

## **Characteristics of a Writer:**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

<u>Milestones: COMPOSITION</u>				
Milestone 1 By the end of Year 2		Milestone 2 By the end of Year 4		Milestone 3 By the end of Year 6
<b>To write with purpose</b>				
<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>▪ Write for a wide range of purposes using the main features 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>
<b>To use imaginative description</b>				
<ul style="list-style-type: none"> <li>▪ Use 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>
<b>To Organise Writing properly</b>				

<p>Re-read writing to check it makes sense.</p> <ul style="list-style-type: none"> <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> <li></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 and propose changes to improve clarity.</li> <li>Ensure correct use of tenses throughout a piece of writing.</li> </ul>
<b>To use paragraphs</b>				
<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>
<b>To use sentences appropriately</b>				
<ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form a short narrative.</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>
<b><u>TRANSCRIPTION</u></b>				
<b>To present neatly</b>				
<ul style="list-style-type: none"> <li>Sit correctly and hold a pencil correctly.</li> <li>Begin to form lower-case letters correctly.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> </ul>		<ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-joined.</li> <li>Make handwriting legible by ensuring down strokes of letters are parallel and</li> </ul>		<ul style="list-style-type: none"> <li>Write fluently and legibly with a personal style.</li> </ul>

<ul style="list-style-type: none"> <li>Understand letters that are formed in similar ways.</li> <li>Form lower-case letters of a consistent size.</li> <li>Begin to join some letters.</li> <li>Write capital letters and digits of consistent size.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>		<p>letters are spaced appropriately.</p>		
<p><b>To punctuate accurately</b></p>				
<ul style="list-style-type: none"> <li>Leave spaces between words.</li> <li>Use the word 'and' to join words and sentences.</li> <li>Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>Use sentences with different forms: statement, question, exclamation and command.</li> <li>Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>Use subordination (when, if, that or because).</li> <li>Use coordination (or, and, but).</li> <li>Use some features of standard written English.</li> <li>Use the present and past tenses correctly, including the progressive</li> </ul>		<ul style="list-style-type: none"> <li>Develop understanding of writing concepts by:</li> <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: <ul style="list-style-type: none"> <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:</li> <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: <ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in</li> </ul> </li> </ul>

form.				<p>writing.</p> <ul style="list-style-type: none"> <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> <li>○ Punctuating bullet points consistently.</li> </ul>
<b>To spell correctly</b>				
<ul style="list-style-type: none"> <li>▪ Spell words containing 40+ learned phonemes.</li> <li>▪ Spell common exception words (the, said, one, two and the days of the week).</li> <li>▪ Name letters of the alphabet in order.</li> <li>▪ Use letter names to describe spellings of words.</li> <li>▪ 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).</li> <li>▪ Use the prefix un.</li> <li>▪ Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>▪ Use spellings rules.</li> <li>▪ Write simple sentences</li> </ul>		<ul style="list-style-type: none"> <li>▪ Use prefixes and suffixes and understand how to add them.</li> <li>▪ Spell further homophones.</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, applying guidelines for adding them.</li> <li>▪ Spell some words with silent letters (knight, psalm 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> </ul>

dictated by the teacher. <ul style="list-style-type: none"> <li>Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>Learn some new ways to represent phonemes.</li> <li>Spell common exception words correctly.</li> <li>Spell contraction words correctly (can't, don't).</li> <li>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>Use the possessive apostrophe (singular). For example, the girl's book.</li> <li>Distinguish between homophones and near-homophones.</li> </ul>				
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## ANALYSIS AND PRESENTATION

### To Analyse Writing

<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: <ul style="list-style-type: none"> <li>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> </li> <li>Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> <li>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> <li><b><u>Year 3</u></b> word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> <li><b><u>Year 4</u></b> pronoun, possessive pronoun, adverbial.</li> </ul>		<ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> <li><b><u>Year 5</u></b> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> <li><b><u>Year 6</u></b> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
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To present writing				
<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>

Refer to spelling appendix