



**Composition**

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
<p><b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots. • Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
<p><b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
<p><b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.</p>	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>

## Composition continued...

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>○ conjunctions</li> <li>○ adverbs</li> <li>○ direct speech,</li> <li>○ punctuated correctly</li> <li>○ clauses</li> <li>○ adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>○ relative clauses</li> <li>○ modal verbs</li> <li>○ relative</li> <li>○ pronouns</li> <li>○ brackets</li> <li>○ parenthesis</li> <li>○ a mixture of active and passive voice</li> <li>○ a clear subject and object</li> <li>○ hyphens, colons and semi colons</li> <li>○ bullet points.</li> </ul> </li> </ul>

## Transcription

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation</p>	<ul style="list-style-type: none"> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left un-joined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul>

## Transcription continued...

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Spell correctly</b></p> <p>This concept involves understanding the need for accuracy.</p>	<ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• 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).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes appropriately.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Spell the vast majority of words correctly.</li> </ul>

## Transcription continued...

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Punctuate accurately</b></p> <p>This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms:               <ul style="list-style-type: none"> <li>○ Statement</li> <li>○ Question</li> <li>○ Exclamation</li> <li>○ command.</li> </ul> </li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:               <ul style="list-style-type: none"> <li>○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>○ Using the present perfect form of verbs in contrast to the past tense.</li> <li>○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>○ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>○ Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>○ Using commas after fronted adverbials.</li> <li>○ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>○ Using and punctuating direct speech.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:               <ul style="list-style-type: none"> <li>○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>○ Using passive verbs to affect the presentation of information in a sentence.</li> <li>○ Using the perfect form of verbs to mark relationships of time and cause.</li> <li>○ Using expanded noun phrases to convey complicated information concisely.</li> <li>○ Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>○ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>• Indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>○ Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>○ Using hyphens to avoid ambiguity.</li> <li>○ Using brackets, dashes or commas to indicate parenthesis.</li> <li>○ Using semicolons, colons or dashes to mark boundaries between independent clauses.</li> <li>○ Using a colon to introduce a list.</li> <li>○ Punctuating bullet points consistently.</li> </ul> </li> </ul>

## Analysis and presentation

Threshold Concepts	Milestones		
	Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p><b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.</p>	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing:               <ul style="list-style-type: none"> <li>○ verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
<p><b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.</p>	<ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>