

St Denys Core Curriculum

English - Writing



English Curriculum Intent

Curriculum Drivers	Well Being	Creativity	Communication	Choice	Challenge
Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it




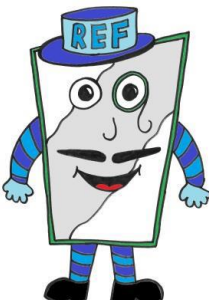
At St Denys Primary School, we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. Our children engage with a range of genres and develop their understanding of fiction and non-fiction styles. Furthermore, we have developed a curriculum that instils a love of reading and writing that we hope will stay with our young learners for life.

We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas. We believe strongly in the vital role played by parents and carers in the development of reading and writing and in the nurturing of positive habits, particularly in attitudes towards reading. We welcome this and value their contribution. To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, we have built our English curriculum upon principles from Chris Quigley's Essentials Curriculum.

We deliver a Writing curriculum, which develops:

- 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

To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, the St Denys writing curriculum is based on Chris Quigley's Essentials Curriculum and the four main purposes of writing: to entertain, to inform, to persuade and to discuss.

Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
 A cartoon rabbit superhero with grey fur, red eyes, and a red and grey suit with a large 'R' on the chest.	 A cartoon superhero with spiky black hair, a black mask, and a yellow suit with a large 'R' on the chest and a black cape.	 A cartoon superhero with a green and yellow striped hat, a black mask, and a green suit with a large 'RM' on the chest and a black cape.	 A cartoon character shaped like a notepad with a face, wearing a blue top hat with 'REF' on it, and blue and white striped pants.

The Curriculum is also broken down into 3 milestones. In each milestone, children may demonstrate three levels of understanding of the content: **Basic**, **Advancing** and **Deep** learning

- Children in Rainbow will follow the Early Learning Goals and the Pebbles Curriculum
- In Y1 and Y2, children will be following Milestone 1
- In Y3 and Y4 children will be following Milestone 2
- In Y5 and Y6, children will be following Milestone 3

Our writing curriculum meets and exceeds the requirements of the National Curriculum. The children will have regular opportunities to independently demonstrate their skill, knowledge and understanding across the curriculum through their writing and greater depth.

The Four Main Purposes of Writing

Rather than solely focusing on teaching different text types separately, we will focus on what the overall purpose is of a piece of writing. Within a purpose of writing, we may look at a particular text type, such as an argument within writing to discuss, or a report within writing to inform, but the overall focus will be on ensuring that the purpose of the piece of writing has been met, rather than taking a tick-box approach to meeting all of the genre features. Children will also be taught to write with an awareness of the intended audience of a piece of writing in mind.

- Milestone 1 will only focus on the purposes of writing to entertain and inform
- Milestone 2 look at writing to inform, entertain and persuade
- Milestone 3 look at all writing purposes

The four main writing purposes and some of the genres/writing outcomes that could fall under each:

EYFS	Labelling pictures from a text Writing a list Retelling events in a story Captions Writing a recount of a story Sentences to explain Speech Bubbles			
Milestone 1	Writing to Entertain Narrative Description Poetry		Writing to Inform Recount Letter Instructions	
Milestone 2	Writing to Entertain Narrative Description Poetry		Writing to Inform Explanation Newspaper Report Recount Letter Instructions	Writing to Persuade Advert Letter Poster
Milestone 3	Writing to Entertain Narrative Description Poetry	Writing to Inform Non-Chron Report Newspaper Report Biography Explanation Recount Letter Instructions	Writing to Persuade Speech Campaign Advert Letter Poster	Writing to Discuss Argument Newspaper Review

Teachers will choose from the different purposes to teach each half-term, according to the writing opportunities presented by the Power of Reading texts they are using that term, and by the Captivating Curriculum topics being covered. Teachers will ensure that good coverage of the four purposes is made across the academic year. Teachers are also able to choose which text types/outcomes they wish to cover within the purpose.

When planning a unit of work, teachers spend time thinking about which composition skills objectives, and which grammar and punctuation objectives from the Milestones would work well with each purpose.

