WRITING – END POINTS WITH INTERIM MILESTONES

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| SUBJECT | WRITING |
| RELEVANCE | Writing is a vital way of communicating. The study of texts helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations. |
| PUPILS ARE ENABLED TO… | Express themselves creatively and imaginatively and to communicate with others effectively. |
| Y3 MILESTONES |  Y4 MILESTONES |  Y5 MILESTONES | Y6 MILESTONES |
| RANGE + EFFECTIVENESS |
| * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
* Assess effectiveness of own and others’ writing and suggest improvements. (9)
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 | * Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 | * **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
 |
|  NARRATIVE DESCRIPTION |
| * Create settings, characters and plot
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 | * Describe settings, characters and atmosphere
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 |
| DIALOGUE USE |
| * Compose and rehearse sentences orally (including dialogue.
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 | * integrate dialogue to convey character and advance the action.
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 |
| VOCABULARY + GRAMMATICAL STRUCTURE |
| * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1)).
* Propose changes to vocabulary.
 | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1)).
* Propose changes to grammar and vocabulary to improve consistency.
 | * Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 | * **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).**
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| COHESION + ORGANISATION |
| * Organise paragraphs around a theme.
* In non-narrative material, using simple organisational devices (headings, bullet points, diagrams)
 | * Organise paragraphs around a theme.
 | * Use wide range of devices to build cohesion within and across paragraphs.
* Use further presentational devices to structure text and to guide the reader.
 | * **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.**
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| TENSE |
|  |  | * Ensure consistent and correct use of tense throughout.
 | * Use verb tenses consistently and correctly.
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| PUNCTUATION |
|  |  |  | * Use range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
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| SPELLING |
|  |  |  | * Spell correctly most words from Y5/6 spelling list, and use dictionary to check spelling of uncommon or more ambitious vocabulary.
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| HANDWRITING |
| * Use diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
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* Increase legibility, consistency and quality.
 | * Write legibly, fluently and with increasing speed.
 | * Maintain legibility in joined handwriting when writing at speed.
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