is used for actions which are happening now. The past tense is used for actions in a time which has already happened.
apostrophe	A punctuation mark which can be used to show when something belongs to someone
comma	A punctuation mark which can be used to separate items in a list.

Appendix 4 – Year 3 and 4

Learning Behaviours

By the end of Lower Key Stage 2, most children will be Moderately Fluent Writers. They will be:

- Writing more confidently and developing ideas at greater length in a few familiar forms.
- Continuing to rehearse and refine ideas prior to writing to ensure an authentic voice and appropriate language structures.
- Showing a greater awareness of the reader by adjusting and developing language and content.
- Able to create developed pieces of writing, shaped and supported by planning structures.
- Showing a understanding of the different forms and layouts needed for different types of writing.
- Exploring and experimenting with a wider range of sentence structures, tenses are consistent and a wider range of punctuation is used appropriately.
- Able to spell a wider range of exception words correctly and spelling is generally becoming more accurate, showing a wider awareness of grapheme phoneme correspondences.
- Demonstrating automaticity with recording, no longer struggling with the physical process of writing.
- Working confidently with response and edit partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.

Supporting Moderately Fluent Writers – Next Steps

To support fluent writers to achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

- Continue to model writing across the curriculum, planning tasks that are relevant and authentic, with content shaped by audience and purpose.
- Talk about and model the correct use of tense and style for different pieces of writing and explore the ways words are formed in different tenses.
- Model a greater range of sentence types and appropriate punctuation to extend children’s ability to engage with the reader.
- Model correct letter formation, including the use of appropriate joins to extend and improve children’s own handwriting.

- Provide access to simple dictionaries and thesauri to use during and after writing. Adults must explicitly model how to navigate and use these.
- Plan opportunities for bookmaking/ publishing and sharing writing to a wider audience and create pride in final finished pieces.

Year 3 Writing Milestones

Transcription - Handwriting	
Stage 1	Stage 2
<p>Milestone Use diagonal and horizontal strokes that are needed to join letters.</p> <p>Milestone Understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Milestone Increase the legibility, consistency and quality of their handwriting (by ensuring the downstrokes of letters are parallel and equidistant).</p>

Transcription- Spelling
<p>Milestone Use a range of prefixes extend repertoire of nouns e.g. super..., anti..., auto....</p> <p>Milestone Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.</p> <p>Milestone Experiment with more complicated words built from a common word e.g. dissolve, solution.</p>

Composition- Sentence Structure	
Stage 1	Stage 2
<p>Milestone Use conjunctions to express time, place and cause (while, so, although)</p> <p>Milestone Read writing aloud, pausing for punctuation marks.</p>	<p>Milestone Begin to understand what a paragraph is and show ideas grouped together.</p> <p>Milestone Use headings and subheadings to group ideas.</p>

Composition- Grammar, Vocabulary and Punctuation		
Stage 1	Stage 2	Stage 3
<p>Milestone Use the simple past and present tenses consistently correctly.</p> <p>Milestone Use prepositions to describe place and position of nouns e.g. under, against, beside, through below, between, before, inside</p> <p>Milestone</p>	<p>Milestone Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.</p> <p>Milestone Choose words carefully because of the effect on the reader.</p> <p>Milestone Adding detail into descriptions e.g. precise</p>	<p>Milestone Use inverted commas confidently and consistently.</p> <p>Milestone When reading their writing aloud, can identify where punctuation is missing and edit.</p> <p>Milestone Use adverbs/adverbial phrases that build a relationship or 'cause' (therefore, as a result.)</p>

<p>Emerging use of inverted commas to punctuate direct speech.</p> <p>Milestone Choose appropriate nouns and pronouns to create cohesion, avoid repetition and achieve clarity e.g. avoid repeating the same noun by replacing it with a pronoun.</p>	<p>words, descriptive noun phrases.</p> <p>Milestones Use adverbs to support the verb, expressing when an action took place e.g. recently, early, today, tomorrow, before, after</p> <p>Milestone Express the past tense in different ways simple past and present perfect.</p>	<p>Milestone Use the appropriate tense for the task and apply across a range of independent writing.</p> <p>Milestone Use the word "like" to build a simile e.g. her eyes were like deep pools.</p>
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Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

comma	A punctuation mark indicating a pause between parts of a sentence or separating items in a list.
preposition	Prepositions are linking words in a sentence. They are used to explain where things are in time or space.
adverb	An adverb is simply a word that describes a verb (an action or a doing word).
conjunction	Conjunctions are words that connect or link phrases, sentences, clauses, or words together.
inverted commas	Inverted commas are used at the start and end of speech to show that someone is speaking.
subordinate clause	A subordinate clause is a clause that can't stand alone as a complete sentence. It's linked to a main clause using a subordinating conjunction.
article	An article is a word used to define whether a noun, a person, place, object or idea, is specific or unspecific.

