





Our Writing Curriculum will nurture effective communicators who can articulate their thoughts through a range of media; have a unique voice for the expression of personal vision, ideas and opinions; connect with others, irrespective of life experiences and opportunities.

English Writing: Concepts

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims. In English, Language, Reading and Writing are interconnected and whilst English is a subject in its own right, it is the medium for teaching all other subjects and enables access to the whole curriculum.

Concept 1	Concept 2	Concept 3	Concept 4
<p>Transcription</p> 	<p>Composition</p> 	<p>Vocabulary, Grammar and Punctuation</p> 	<p>Writer Identity & Authenticity</p> 
<ul style="list-style-type: none"> • Develop effective transcription skills in order to be confident, fluent writers • Are equipped with the skills to spell quickly and accurately, knowing the relationship between sounds and letters (phonics) • Understand the morphology (word structure) and orthography (spelling structure) of words • Develop fluent, legible and speedy handwriting 	<ul style="list-style-type: none"> • Form, articulate and communicate ideas, organising them coherently for the reader • Develop an awareness of the audience, purpose and context for writing • <i>Understand how vocabulary and grammatical choices give effect and meaning to writing</i> • Be equipped with the skills to present and perform writing, reading it aloud to others 	<ul style="list-style-type: none"> • Develop vocabulary for reading, writing and spoken language • Understand the relationships between words, nuances in meaning and use figurative language • Be equipped with the spelling, grammar and punctuation skills required to be competent and conscious users of Standard English. 	<ul style="list-style-type: none"> • <i>Appreciate and value writing as a form of expression which they can use to connect with others</i> • <i>Develop authorial voice and individual writing style</i>

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SUBJECT: Concepts and Milestones Overview

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the N.C. subject content. *Writing in italics indicates learning enrichment beyond the N.C.*

	Concept 1 Transcription	Concept 2 Composition	Concept 3 Vocabulary, Grammar & Punctuation	Concept 4 Writer Identity & Authenticity
Milestone 1 (EYFS)	<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others • Articulate ideas and structure them in speech, before writing 	<ul style="list-style-type: none"> • <i>Experiment with using language they hear in stories in their own writing</i> • <i>Begin to be aware of simple punctuation</i> 	<ul style="list-style-type: none"> • <i>To use writing to convey a message that others notice</i> • <i>Begin to see themselves as writers</i> • To notice different styles of writing and the ways authors write
Milestone 2 (Yr 1/2)	<ul style="list-style-type: none"> • Use their developing phonic knowledge to spell words and common exception words • Know more words with contracted forms • Add suffixes to spell longer words • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • Form lower-case letters, capital letters and digits of the correct size • Start using some of the diagonal and horizontal strokes needed to join letters • Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing • Consider what they are going to write before beginning • Make simple additions, revisions and corrections to their own writing • Read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • Use both familiar and new punctuation correctly • Use sentences with different forms, expanded noun phrases, the present and past tenses and subordination • Know some features of written Standard English • Use and understand the grammar and terminology in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • <i>To use writing to express own views and ideas and begin to alter others' thoughts and feelings</i> <ul style="list-style-type: none"> ▪ <i>Understand themselves to be writers who can impact others</i> • <i>Develop an increased awareness of the deliberate choices authors make and the styles they use</i>
Milestone 3 (Yr 3/4)	<ul style="list-style-type: none"> • Use further prefixes and suffixes • Spell further homophones • Correctly spell common exception words and other words they have learnt • Spell words as accurately as possible using their phonic knowledge and other knowledge 	<ul style="list-style-type: none"> • Plan their writing, discussing and recording ideas • Draft and write by composing and rehearsing sentences orally • Develop the range of their writing, using more varied grammar, vocabulary and narrative structures to express their ideas 	<ul style="list-style-type: none"> • Learn and apply the grammar for years 3 and 4 in English Appendix 2 • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> • <i>To use writing to convey own beliefs and thoughts, emotions and imagination and begin to influence these in others</i> • <i>See themselves as emerging authors who use writing to impact others</i> • <i>Begin to develop personal writing style and authorial voice by making their own stylistic choices</i>