An example writing outcome plan might look like one of the following:

Year 3: An English writing outcome, linked to the Power of Reading text, The Promise. Outcome: A descriptive narrative, retelling the events of the story from the girl's perspective Purpose: To entertain Audience: Peers Format: A recount from the girl's perspective	Year 6 A History writing outcome, linked to The Tudors Outcome: A formal letter explaining why Queen Elizabeth I will not be marrying one of her suitors Purpose: To inform Audience: One of Queen Elizabeth's Suitors (writer to choose which) Format: Formal letter
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Milestones

As well as the four main purposes, the writing curriculum can be simplified to the following key objectives for all year groups:

Composition:

- To write with purpose
- To use imaginative description
- To organise writing appropriately
- To use paragraphs
- To use sentences appropriately

Transcription:

- To present neatly
- To spell correctly
- To punctuate accurately

Analysis and Presentation:

- To analyse writing
- To present writing

These key learning objectives are not focused on a particular year group. They are common for every year group and in that way the children receive rigorous repetition of them and each time they are revisited, we are advancing the children understanding a little bit further.

We believe progression is not simply a matter of ticking off what pupils can do. Instead we are concerned with how well they can do things, their fluency and their depth of understanding. Therefore, we think it is important to focus on two things:

- a) the **breadth** of learning (i.e. how many examples of learning we can see)
- b) the **depth** of learning (i.e. the fluency of pupils, how well they apply knowledge and skills and their depth of understanding)

We can show progress by moving through the milestones. But of course, that is not going to happen quickly because each milestone is a two-year programme.

Learning takes time and some children take longer than others to achieve. So within each milestone there are three depths of learning – **basic, advancing and deep**.

All children begin each milestone at the **basic** level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the **basic** level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone.

After children are able to demonstrate this ability on multiple occasions, they move to the **advancing** stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret, summarise and apply their skills to solve problems.

Finally some children may reach the **deep** level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.

By the end of Year 2, 4 and 6, it is expected that most children will have reached the **advancing** stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

Teaching Writing in EYFS and KS1

Writing is a very challenging skill to learn. Encouraging children to manage and monitor aspects of their writing is a key step. A number of different strategies are likely to help, depending on the current skills of the writer.

Prewriting activities—engaging children in activities prior to writing that help them think of and organise their ideas. This can involve tasks that encourage them to remember what they already know, find out about a topic they are not familiar with, or arrange their ideas visually (for example, by using a planning tool or graphic organiser) before writing.

Understanding text structure, and how texts in different genres are formed— providing children with models of simple structures for different types of text. Studies show young children benefit from explicit teaching about the structure of narrative and expository texts.

Sentence construction, completion and combination—children progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. Teachers could model these processes, for example, by explicitly demonstrating how to combine several related, simple sentences to make more complex ones. Teachers should encourage children to do this on their own as they write.

Summarising—explicitly teaching children how to summarise their message by identifying the key points. This allows them to practise accurately communicating key messages in a concise and clear way.

Drafting, revising and editing—helping children to get their ideas written down as a first draft which they can then edit and revise.

Sharing—instructing children to share, read, and edit each other's work.

Children need to be introduced to, then practise, these skills with feedback from the teacher and from their peers. The aim is for them to increase the fluency of these skills and techniques so that they become automatic. The teacher should provide appropriate initial support that is gradually reduced so the child is ultimately capable of completing the activity independently. Examples of initial support that a teacher could provide include:

- pre-teaching of difficult-to-spell vocabulary;
- graphic organisers to help children gather initial ideas; and
- help with an outline or sentence starters.

Teaching Writing KS2

Writing can be thought of as a process made up of seven components.

Planning—setting goals and generating ideas before children begin writing. Children could write down goals so that they can refer back to them as they write. Example strategies: goal setting, activating prior knowledge, graphic organisers, and discussion.

Drafting—focusing on noting down key ideas. Children should set out their writing in a logical order. Although accurate spelling, grammar and handwriting are important, at this stage they are not the main focus. Example strategies: making lists, graphic organisers, and writing frames.

Sharing—sharing ideas or drafts throughout the writing process gives children feedback. Example strategy: in pairs, listen and read along as the author reads aloud.

Evaluating—checking that the writing goals are being achieved throughout the process. This can be done by children as they re-read their writing or through feedback from adults or peers. Example strategies: self-monitoring and evaluation by asking questions like, ‘Have I met my goals?’ and ‘Have I used appropriate vocabulary?’

