

UKS2 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 structure, vocabulary and grammar and use to create their 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> Perform compositions, using appropriate intonation, volume and movement, adapt as necessary to engage the audience Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. <i>link to quality text or modelled text and Year 5/6 word list</i> Proof-read and evaluate writing in relation to Y5/6 expectations	<u>Control</u> the use of organisational features in fiction and non-fiction e.g. <i>range of cohesive devices such as: noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, sub headings, headings, genre specific</i> 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> <u>Control</u> the use of standard and non-standard English e.g. <i>use non-standard to develop character within dialogue – revisit inverted commas for speech – links to writing in the appropriate register (from kitchen table talk to formal speeches and everything in between)</i> <i>Select the appropriate form, grammatical structures and authorial voice to suit audience and purpose</i> Write free-verse poetry, focusing on the meaning (try to complete three poetry units per year)

Year 5	Year 6
Term 1	Term 1
Use a mixture of simple, compound and complex sentences e.g. <i>but/or/yet/so/and</i>	Use a mixture of simple, compound and complex 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 expanded noun phrases precisely to add detail across a piece of writing e.g. <i>using prepositions, adverbs for manner and how much (very/likely/almost)</i>	Use expanded noun phrases across writing to convey complicated information concisely e.g. <i>expand using prepositions, adverbs (very/nearly/almost/extremely), expand before the noun and after</i>
Use of inverted commas and other punctuation to indicate direct and reported speech e.g. <i>all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on</i>	Control the use of inverted commas for direct speech, reported speech and quotations e.g. <i>all speech punctuation accurate and placed correctly within a paragraph to communicate character, plot or setting</i>
	Use accurately punctuated dialogue to advance the action and build character
Term 2	Term 2
Use relative clauses beginning with who, which, where, when, whose and that e.g. <i>Mr Victor Hazel, who had cheeks as red and as puffy as ripened cherries, stuffed himself back into his car. Secure use of commas for clauses</i>	Use an effective range of sentence structures, including sentences with multiple clauses e.g. <i>embedded/relative/fronted/end used to create character, build atmosphere, create a setting, add relevant factual details – secure commas for clauses</i>
Use embedded clauses e.g. <i>Mr Victor Hazel, although not usually a customer at the filling station, pulled up at the pump and yelled for service. Secure use of commas for clauses</i>	
Use main and subordinate clauses and move their position in sentences e.g. <i>revisit front/embedded/relative/end Secure use of commas for clauses</i>	
Use of inverted commas and other punctuation to indicate direct and reported speech e.g. <i>all speech punctuation accurate and placed thoughtfully in a paragraph to move on the action</i>	Use accurately punctuated dialogue to advance the action and build character
Term 3	Term 3
Use commas accurately to demarcate clauses in complex sentences e.g. <i>as parenthesis, to separate clauses</i>	Use semi colons, colons or dashes to mark boundaries between independent clauses accurately e.g. <i>semi colons as an unspoken connective/ dashes for parenthesis/colons to separate clauses - The town was peaceful: the menace would not come again tonight (description : detail)</i>

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	Use a colon to introduce a list and semi colons within a list e.g. within instructions/a list within a sentence - The man many interesting features: a small wrinkled nose; rose pink cheeks; piercing blue eyes that appeared to follow you wherever you went; small flabby ears. Revisit internal punctuation
Indicate degrees of possibility through the use of adverbs e.g. nearly almost very	Use the passive voice deliberately e.g. for tension formal writing – the key <u>had been</u> taken from the draw/the man <u>is being</u> held for questioning – revisit verb forms (past/present/progressive/perfect)
Indicate degrees of possibility the rough the use of modal verbs e.g. could, would, should, may	Use the perfect form of verbs to mark relationships of time and cause e.g. this <u>had been</u> happening since ...and <u>would</u> continue to happen
Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on	Use accurately punctuated dialogue to advance the action and build character
Term 4	Term 4
Use figurative devices such as metaphors and personification e.g. linked to poetry and Quality Text – use to develop character and setting	Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts. Use to describe character or setting
Distinguish between the language of speech and writing and develop formal language structures in different text types e.g. use an authority figure in a narrative, modal verbs ‘this could be the case’, ‘He had been riding a bike since he was three’. The man <u>has been</u> taken in for questioning	Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense
Develop settings and atmosphere in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary	Develop settings and atmosphere in detail e.g. dedicate paragraphs to building the setting/atmosphere, link atmosphere to figurative device such as metaphor or repetition. Link atmosphere to known influences such as the weather - storm = danger rain = sadness
Develop characters in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary revisit internal punctuation. NOTE: Use this to revisit previously taught skills where linked	Use hyphens to avoid ambiguity Punctuate bullet points consistently e.g. link to text type organisational features
Use a range of devices to link paragraphs e.g. fronted adverbial phrases, repetition, ... , text specific features (first/then/next/sub headings etc.)	Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread)
Term 5	Term 5
Punctuate bullet points consistently e.g. when appropriate to the text type	Punctuate bullet points consistently e.g. when appropriate to the text type
Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, expanded noun phrases using prepositions, range of main and subordinate clauses	Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread)
Apply accurate spelling of words using some of the year 5/6 prefixes and suffixes e.g. include edited writing	Apply accurate spelling of the Year 5/6 words list, homophones and words from other origins e.g. include edited writing
	Apply accurate spelling of words using some of the year 5/6 prefixes and suffixes e.g. include edited writing
Term 6	Term 6
Modify and control use of narrative language features e.g. expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases, standard and non-standard English, dialogue	Manipulate and control the use of narrative language features e.g. adverbial, prepositional, noun phrases, power of 3, figurative devices, sentence lengths for tension/exploration, perfect forms, standard and non-standard English

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Modify and control use of non-fiction language features e.g. perfect form, imperatives, genre specific features, modal verbs, modifying adverbs	Manipulate and control the use of non-fiction language features e.g. verb forms, genre specific, precise adverbial, prepositional, noun phrases, parenthesis, standard and non-standard English
Apply accurate spelling of least half of the Year 5/6 words list, homophones and words from other origins e.g. include edited writing	Proof-read and evaluate writing in relation to Y5/6 expectations