	<p>of spelling, such as morphology and etymology</p> <ul style="list-style-type: none"> • Check spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Place the possessive apostrophe accurately in words • Join letters and write quickly enough to keep pace with what they want to say • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Organise paragraphs around a theme • Apply the features of narrative and non-narrative writing • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		
<p>Milestone 4 (Yr 5/6)</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling • Check spelling, meaning or both of words in a dictionary • Use a thesaurus • Write legibly, fluently and with increasing speed • Write fluently and effortlessly across all subjects 	<ul style="list-style-type: none"> • Plan their writing identifying the audience and purpose, selecting the appropriate form • Note and develop initial ideas • Draft and write by selecting appropriate grammar and vocabulary to enhance meaning • Consciously control sentence structure and understand why sentences are constructed as they are • Demonstrate understanding and enjoyment of language, especially vocabulary, through their writing • Apply knowledge of language gained from stories, plays poetry, non-fiction and textbooks, to support their facility as writers • Describe settings, characters and atmosphere and integrate dialogue 	<ul style="list-style-type: none"> • Learn and apply the grammar for years 5 and 6 in English Appendix 2 • Consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 	<ul style="list-style-type: none"> • <i>To use writing as a powerful tool to convey own beliefs and thoughts, emotions and imagination and influence these in others</i> • <i>See themselves as authors who use writing to impact others</i> • <i>Make conscious and considered decisions when writing to have a personal style and authorial voice</i>

		<p>to convey character and advance the action in narratives</p> <ul style="list-style-type: none"> • Write with cohesion, organising and presenting their writing effectively • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure consistent and correct use of grammar • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
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By the end of year 1 in the phase, (e.g. Nursery, Year 1, 3, 5) pupils should have a basic grasp of this content. By the end of the phase (Reception, Y2, 4, 6) pupils should have an advancing understanding of this content, whilst some will have a deep understanding.

WRITING Learning - Nursery

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Spell words by identifying sounds in them and representing the sounds with a letter or letters 2. Write recognisable letters, most of which are correctly formed 	<ol style="list-style-type: none"> a) To sometimes give meaning to their drawings and paintings b) To give meaning to signs, symbols and words that they see in different places, including those they make themselves c) To imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right d) To attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes e) To show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words f) To begin to make letter-type shapes to represent the initial sound of their name and other familiar words g) To write some or all of their name. h) To write some letters accurately <p><i>For handwriting skills, see P.E. – Physical Development</i></p>
Concept 2: Composition	<ol style="list-style-type: none"> 1. Write simple phrases and sentences that can be read by others 2. Articulate ideas and structure them in speech, before writing 	<ol style="list-style-type: none"> a) To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy b) To include mark making and early writing in their play
Concept 3: Vocabulary, Grammar & Punctuation	<ol style="list-style-type: none"> 1. <i>Experiment with using language they hear in stories in their own writing</i> 2. <i>Begin to be aware of simple punctuation</i> 	<ol style="list-style-type: none"> a) <i>Begin to use new words that they have heard in books and stories when saying what they want to write (either in mark-making or when adults scribe)</i>
Concept 4: Writer Identity & Authenticity	<ol style="list-style-type: none"> 1. <i>To use writing to convey a message that others notice</i> 2. <i>Begin to see themselves as writers</i> 3. To notice different styles of writing and the ways authors write 	<ol style="list-style-type: none"> a) To make up stories, play scenarios, and drawings in response to experiences, such as outings and use mark-making to communicate these ideas b) <i>To use mark-making as a way to communicate with others</i> c) <i>To notice different types of print and begin to seek to recreate these e.g. signs, labels, notices, stories</i>