Revising—making changes to the content of writing in light of feedback and self-evaluation. Where digital media are available this can be done easily and quickly. With pen and paper, it should be accepted that work may become messy but that at this stage the audience will be limited. Example strategies: peers placing a question mark next to things they do not understand and children thinking of synonyms for repeated words.

Editing—making changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it. Example strategies: checking capital letters and full stops and reviewing spellings using a dictionary.

Publishing—presenting the work so that others can read it. This may not be the outcome for all pieces of writing, but when used appropriately it can provide a strong incentive for pupils to produce high-quality writing and encourage them in particular to carefully revise and edit. Example strategies: displaying work, presenting to other classes, and sending copies to parents and carers.

Teachers should introduce each component by describing how and when to use it. Then strategies should be modelled to show how to achieve success. Shared writing allows teachers to ‘think-aloud’ and share their thought process for each strategy with children. For example, teachers can model the revising process by posing questions to themselves:

- How could this be improved?
- Is some of the vocabulary and phrasing repetitive?
- Which synonyms could be used?

Consideration of purpose and audience is vital for effective writing. It is important that children learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre.

Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

Example of subject success criteria:-

As a scientific writer, I am learning to write to explain

Context: Explanation Text (The Circulatory System)



	Me	Mr H
I can make sure my text achieves its purpose		
I can make sure my purpose and tone is maintained throughout the text		
I can use punctuation to clarify meaning		

Impact

By the time the children at St Denys leave our school they should have developed:

- 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

Our approach to the curriculum results in a purposeful, engaging, and high-quality writing education. Teachers use assessment to inform their future planning, and as a topic-based approach continues to be developed, teachers are able to revisit misconceptions and knowledge gaps in writing when teaching other curriculum areas.

This supports varied paces of learning and ensures all pupils make good progress. The subject-specific knowledge developed in our writing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. Writing at St Denys gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of writing. Vulnerable groups are carefully considered and adaptations are made to ensure that they are included and well supported. Data is collected at the end of the school year and recorded on Depth of Learning Tracker so teachers can see year on year which pupils are exceeding, meeting or working towards national expectations.

Our main aim is for children to leave St Denys having used and developed the characteristics of a Writer and they will continue to use these in their future lives

riting to ENTERTAIN (Milestone 1)

Text Types

- ♦ Stories (including re-tellings)
- ♦ Descriptions
- ♦ Poetry
- ♦ In-character/role

Text Features

- ♦ Time sequenced
- ♦ Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- ♦ Focus on oral work first
- ♦ Use opportunities to reading own work aloud

Grammar and Sentences

- ♦ Use **coordinating conjunctions** to link two main ideas,
They pulled and pulled at the turnip to get it out.
- ♦ Use **noun phrases** which add detail to description,
very old grandma, brave woodchopper
- ♦ Use the **progressive form** for verbs,
Goldilocks was walking through the woods.
- ♦ Use **exclamation sentences** where appropriate,
What big eyes you have, Grandma!

Adverbials

First Then Next After Later
The next day...



Conjunctions

and but so or when

Punctuation Content

- ♦ Use **finger spaces** between words
- ♦ Use **capital letters** & **full stops** to mark sentences
- ♦ Use **capital letter** for first person 'I'
- ♦ Use **apostrophes** to mark contractions, e.g. *didn't*
- ♦ Use **exclamation marks**, particularly in relation to speech
- ♦ Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to ENTERTAIN (Milestone 2)

Text Types

- ♦ Stories
- ♦ Descriptions
- ♦ Poetry
- ♦ Characters/settings

Text Features

- ♦ Detailed description
- ♦ Use paragraphs to organize in time sequence

Other Style Ideas

- ♦ Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...



Conjunctions

if when because while
as until whenever once

Punctuation Content

- ♦ Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- ♦ Secure use of **apostrophes** for possession, including for plural nouns.
- ♦ Use **commas** after fronted adverbials and subordinate clauses
- ♦ May begin to use **dashes** for emphasis



Writing to ENTERTAIN (Milestone 3)

Text Types

- ◆ Narrative
- ◆ Descriptions
- ◆ Poetry
- ◆ Characters/settings

Text Features

- ◆ Detailed description
- ◆ Use paragraphs to organise in time sequence

Other Style Ideas

- ◆ Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.

Although Theseus was scared, he prepared to enter the maze.

Theseus, although he was scared, prepared to enter the maze.

