

LKS2 Writing Milestones

Expectation when writing (environment)	Text Type Features - through the teaching sequence; over the year
Read own writing aloud clearly Oral rehearse sentences before writing Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. <i>can include edited writing/with support</i> Create interest through the use of apt, appropriate word choices and descriptive phrases e.g. <i>linked to quality text/modelled text/magpie words and phrases, orally rehearsed phrases/story language/figurative language</i> Proof-read and evaluate writing in relation to Y3/4 expectations	Use a range of organisational features in fiction and non-fiction e.g. paragraphs, sub-headings, headings, perfect tense, verb tense agreement, punctuation for direct speech Write for an increasing range of purposes and audiences, including across the curriculum e.g. <i>linked to topic/quality text/wow days/opening experiences/ talk for writing sequences</i> Control the use of standard and non-standard English e.g. <i>use non-standard to develop character within dialogue – revisit inverted commas for speech</i> Write free-verse poetry, focusing on the meaning (try to complete three poetry units per year)

Year 3	Year 4
Term 1	Term 1
Use a mixture of simple and compound sentences e.g. <i>but/or/yet/so/and</i>	Use a mixture of simple, compound and <u>complex</u> sentences e.g. <i>but/or/yet/so/and</i>
Use full stops and capital letters consistently e.g. <i>include edited writing</i>	Use full stops and capital letters consistently e.g. <i>include edited writing</i>
Use noun phrases appropriately in a range of text types to clarify and add detail e.g. <i>dark, damp cave/ the man with deep, blue eyes and a brown leather case</i>	Use noun phrases expanded using modifying adverbs e.g. <i>It was really dark inside the damp, rather smelly cave</i>
Use commas in lists consistently in fiction and non-fiction e.g. <i>to punctuation an expanded noun phrase</i>	Use noun phrases expanded using prepositions e.g. <i>his tattered shirt under his dirty, torn jacket</i>
Demarcate direct speech with inverted commas (speech marks) e.g. <i>can sometime omit supportive punctuation such as the , ?!</i>	Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>using all the punctuation including supporting commas./!/? inside the speech</i>
Term 2	Term 2
Use a range of adverbs (time/manner/place) e.g. <i>After a while/He walked slowly/ In the shadows</i>	Use fronted adverbials for effect e.g. <i>After the sun had set, /Gliding slowly into the room, / Rather timidly, Use commas after fronted adverbials e.g. teach and assess along with previous statement</i>
Use paragraphs to group related ideas e.g. <i>use boxing up /story-mapping/ heading and sub-headings/text type specific organisational features when planning</i>	Use paragraphs and cohesive devices to organise related ideas e.g. <i>use boxing up /story-mapping/ heading and sub-headings/adverbs and adverbial phrases esp. time adverbials</i>
Use apostrophes for contractions e.g. <i>linked to Year 3/4 word list and common exception words in appendix of NC</i>	Use apostrophes to indicate plural possession e.g. <i>children's coats the boys' changing room</i>
Demarcate direct speech with inverted commas (speech marks) e.g. <i>can sometime omit supportive punctuation such as the , ?!</i>	Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>using all the punctuation including supporting commas./!/? inside the speech</i>
Term 3	Term 3
Write complex sentences by using a range of conjunctions accurately e.g. <i>when/if/because/as/also/although</i>	Use a wider range of connectives to extend the range of complex sentences e.g. <i>more than just because/if/when/as – develop the use of commas for clauses</i>
Use the present perfect form of verbs e.g. <i>I have been playing football since I was a boy</i>	Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. <i>consistent verb tense agreement and use of progressive/past/present</i>

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Use paragraphs to group related ideas e.g. use boxing up /story-mapping/ heading and sub-headings/text type specific organisational features when planning	Organise content into relevant paragraphs across the text e.g. use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases
Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!.	Use inverted commas and other punctuation accurately to indicate direct speech e.g. using all the punctuation including supporting commas./!//? inside the speech
Term 4	Term 4
Use figurative devices such as similes and alliteration e.g. link to poetry and Quality text. Use to develop character	Use figurative devices such as similes and hyperbole e.g. linked to poetry and quality text – use to build character/setting/atmosphere
Create and describe characters in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list, standard and non-standard English, speech	Create and expand characters in narrative e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, standard and non-standard English NOTE: Use this to revisit previously taught skills if linked to characterisation
Consistently use the language features of narrative/non-fiction e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures NOTE: Use this to revisit previously taught skills where linked	Expand the use of narrative/non-fiction language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English NOTE: Use this to revisit previously taught skills where linked
Consistently use the language features of non-fiction e.g. adverbs, standard and non-standard English, compound and complex sentence structures, genre specific NOTE: Use this to revisit previously taught skills where linked	Use nouns and pronouns to aid cohesion between sentences e.g. to chain ideas across a paragraph – The man...he...the rough gentleman ...his... word classes revisit cohesion and paragraphing
Term 5	Term 5
Create and describe settings in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list	Create and expand settings in narrative e.g. dedicate one paragraph to setting – often the opening paragraph
Consistently use the language features of narrative. e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures NOTE: Use this to revisit previously taught skills where linked	Expand the use of narrative/non-fiction language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English NOTE: Use this to revisit previously taught skills where linked
Consistently use the language features of non-fiction e.g. adverbs, standard and non-standard English, compound and complex sentence structures, genre specific NOTE: Use this to revisit previously taught skills where linked	
Apply accurate spelling of words using some of the year 3/4 prefixes and suffixes e.g. include edited writing	Apply accurate spelling of words using some of the year 3/4 prefixes and suffixes e.g. include edited writing
Term 6	Term 6
Create and describe plots in narratives e.g. noun phrases, paragraphs, dialogue, Standard English, adverbs, tense accuracy	Create and expand plots in narrative e.g. beginning/ middle /end with an alternative ending with some repetition throughout and at the end
Consistently use the language features of narrative e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures NOTE: Use this to revisit previously taught skills where linked	Expand the use of narrative/non-fiction language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English NOTE: Use this to revisit previously taught skills where linked
Consistently use the language features of non-fiction e.g. adverbs, standard and non-standard English, compound and complex sentence structures, genre specific	

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NOTE: Use this to revisit previously taught skills where linked	
Apply accurate spelling of least half of the Year 3/4 words list, homophones and words from other origins e.g. include edited writing	Apply accurate spelling of the Year 3/4 words list, homophones and words from other origins e.g. include edited writing