WRITING Learning – Reception

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Spell words by identifying sounds in them and representing the sounds with a letter or letters 2. Write recognisable letters, most of which are correctly formed 	<ol style="list-style-type: none"> a) Begin to break the flow of speech into words, to hear and say the initial sound in words b) Write recognisable letters in sequence, such as in their own name c) Develop phonic knowledge by linking sounds to letters d) Name and sound letters of the alphabet e) Segment the sounds in words and blend them together f) Form lower-case and capital letters correctly g) Spell words by identifying the sounds and then writing the sound with letter/s. h) Spell some Reception tricky words <p style="text-align: center;">Little Wandle Letters and Sounds Revised progression</p>
Concept 2: Composition	<ol style="list-style-type: none"> 1. Write simple phrases and sentences that can be read by others 2. Articulate ideas and structure them in speech, before writing 	<ol style="list-style-type: none"> a) To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences b) Write short sentences with words with known letter-sound correspondences c) Re-read what they have written to check that it makes sense
Concept 3: Vocabulary, Grammar & Punctuation	<ol style="list-style-type: none"> 1. <i>Experiment with using language they hear in stories in their own writing</i> 2. <i>Begin to be aware of simple punctuation</i> 	<ol style="list-style-type: none"> a) To notice and name simple punctuation in books that they read b) To know why punctuation is important c) To begin to use simple punctuation in own writing [capital letter, full stop, exclamation mark]
Concept 4: Writer Identity & Authenticity	<ol style="list-style-type: none"> 1. <i>Begin to see themselves as writers</i> 2. <i>Be intrinsically motivated to write for self</i> 3. Enjoy creating texts to communicate meaning for an increasingly wide range of purposes 	<ol style="list-style-type: none"> a) Give meaning to the marks they make b) Create texts to communicate meaning c) Choose to write for a variety of purposes d) Read their writing to others (this can include role-play reading)

WRITING Learning - Year 1

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use their developing phonic knowledge to spell words and common exception words 2. Know more words with contracted forms 3. Add suffixes to spell longer words 4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 5. Form lower-case letters, capital letters and digits of the correct size 6. Start using some of the diagonal and horizontal strokes needed to join letters 7. Use spacing between words that reflects the size of the letters 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) accurately spell most words containing each of the 40+ previously taught phonemes and GPCs Little Wandle Letters and Sounds Revised progression b) name the letters of the alphabet in order c) use letter names to distinguish between alternative spellings for the same sound d) <i>spell some words in a phonetically plausible way, even if sometimes incorrect</i> e) apply the Y1 spelling rules and guidance (see English Appendix 1) <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> f) spell the Y1 common exception words g) spell the days of the week correctly <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> h) use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs i) use the prefix un– j) use –ing, –ed, –er and –est where no change is needed in the spelling of root words <p><u>Dictation</u></p> <ol style="list-style-type: none"> k) write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p><u>Handwriting</u></p> <ol style="list-style-type: none"> l) sit correctly at a table, holding a pencil comfortably and correctly m) begin to form lower-case letters in the correct direction, starting and finishing in the right place n) form capital letters o) form digits 0-9 p) understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
Concept 2: Composition	<ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing 2. Consider what they are going to write before beginning 3. Make simple additions, revisions and corrections to their own writing 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) <i>To use simple features of different text types</i> b) <i>To make choices about subject matter and make appropriate vocabulary choices</i> <p><u>Planning, Writing & Editing</u></p> <ol style="list-style-type: none"> c) say out loud what they are going to write about d) compose a sentence orally before writing it