definite article	A definite article shows that the reader knows the specific, individual noun being described. For example, if your parents ask you to feed 'the' dog,
indefinite article	The indefinite articles are 'a' and 'an' and they refer to general nouns. They indicate that a noun refers to a general idea rather than a specific thing.
adverbial	Adverbials are words or phrases that give more information to the sentence.
fronted adverbial	When words that set the scene for the main part of the sentence appear at the front of the sentence, it is called a fronted adverbial. It will explain when, where, why or how the action occurs. It must be demarcated with a comma.
adverbial phrase	An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb. Adverbial phrases can describe how, when or where a verb is done.
verb tense	Verb tenses tell us whether an action took place in the present, past or future.
present perfect	We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened: <i>I have never been abroad.</i> We also use this tense to talk about something that has happened in the past but has a result in the present: <i>I have lost my passport.(The result in the present is that I don't have my passport).</i>
prefix	A prefix is a letter or a group of letters added to the front of a root word to change the meaning of the word. They are not words in their own right, you cannot use them as part of a sentence.

Year 4 Writing Milestones

Transcription - Handwriting
Stage 1
Milestone Increase the legibility, consistency and quality of their handwriting (by ensuring the downstrokes of letters are parallel and equidistant)
Milestone Lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.

Transcription- Spelling
Milestone Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.
Milestone Distinguish between the spelling of common homophones.
Milestone Show through '-s' and punctuation the grammatical difference between plural and possessive

Composition- Sentence Structure		
Stage 1	Stage 2	Stage 3
<p>Milestone Purposefully use some subordinating conjunctions e.g. if, as, even though.</p> <p>Milestone Point of view is maintained throughout a piece of work.</p> <p>Milestone Structure and organise writing with a clear beginning, middle and end.</p> <p>Milestone Ask rhetorical questions to engage the reader.</p>	<p>Milestone Start a new paragraph to organise ideas around a theme.</p> <p>Milestone Include all the features of a genre/text type appropriately and consistently.</p> <p>Milestone Write an increasing range of sentences with more than one clause, using the conjunctions taught so far.</p>	<p>Milestone Use a range of subordinating conjunctions, at the beginning (fronted adverbials) and within sentences, to add relevant detail to complex sentences across a range of writing.</p>

Composition- Grammar, Vocabulary and Punctuation		
Stage 1	Stage 2	Stage 3
<p>Milestone Use adverbs to support the verb, expressing how an action took place (e.g</p>	<p>Milestone Make language choices that are interesting and varied.</p>	<p>Milestone Writing demonstrates an awareness of how commonly used verbs are altered in the past,</p>

<p>angrily, loudly, shyly, merrily)</p> <p>Milestone Begin to use additional punctuation associated with inverted commas e.g a comma to introduce the inverted commas.</p> <p>Milestone Use standard English verb inflections e.g. 'we were...', 'I did...' (instead of local spoken forms such as 'we was', 'I done')</p> <p>Milestone Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.</p> <p>Milestone Use the word "as" to build a simile E.G. the train was as slow as a hearse</p>	<p>Milestone Use a comma after a fronted adverbial</p> <p>Milestone Choose words carefully because of the effect on the reader.</p> <p>Milestone Use adverbs to support the verb, expressing where and how an action took place (e.g above, below, always, never)</p> <p>Milestone Explain the concept of verb tense E.G it tells the reader whether events are in the past, present or future.</p> <p>Milestone Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases). e.g. The strict geography teacher with slick, black hair.</p>	<p>present and future tenses.</p> <p>Milestone Use own further knowledge and personal reading to correct errors in spelling, grammar and punctuation.</p> <p>Milestone Use metaphor to create vivid images in the reader's mind.</p>
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Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

comma	A punctuation mark indicating a pause between parts of a sentence or separating items in a list.
preposition	Prepositions are linking words in a sentence. They are used to explain where things are in time or space.
adverb	An adverb is simply a word that describes a verb (an action or a doing word).
conjunction	Conjunctions are words that connect or link phrases, sentences, clauses, or words together.
inverted commas	Inverted commas are used at the start and end of speech to show that someone is speaking.
subordinate clause	A subordinate clause is a clause that can't stand alone as a complete sentence. It's linked to a main clause using a subordinating conjunction.
article	An article is a word used to define whether a noun, a person, place, object or idea, is specific or unspecific.
definite article	A definite article shows that the reader knows the specific, individual noun being described. For example, if your parents ask you to feed 'the' dog,
indefinite article	The indefinite articles are 'a' and 'an' and they refer to general nouns. They indicate that a noun refers to a general idea rather than a specific thing.
adverbial	Adverbials are words or phrases that give more information to the sentence.
fronted adverbial	When words that set the scene for the main part of the sentence appear at the front of the sentence, it is called a fronted adverbial. It will explain when, where, why or how the action occurs. It must be demarcated with a comma.

