



## St. Bridget's C of E Primary School Curriculum Milestones

### Writing

*Each milestone is indicative of two years' learning opportunities (e.g. Milestone 1 applies to Y1 & 2)*



Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Composition	<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> <li>• Use adverbs for extra detail.</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 and atmosphere with dialogue.</li> </ul>
	<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>
	<p><b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<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>

**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.
- 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.

- 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.

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

### **Analysis and presentation**

#### **Analyse writing**

This concept involves understanding how grammatical choices give effect and meaning to writing.

- Discuss writing with the teacher and other pupils.
- Use and understand grammatical terminology in discussing writing:
  - Year 1**
    - word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
  - Year 2**
    - Use and understand grammatical terminology in discussing writing:
      - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
- Use and understand grammatical terminology when discussing writing and reading:
  - Year 3**
    - word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
  - Year 4**
    - pronoun, possessive pronoun, adverbial.
  - Year 5**
    - relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
  - Year 6**
    - active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

#### **Present writing**

This concept involves learning to reflect upon writing and reading it aloud to others.

- Read aloud writing clearly enough to be heard by peers and the teacher.
- Read aloud writing with some intonation.
- Read aloud writing to a group or whole class, using appropriate intonation.
- Perform compositions, using appropriate intonation and volume.