Concept	Milestone	Learning
	4. Read aloud what they have written with appropriate intonation to make the meaning clear	e) sequence sentences to form short narratives f) re-read what they have written to check that it makes sense <i>and to independently begin to make changes</i> g) discuss what they have written with the teacher or other pupils <u>Presenting & Performing Writing</u> h) read aloud their writing clearly enough to be heard by their peers and the teacher
Concept 3: Vocabulary, Grammar & Punctuation	1. Use both familiar and new punctuation correctly 2. Use sentences with different forms, expanded noun phrases, the present and past tenses and subordination 3. Know some features of written Standard English 4. Use and understand the grammar and terminology in English Appendix 2 in discussing their writing	<u>Phrases & Clauses</u> a) join words and clauses using ‘and’ b) <i>begin to form simple compound sentences</i> <u>Grammar</u> c) <i>use simple sentence structures</i> d) use the grammatical terminology in English Appendix 2 in discussing their writing <u>Punctuation</u> e) leave spaces between words f) use a capital letter and a full stop to punctuate a sentence g) begin to use question marks or exclamation marks h) use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Concept 4: Writer Identity & Authenticity	1. <i>To use writing to express own views and ideas and begin to alter others’ thoughts and feelings</i> 2. <i>Understand themselves to be writers who can impact others</i> 3. <i>Develop an increased awareness of the deliberate choices authors make and the styles they use</i>	a) Generate own ideas for writing, based on real world/personal experiences b) Understand the purpose of each piece of writing c) To make a plan for writing –mapping out own ideas with pictures and words d) To make own choices about the presentation of each piece of writing e) To reflect on completed writing and make appropriate additions, revisions and corrections

WRITING Learning - Year 2

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use their developing phonic knowledge to spell words and common exception words 2. Know more words with contracted forms 3. Add suffixes to spell longer words 4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 5. Form lower-case letters, capital letters and digits of the correct size 6. Start using some of the diagonal and horizontal strokes needed to join letters 7. Use spacing between words that reflects the size of the letters 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly b) learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones c) learn to spell more words with contracted forms d) learn the possessive apostrophe (singular) e) distinguish between homophones and near homophones f) apply further Y2 spelling rules and guidance (see English Appendix 1) <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> g) spell most Y1 and Y2 common exception words correctly <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> h) add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p><u>Dictation</u></p> <ol style="list-style-type: none"> i) write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p><u>Handwriting</u></p> <ol style="list-style-type: none"> j) form lower-case letters of the correct size relative to one another k) start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined l) write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters m) use spacing between words that reflects the size of the letters
Concept 2: Composition	<ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing 2. Consider what they are going to write before beginning 3. Make simple additions, revisions and corrections to their own writing 4. Read aloud what they have written with appropriate intonation to make the meaning clear 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) <i>write for different purposes with increased awareness of the structure of fiction and non-fiction writing</i> b) <i>use new vocabulary from their reading, discussions and wider experiences in their writing</i> c) write narratives about personal experiences and those of others (real and fictional) d) write about real events e) write poetry f) write for different purposes <p><u>Planning, Writing & Editing</u></p> <ol style="list-style-type: none"> g) plan or say out loud what they are going to write about

Concept	Milestone	Learning
		<p>h) write down ideas and/or key words, including new vocabulary i) encapsulate what they want to say, sentence by sentence j) make simple additions, revisions and corrections to their own writing k) evaluate their writing with the teacher and other pupils l) re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form m) proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p><u>Presenting & Performing Writing</u> n) read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>Concept 3: Vocabulary, Grammar & Punctuation</p>	<ol style="list-style-type: none"> 1. Use both familiar and new punctuation correctly 2. Use sentences with different forms, expanded noun phrases, the present and past tenses and subordination 3. Know some features of written Standard English 4. Use and understand the grammar and terminology in English Appendix 2 in discussing their writing 	<p><u>Phrases & Clauses</u> a) use sentences with different forms: statement, question, exclamation, command b) use expanded noun phrases to describe and specify [for example, the blue butterfly] c) form sentences with different functions: statement, question, exclamation, command</p> <p><u>Grammar</u> d) use the present and past tenses correctly and consistently including the progressive form e) use some subordination (when, if, that, or because) and co-ordination (or, and, or but) f) the grammar for year 2 in English Appendix 2 g) some features of written Standard English h) use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p><u>Punctuation</u> i) learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
<p>Concept 4: Writer Identity & Authenticity</p>	<ol style="list-style-type: none"> 1. <i>To use writing to express own views and ideas and begin to alter others' thoughts and feelings</i> 2. <i>Understand themselves to be writers who can impact others</i> 3. <i>Develop an increased awareness of the deliberate choices authors make and the styles they use</i> 	<ol style="list-style-type: none"> a) Consider and discuss how they will approach the learning, based on personal experiences b) Understand the genre of each piece of writing c) Have a clear idea of the audience d) Make a plan for own writing – key words and pictures e) Consider how to present own writing f) Make links with authors who have inspired each style of writing g) Design own success criteria and work towards it h) Reflect on own learning, ensuring that they have met their own success criteria i) Make appropriate revisions, additions and corrections