adverbial phrase	An adverbial phrase is like an adverb, it adds more information to the sentence, but it uses more than one word to describe the verb. Adverbial phrases can describe how, when or where a verb is done.
verb tense	Verb tenses tell us whether an action took place in the present, past or future.
present perfect	We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened: <i>I have never been abroad.</i> We also use this tense to talk about something that has happened in the past but has a result in the present: <i>I have lost my passport. (The result in the present is that I don't have my passport).</i>
prefix	A prefix is a letter or a group of letters added to the front of a root word to change the meaning of the word. They are not words in their own right, you cannot use them as part of a sentence.

Appendix 5 – Year 5 and 6

Learning Behaviours

By the end of upper key stage 2, children will be fluent writers. They will be:

- Capable writers who are growing in independence and using writing for a wider range of purposes e.g. expressive, informational and imaginative.
- Writing more extensively and their writing is appropriate to the purpose and audience.
- Varying sentence length and structure for effect and transitional phrases are used appropriately and successfully to ensure fluency.
- Using clear structures to their narratives, making effective use of paragraphing and descriptions with elaborate details.
- Using language in more deliberate ways to make meanings more explicit.
- Using a wide range of punctuation building on knowledge built in earlier phases.
- Editing in an advanced manner, finding most of their own errors adding justification for their edits.
- Consistently joining their handwriting within their own legible style.

Supporting Developing Writers – Next Steps

To support fluent writers to achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

- Share a rich programme of reading aloud, independent reading and shared reading experiences.
- Ask children to respond to texts more critically and delve into a deeper understanding of author intent.
- Model and demonstrate the finer points of composition across the curriculum and in English lessons.
- Provide sustained time to shape writing both collaboratively and individually.
- Use and study high quality texts exploring how authors use language to link sentences, sections and paragraphs.
- Model correct letter formation, including the use of appropriate joins to extend and improve children's hand-writing.
- Ensure children are taught to touch type to improve writing fluency.
- Provide access to dictionaries and thesauri at an appropriate level.
- Make use of class or individual spelling/ vocabulary logs

Year 5 Writing Milestones

Transcription - Handwriting
Stage 1
Milestone Make appropriate choices over whether to join specific letters or not.
Milestone Recognise that different writing tools can be used for different tasks.

Transcription- Spelling
Milestone Convert nouns or adjectives into verbs using suffixes e.g. ... ate, ... ise, ... ify
Milestone Apply prefixes to change intent of verbs e.g. dis..., de..., mis..., over..., re...

Composition- Sentence Structure		
Stage 1	Stage 2	Stage 3
<p>Milestone Use appropriate planning tools provided to draft and plan e.g. tables, spidergrams, story mountain, story map etc.</p> <p>Milestone Ensure correct subject verb agreement</p> <p>Milestone Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Milestone Use a colon to introduce a list</p>	<p>Milestone Almost always identify the intended audience and select a suitable model for their writing.</p> <p>Milestone Use direct speech to convey character.</p> <p>Milestone Use embedded relative clauses starting with who, which, where.</p>	<p>Milestone Use organisational devices to structure texts and to guide the reader e.g use of sub-headings, pose questions as a heading, bullet points to organise material and link closings to openings.</p> <p>Milestone Use brackets for parenthesis</p>

Composition- Grammar, Vocabulary and Punctuation		
Stage 1	Stage 2	Stage 3
<p>Milestone Understand that noun phrases can be expanded to give you more information about the noun.</p> <p>Milestone</p>	<p>Milestone Recognise that certain features of spoken language e.g. contracted verb forms, colloquial expressions and long, coordinated sentences are less likely in writing.</p>	<p>Milestone Understand that commas can be used to clarify meaning or avoid ambiguity.</p> <p>Milestone Understand that brackets can be used for</p>

Understand that a colon can be used to introduce a list.		parenthesis.
Milestone Understand that bullet points are used as an organisational device.		

Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

brackets	Brackets are used for parenthesis within a sentence to add information for detail or clarification. What is key to remember is that the sentence to which the parenthesis is being added should make grammatical sense whether the information in the brackets is there or not.
semi-colon	A semicolon looks like one dot on top of a comma (;). They create a break in a sentence that is longer than a comma but not as final as a full stop. It is used between two independent clauses that are related.
colloquialisms	A colloquialism is a familiar expression used mostly in informal speech. A colloquialism is usually acceptable in everyday conversation but not in formal writing.
relative clause	A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Relative clauses add information to sentences by using a relative pronoun such as who, that or which.
relative pronouns	Relative pronouns are words that refer back to a noun which has already been used, and introduce a subordinate clause that gives more information about the noun.

cohesion	Cohesion is a term in linguistics that refers to how the structure and content of a sentence or text is linked together to create meaning. Cohesion needs to be achieved in a sentence, within a paragraph and across paragraphs for a text to make sense.
modal verb	A modal verb is a special type of verb. Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.
ambiguity	Ambiguity is where a sentence could be open to more than one meaning. This can confuse the reader.

Year 6 Writing Milestones

Transcription - Handwriting	
Stage 1	
<p>Milestone Choose the most appropriate writing tool for the task.</p>	

Transcription- Spelling	
<p>Milestone Use the appropriate words according to formality e.g. “discover” or “find out”, “ask for” or “request” or “go in” or “enter.”</p>	
<p>Milestone Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.</p>	

Composition- Sentence Structure		
Stage 1	Stage 2	Stage 3
<p>Milestone Choose appropriate planning tools to draft and plan their writing e.g. tables,</p>	<p>Milestone Identify intended audience and select a suitable model for their writing.</p>	<p>Milestone Distinguish between the language of speech and writing and choose the right register</p>

<p>spidergrams, story mountain, story map etc.</p> <p>Milestone Produce internally coherent paragraphs in a logical sequence e.g introduce a main idea elaborated by subsequent sentences.</p>	<p>Milestone Use direct speech to advance the action within a narrative.</p> <p>Milestone Use an range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms.</p> <p>Milestone Use embedded relative clauses starting with who, which, where, when, whose or that.</p>	<p>Milestone Use semicolons, colons and dashes to mark the boundary between independent clauses.</p> <p>Milestone Use brackets, commas and dashes for parenthesis.</p>
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Composition- Grammar, Vocabulary and Punctuation		
Stage 1	Stage 2	Stage 3
<p>Milestone Recognise certain features of spoken language e.g. contracted verb forms, colloquial expressions.</p> <p>Milestone Distinguish between the language of speech and writing.</p>	<p>Milestone Use commas to clarify meaning or avoid ambiguity.</p> <p>Milestone Understand that brackets, dashes or commas can be used for parenthesis.</p> <p>Milestone</p>	<p>Milestone Choose alternative vocabulary and grammar to avoid the use of colloquial expressions and contracted forms in formal writing.</p> <p>Milestone Use passive verbs to affect the presentation of information in a sentence.</p> <p>Milestone</p>

	Understand that semicolons, colons and dashes can be used to mark the boundary between independent clauses.	Understand that hyphens can be used to avoid ambiguity.
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Terminology to be introduced to pupils with the expectation that they will use it when discussing their writing

hyphen	The hyphen is a punctuation mark used to join words and to separate syllables of a single word.
brackets	Brackets are used for parenthesis within a sentence to add information for detail or clarification. What is key to remember is that the sentence to which the parenthesis is being added should make grammatical sense whether the information in the brackets is there or not.
dashes	A dash is a little horizontal line that floats in the middle of a line of text. Dashes are used to separate groups of words, not to separate parts of words like a hyphen does.
semi-colon	A semicolon looks like one dot on top of a comma (;). They create a break in a sentence that is longer than a comma but not as final as a full stop. It is used between two independent clauses that are related.
passive voice	A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something. e.g The cat was chased by the mouse.
active voice	A sentence is written in active voice when the subject of the sentence is performing the action e.g The mouse chased the cat.
parenthesis	Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.

colloquialisms	A colloquialism is a familiar expression used mostly in informal speech. A colloquialism is usually acceptable in everyday conversation but not in formal writing.
relative clause	A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Relative clauses add information to sentences by using a relative pronoun such as who, that or which.
relative pronouns	Relative pronouns are words that refer back to a noun which has already been used, and introduce a subordinate clause that gives more information about the noun.
cohesion	Cohesion is a term in linguistics that refers to how the structure and content of a sentence or text is linked together to create meaning. Cohesion needs to be achieved in a sentence, within a paragraph and across paragraphs for a text to make sense.
modal verb	A modal verb is a special type of verb. Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.
ambiguity	Ambiguity is where a sentence could be open to more than one meaning. This can confuse the reader.