- Use **relative clauses** to add detail or context,

Amy grabbed the torch, which she'd strapped to her belt, quickly.

- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers



Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- ◆ Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- ◆ Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- ◆ Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- ◆ Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to INFORM (Milestone 1)

Text Types

- ♦ Recount
- ♦ Letter
- ♦ Instructions

Text Features

- ♦ Appropriate use of past and present tense

Other Style Ideas

- ♦ Could use a writing frame to structure sections
- ♦ May include images

Grammar and Sentences

- ♦ Use **coordinating conjunctions** to link two main ideas,
Badgers sleep in the day and look for food at night.
- ♦ Use **subordinating conjunctions** in the middle of sentences,
Badgers can dig well because they have sharp claws
- ♦ Use **noun phrases** which inform,
sharp claws, black fur
- ♦ Use **commas** to separate items in a list,
You will need flour, eggs, sugar and water.
- ♦ Use **exclamation sentences** where appropriate,
What a fantastic time we all had!

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- ♦ Use **finger spaces** between words
- ♦ Use **capital letters** & **full stops** to mark sentences
- ♦ Use **question mark**,
Did you know...?
- ♦ Use **apostrophes** to mark possession,
A badger's home is underground



Writing to INFORM (Milestone 2)

Text Types

- ♦ Explanation
- ♦ Recount
- ♦ Letter
- ♦ Biography
- ♦ Newspaper article

Text Features

- ♦ Paragraphs used to group related ideas
- ♦ Subheadings to label content

Other Style Ideas

- ♦ May be built around a key image
- ♦ Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- ♦ Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- ♦ Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- ♦ Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- ♦ Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- ♦ Begin to use **present perfect** tense to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- ♦ Consolidate four main punctuation marks (. , ! ?)
- ♦ Use **capital letters** for proper nouns
- ♦ Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- ♦ Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- ♦ Use **inverted commas** for direct speech
- ♦ Use **bullet points** to list items



Writing to INFORM (Milestone 3)

Text Types

- ♦ Report
- ♦ Recount
- ♦ Biography
- ♦ Newspaper article
- ♦ Essay

Text Features

- ♦ Paragraphs used to group related ideas
- ♦ Heading/subheadings
- ♦ Use of technical vocabulary

Other Style Ideas

- ♦ May include a glossary
- ♦ Sections may contain more than one paragraph

Grammar and Sentences

- ♦ Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- ♦ Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- ♦ Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- ♦ Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- ♦ Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- ♦ Use **brackets** or **dashes** to explain technical
- ♦ Use **semi-colons** to punctuate complex lists,
- ♦ Use **colons** to introduce lists or sections
- ♦ Use **brackets** or **dashes** to mark relative clauses
- ♦ Secure use of **commas** to mark clauses, including
- ♦ Begin to use **colons** & **semi-colons** to mark



Writing to PERSUADE (Milestone 2)

Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Poster

Text Features

- ♦ Use of 2nd person
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Adjectives for positive description

Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising

Grammar and Sentences

- ♦ Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully....
- ♦ Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- ♦ Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- ♦ Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion



Conjunctions

if because unless so
and but even if when

Punctuation Content

- ♦ Ensure use of **capital letters** for proper nouns
- ♦ Use **? !** for rhetorical / exclamatory sentences
- ♦ Use **commas** to mark relative clauses
- ♦ Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



Writing to PERSUADE (Milestone 3)

Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Campaign

Text Features

- ♦ Use of 2nd person
- ♦ Personal pronouns
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Hyperbole

Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising

Grammar and Sentences

- ♦ Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- ♦ Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- ♦ Use **short sentences** for emphasis
This has to stop! Vote for change!
- ♦ Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion



Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- ♦ Use ? ! for rhetorical / exclamatory sentences
- ♦ Use **colons** and **semi-colons** to list features, attractions or arguments
- ♦ Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- ♦ Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to DISCUSS (Milestone 3)

Text Types

- ♦ Balanced argument
- ♦ Newspaper article
- ♦ Review

Text Features

- ♦ Appropriate use of cohesive devices
- ♦ Use of subjunctive form where needed

Other Style Ideas

- ♦ Use paragraphs to structure arguments
- ♦ Maintain formal / impersonal tone

Grammar and Sentences

- ♦ Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- ♦ Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- ♦ Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- ♦ Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- ♦ Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