WRITING Learning - Year 3

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use further prefixes and suffixes 2. Spell further homophones 3. Correctly spell common exception words and other words they have learnt 4. Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology 5. Check spelling in a dictionary 6. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 7. Place the possessive apostrophe accurately in words 8. Join letters and write quickly enough to keep pace with what they want to say 9. Increase the legibility, consistency and quality of their handwriting 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) Spell further homophones b) Spell words that are often misspelt (English Appendix 1) c) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] d) Use the first two or three letters of a word to check its spelling in a dictionary <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> e) Use further prefixes and suffixes and understand how to add them (English Appendix 1) <p><u>Dictation</u></p> <ol style="list-style-type: none"> f) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Handwriting</u></p> <ol style="list-style-type: none"> g) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined h) Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Concept 2: Composition	<ol style="list-style-type: none"> 1. Plan their writing, discussing and recording ideas 2. Draft and write by composing and rehearsing sentences orally 3. Develop the range of their writing, using more varied grammar, vocabulary and narrative structures to express their ideas 4. Organise paragraphs around a theme 5. Apply the features of narrative and non-narrative writing 6. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 7. Propose changes to grammar and vocabulary to improve consistency 8. Proof-read for spelling and punctuation errors 9. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) Write for a range of real purposes and audiences, choosing what form the writing should take (such as a narrative, an explanation or a description) b) <i>Use new vocabulary from their reading, discussions and wider experiences in their writing, making deliberate choices to impact their writing</i> <p><u>Planning, Writing & Editing</u></p>

Concept	Milestone	Learning
		<p>c) Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>d) Discuss and record ideas</p> <p>e) Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>f) Organise paragraphs around a theme</p> <p>g) In narratives, create settings, characters and plot</p> <p>h) In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>i) Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>j) Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>k) Proof-read for spelling and punctuation errors</p> <p><u>Presenting & Performing Writing</u></p> <p>l) Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>Concept 3: Vocabulary, Grammar & Punctuation</p>	<p>1. Learn and apply the grammar for years 3 and 4 in English Appendix 2</p> <p>2. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p><u>Phrases & Clauses</u></p> <p>a) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><u>Grammar</u></p> <p>b) Use the present perfect form of verbs in contrast to the past tense</p> <p>c) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>d) Use conjunctions, adverbs and prepositions to express time and cause</p> <p>e) Use fronted adverbials(Y4)</p> <p>f) Learn the grammar for years 3 and 4 in English Appendix 2</p> <p>g) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><u>Punctuation</u></p> <p>h) Use commas after fronted adverbials (Y4)</p> <p>i) Indicate possession by using the possessive apostrophe with plural nouns</p> <p>j) Use and punctuate direct speech</p>

Concept	Milestone	Learning
Concept 4: Writer Identity & Authenticity	<ol style="list-style-type: none"> 1. To use writing to convey own beliefs and thoughts, emotions and imagination and begin to influence these in others 2. See themselves as emerging authors who use writing to impact others 3. Begin to develop personal writing style and authorial voice by making their own stylistic choices 	<ol style="list-style-type: none"> a) Share own thoughts and ideas about writing topic b) Consider how others may engage with each piece of writing c) Analyse model texts and comments on likes and dislikes d) Use observations from model texts as a tool in the development of own writing (taking inspiration from others) e) Plan out writing in a way that best supports their own personal learning style, f) Consider the impact of their own writing on others g) With audience in mind, think about the best way to present their own writing h) Consider personal next steps for writing and include these in individual success criteria (as well as the learning focus) i) Read their writing aloud and 'self-check' the tone, to see if their message is being conveyed j) Reflect on own learning, using own success criteria, and make any necessary revisions, additions and corrections.

WRITING Learning - Year 4

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use further prefixes and suffixes 2. Spell further homophones 3. Correctly spell common exception words and other words they have learnt 4. Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology 5. Check spelling in a dictionary 6. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 7. Place the possessive apostrophe accurately in words 8. Join letters and write quickly enough to keep pace with what they want to say 9. Increase the legibility, consistency and quality of their handwriting 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) Spell further homophones b) Spell words that are often misspelt (English Appendix 1) c) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] d) Use the first two or three letters of a word to check its spelling in a dictionary <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> e) Use further prefixes and suffixes and understand how to add them (English Appendix 1) <p><u>Dictation</u></p> <ol style="list-style-type: none"> f) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Handwriting</u></p> <ol style="list-style-type: none"> g) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined h) Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Concept 2: Composition	<ol style="list-style-type: none"> 1. Plan their writing, discussing and recording ideas 2. Draft and write by composing and rehearsing sentences orally 3. Develop the range of their writing, using more varied grammar, vocabulary and narrative structures to express their ideas 4. Organise paragraphs around a theme 5. Apply the features of narrative and non-narrative writing 6. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 7. Propose changes to grammar and vocabulary to improve consistency 8. Proof-read for spelling and punctuation errors 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) Write for a range of real purposes and audiences, choosing what form the writing should take (such as a narrative, an explanation or a description) b) <i>Use new vocabulary from their reading, discussions and wider experiences in their writing, making deliberate choices to impact their writing</i> <p><u>Planning, Writing & Editing</u></p>

Concept	Milestone	Learning
	9. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	c) Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar d) Discuss and record ideas e) Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) f) Organise paragraphs around a theme g) In narratives, create settings, characters and plot h) In non-narrative material, use simple organisational devices [for example, headings and sub-headings] i) Assess the effectiveness of their own and others' writing and suggest improvements j) Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences k) Proof-read for spelling and punctuation errors <u>Presenting & Performing Writing</u> l) Read aloud what they have written with appropriate intonation to make the meaning clear
Concept 3: Vocabulary, Grammar & Punctuation	1. Learn and apply the grammar for years 3 and 4 in English Appendix 2 2. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	<u>Phrases & Clauses</u> a) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <u>Grammar</u> b) Use the present perfect form of verbs in contrast to the past tense c) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition d) Use conjunctions, adverbs and prepositions to express time and cause e) Use fronted adverbials f) Learn the grammar for years 3 and 4 in English Appendix 2 g) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <u>Punctuation</u> h) Use commas after fronted adverbials i) Indicate possession by using the possessive apostrophe with plural nouns j) Use and punctuate direct speech
Concept 4: Writer Identity & Authenticity	1. <i>To use writing to convey own beliefs and thoughts, emotions and imagination and begin to influence these in others</i> 2. <i>See themselves as emerging authors who use writing to impact others</i>	a) Share own thoughts and ideas about writing topic b) Consider how others may engage with each piece of writing c) Analyse model texts and comments on likes and dislikes d) Use observations from model texts as a tool in the development of own writing (taking inspiration from others) e) Plan out writing in a way that best supports their own personal learning style,

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	3. <i>Begin to develop personal writing style and authorial voice by making their own stylistic choices</i>	<ul style="list-style-type: none"> f) Consider the impact of their own writing on others g) With audience in mind, think about the best way to present their own writing h) Consider personal next steps for writing and include these in individual success criteria (as well as the learning focus) i) Read their writing aloud and 'self-check' the tone, to see if their message is being conveyed j) Reflect on own learning, using own success criteria, and make any necessary revisions, additions and corrections.