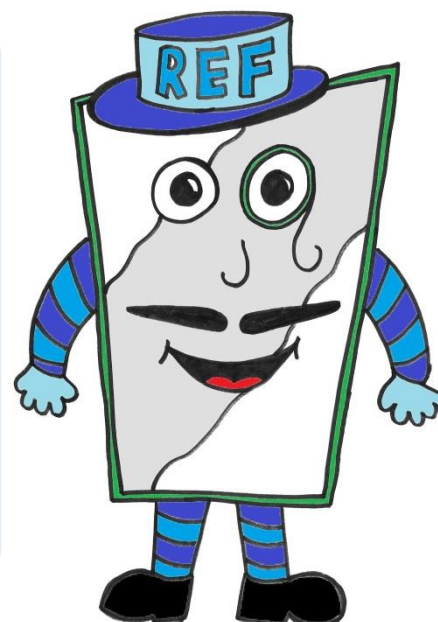


Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- ♦ Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- ♦ Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- ♦ Use **commas** to mark relative clauses
- ♦ Use **colons** and **semi-colons** to punctuate complex lists



Milestone 1

Assessment criteria for writing

Learning Objective	Key Indicators	Basic	Advancing	Deep
Composition				
To write with purpose	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance
To use imaginative description	Use well-chosen adjectives to add detail.	With the support of a teacher adjectives are used.	Adjectives are generally chosen well for effect.	Adjectives are imaginative and chosen well to give interest to the reader.
	Use names of people, places and things.	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers' understanding.
	Use nouns and pronouns for variety	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
	Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.

WRITING - End of Milestone Outcomes

<p>By the end of the Pebbles Milestone, children will be able to...</p>	<ul style="list-style-type: none"> • Enjoys writing for a variety of purposes. • Able to write their name. • Holds pencil correctly and is beginning to form letters accurately. • Knows the sounds letters make and is beginning to spell words based on how they sound. • Labels pictures with a few words and later on begins to write simple sentences with correct grammar 		
THRESHOLD CONCEPTS	By the end of Milestone 1 , children will be able to...	By the end of Milestone 2 , children will be able to...	By the end of Milestone 3 , children will be able to...
<p>COMPOSITION</p> <p>Write with purpose</p>	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
<p>COMPOSITION</p> <p>Use imaginative description</p>	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.

THRESHOLD CONCEPTS	By the end of Milestone 1 , children will be able to...	By the end of Milestone 2 , children will be able to...	By the end of Milestone 3 , children will be able to...
COMPOSITION Organise writing appropriately	<ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. 	<ul style="list-style-type: none"> Use organisational devices such as headings and sub headings. Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> Guide the reader by using a range of organisational devices, including a range of connectives. Choose effective grammar and punctuation. Ensure correct use of tenses throughout a piece of writing
COMPOSITION Use paragraphs	<ul style="list-style-type: none"> Write about more than one idea. Group related information. 	<ul style="list-style-type: none"> Organise paragraphs around a theme. Sequence paragraphs. 	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
COMPOSITION Use sentences appropriately	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences. Write sentences that include: <ul style="list-style-type: none"> conjunctions adverbs direct speech, punctuated correctly clauses adverbial phrases. 	<p>Write sentences that include:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. 	<ul style="list-style-type: none"> Join letters, deciding which letters are best left un-joined. 	<ul style="list-style-type: none"> Write fluently and legibly with a personal style.

<p>Present neatly – understanding of handwriting and clear presentation.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	
<p>TRANSCRIPTION</p> <p>Spell correctly - understanding the need for accuracy.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. 		
<p>TRANSCRIPTION</p> <p>Punctuate accurately - understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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: 	<ul style="list-style-type: none"> • 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,

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • • Using and punctuating direct speech. 	<p>that or with an implied (i.e. omitted) relative pronoun.</p> <ul style="list-style-type: none"> • 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>ANALYSIS AND PRESENTATION</p> <p>Analyse writing - understanding how grammatical choices give effect and meaning to writing.</p>	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

ANALYSIS AND PRESENTATION

Present writing - learning to reflect upon writing and reading it aloud to others.

<ul style="list-style-type: none">• Read aloud writing clearly enough to be heard by peers and the teacher.• Read aloud writing with some intonation.	<ul style="list-style-type: none">• Read aloud writing to a group or whole class, using appropriate intonation.	<ul style="list-style-type: none">• Perform compositions, using appropriate intonation and volume.
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