WRITING Learning - Year 5

Concept	Milestone	Learning
Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand the guidance for adding them 2. Spell some words with 'silent' letters 3. Continue to distinguish between homophones and other words which are often confused 4. Use knowledge of morphology and etymology in spelling 5. Check spelling, meaning or both of words in a dictionary 6. Use a thesaurus 7. Write legibly, fluently and with increasing speed 8. Write fluently and effortlessly across all subjects 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) Spell some words with 'silent' letters [for example, knight, psalm, solemn] b) Continue to distinguish between homophones and other words which are often confused c) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 d) Use dictionaries to check the spelling and meaning of words e) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary f) Use a thesaurus <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> g) Use further prefixes and suffixes and understand the guidance for adding them <p><u>Handwriting</u></p> <ol style="list-style-type: none"> h) Choose which shape of a letter to use when given choices and decide whether or not to join specific letters i) Choose the writing implement that is best suited for a task
Concept 2: Composition	<ol style="list-style-type: none"> 1. Plan their writing identifying the audience and purpose, selecting the appropriate form 2. Note and develop initial ideas 3. Draft and write by selecting appropriate grammar and vocabulary to enhance meaning 4. Consciously control sentence structure and understand why sentences are constructed as they are 5. Demonstrate understanding and enjoyment of language, especially vocabulary, through their writing 6. Apply knowledge of language gained from stories, plays poetry, non-fiction and textbooks, to support their facility as writers 7. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives 8. Write with cohesion, organising and presenting their writing effectively 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own b) <i>Use new vocabulary from their reading, discussions and wider experiences in their writing, including subject specific and/or technical vocabulary, carefully selecting the most appropriate words to maximise the impact of the writing</i> <p><u>Planning, Writing & Editing</u></p> <ol style="list-style-type: none"> c) Note and Develop initial ideas, drawing on reading and research where necessary d) In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed e) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning f) In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action g) Précis longer passages h) Use a wide range of devices to build cohesion within and across paragraphs i) Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] j) Assess the effectiveness of their own and others' writing

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	9. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 10. Ensure consistent and correct use of grammar 11. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	k) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning l) Ensure the consistent and correct use of tense throughout a piece of writing m) Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register n) Proof-read for spelling and punctuation errors <u>Presenting & Performing Writing</u> o) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Concept 3: Vocabulary, Grammar & Punctuation	1. Learn and apply the grammar for years 5 and 6 in English Appendix 2 2. Consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	<u>Phrases & Clauses</u> a) Use expanded noun phrases to convey complicated information concisely b) Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <u>Grammar</u> c) Recognise vocabulary and structures that are appropriate for formal speech and writing. d) Use modal verbs or adverbs to indicate degrees of possibility e) Learn the grammar for years 5 and 6 in English Appendix 2 f) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <u>Punctuation</u> g) Use commas to clarify meaning or avoid ambiguity in writing h) Use hyphens to avoid ambiguity i) Use brackets, dashes or commas to indicate parenthesis j) Use semi-colons to mark boundaries between independent clauses k) Use a colon to introduce a list l) Punctuate bullet points consistently
Concept 4: Writer Identity & Authenticity	1. <i>To use writing as a powerful tool to convey own beliefs and thoughts, emotions and imagination and influence these in others</i> 2. <i>See themselves as authors who use writing to impact others</i> 3. <i>Make conscious and considered decisions when writing to have a personal style and authorial voice</i>	a) Consider how the writing content links to personal experience b) To share own opinions about writing topic c) To write with the view of making a wider impact d) Consider how others may engage with each piece of writing e) Analyse model texts and take notes of features that they may include in own writing f) To develop a variety of planning skills and select a preferred model for each piece of writing g) To have a good understanding of different genres of writing and consider the best style of writing of each piece h) Consider the impact of their own writing on others i) Develop own success criteria/editing mat for writing, including grammar, punctuation, vocabulary focus

Concept	Milestone	Learning
		j) Perform their writing to a peer and check for correct tone. k) Reflect on own learning, using own success criteria, and make any necessary revisions, additions and corrections.

WRITING Learning - Year 6

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Concept 1: Transcription	<ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand the guidance for adding them 2. Spell some words with 'silent' letters 3. Continue to distinguish between homophones and other words which are often confused 4. Use knowledge of morphology and etymology in spelling 5. Check spelling, meaning or both of words in a dictionary 6. Use a thesaurus 7. Write legibly, fluently and with increasing speed 8. Write fluently and effortlessly across all subjects 	<p><u>Phonics and Spelling Rules</u></p> <ol style="list-style-type: none"> a) Spell some words with 'silent' letters [for example, knight, psalm, solemn] b) Continue to distinguish between homophones and other words which are often confused c) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 d) Use dictionaries to check the spelling and meaning of words e) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary f) Use a thesaurus. <p><u>Prefixes and Suffixes</u></p> <ol style="list-style-type: none"> g) Use further prefixes and suffixes and understand the guidance for adding them <p><u>Handwriting</u></p> <ol style="list-style-type: none"> h) Choose which shape of a letter to use when given choices and decide whether or not to join specific letters i) Choose the writing implement that is best suited for a task.
Concept 2: Composition	<ol style="list-style-type: none"> 1. Plan their writing identifying the audience and purpose, selecting the appropriate form 2. Note and develop initial ideas 3. Draft and write by selecting appropriate grammar and vocabulary to enhance meaning 4. Consciously control sentence structure and understand why sentences are constructed as they are 5. Demonstrate understanding and enjoyment of language, especially vocabulary, through their writing 6. Apply knowledge of language gained from stories, plays poetry, non-fiction and textbooks, to support their facility as writers 7. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives 8. Write with cohesion, organising and presenting their writing effectively 	<p><u>Awareness of Audience, Purpose and Context</u></p> <ol style="list-style-type: none"> a) Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own b) <i>Use new vocabulary from their reading, discussions and wider experiences in their writing, including subject specific and/or technical vocabulary, carefully selecting the most appropriate words to maximise the impact of the writing</i> <p><u>Planning, Writing & Editing</u></p> <ol style="list-style-type: none"> c) Note and Develop initial ideas, drawing on reading and research where necessary d) In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed e) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning f) In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action g) Précis longer passages h) Use a wide range of devices to build cohesion within and across paragraphs i) Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] j) Assess the effectiveness of their own and others' writing

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	9. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 10. Ensure consistent and correct use of grammar 11. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	k) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning l) Ensure the consistent and correct use of tense throughout a piece of writing m) Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register n) Proof-read for spelling and punctuation errors <u>Presenting & Performing Writing</u> o) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Concept 3: Vocabulary, Grammar & Punctuation	1. Learn and apply the grammar for years 5 and 6 in English Appendix 2 2. Consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	<u>Phrases & Clauses</u> a) Use expanded noun phrases to convey complicated information concisely b) Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <u>Grammar</u> c) Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms d) Use passive verbs to affect the presentation of information in a sentence e) Use the perfect form of verbs to mark relationships of time and cause f) Use modal verbs or adverbs to indicate degrees of possibility g) Learn the grammar for years 5 and 6 in English Appendix 2 h) Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. <u>Punctuation</u> i) Use commas to clarify meaning or avoid ambiguity in writing j) Use hyphens to avoid ambiguity k) Use brackets, dashes or commas to indicate parenthesis l) Use semi-colons, colons or dashes to mark boundaries between independent clauses m) Use a colon to introduce a list n) Punctuate bullet points consistently
Concept 4: Writer Identity & Authenticity	1. <i>To use writing as a powerful tool to convey own beliefs and thoughts, emotions and imagination and influence these in others</i> 2. <i>See themselves as authors who use writing to impact others</i> 3. <i>Make conscious and considered decisions when writing to have a personal style and authorial voice</i>	a) Consider how the writing content links to personal experience b) To share own opinions about writing topic c) To write with the view of making a wider impact d) Consider how others may engage with each piece of writing e) Analyse model texts and take notes of features that they may include in own writing f) To develop a variety of planning skills and select a preferred model for each piece of writing

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