

Year 6

Autumn 1

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Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Verb Tenses

- Use passive verbs to affect the presentation of information in a sentence.

Cohesion

- Link ideas across paragraphs using a wide range of cohesive devices including ellipsis.

Formality

- Recognise vocabulary and structures that are appropriate for informal speech, including question tags.

Listing

- Use a colon to introduce a list.
- Use semi-colons within a list.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting

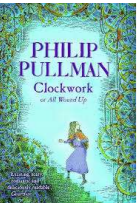
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating

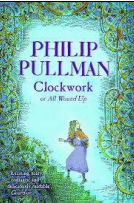
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

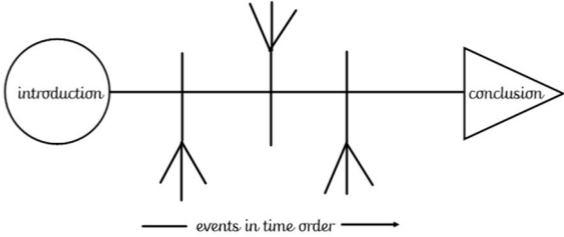
Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose: ENTERTAIN Audience: Teacher's Choice Viewpoint: Children's Choice. Form: Narrative – suspense story Text/Context Driver: Clockwork (Phillip Pullman)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p><u>Cohesion</u></p> <ul style="list-style-type: none"> Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing. <i>We can create cohesion using adverbials (including fronted adverbials)</i> <ul style="list-style-type: none"> <i>An adverb describes a verb. They can be placed after the verb or at the front of a sentence (fronted adverbial – Year 3).</i> <i>Fronted adverbials are punctuated using a comma (Year 3)</i> We can create cohesion between paragraphs using ellipsis. <ul style="list-style-type: none"> An ellipsis is three dots (...) It is used to show the interruption of a thought/where information has been deliberately left out to force the reader to infer. This can connect two paragraphs as it allows for a longer break between events. It is common in suspense writing. <p><u>Verb Tenses</u></p> <ul style="list-style-type: none"> <i>All verbs have tenses. (Year 3)</i> <i>Tense means whether the action our verb is describing (Year 3)</i> <ul style="list-style-type: none"> <i>Happened in the past: past tense</i> <i>Is happening now: present tense</i> <i>Will happen in the future: future tense.</i> <i>When we write, we usually stay to a single tense and make sure all of our verbs are in that tense. (Year 3)</i> Verbs have active and passive forms <ul style="list-style-type: none"> Usually, the subject of the sentence is actively performing the action (the verb is performed by the subject). In some sentences, this is reversed. The subject receives the action, which is performed by something else. This is called the passive form of a verb. The passive voice is used to draw attention to the object in the sentence. This can be used to... <ul style="list-style-type: none"> Create suspense by leaving something unknown. Show that we do not know who/what performed the action. The passive voice is commonly seen in suspense writing and formal writing. To form a passive sentence, we often use the preposition 'by'. The passive voice is made up of a version of the verb 'to be' and a past participle. (e.g. was <i>cleaned</i>) <p><u>Composition</u></p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> <i>Have clear characters who remain consistent throughout.</i> <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i> <i>Have a clear plot (sequence of related events).</i> <i>Use conjunctions to make the links between events, characters and settings explicit.</i> <i>Remain in the same tense throughout.</i> <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i> <i>May include characters talking to one another to help create plot.</i> May use the passive voice to create suspense. Features of the specific form (1st person narrative) 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p><u>Cohesion</u></p> <ul style="list-style-type: none"> To link ideas together cohesively using adverbials. To create cohesion between paragraphs by using an ellipsis to interrupt thought. <p><u>Verb Tenses</u></p> <ul style="list-style-type: none"> To use the passive voice to create suspense. <p><u>Composition</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> To make choices about the purpose, audience and form of their writing. To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. To identify an appropriate form to achieve their purpose (considering their audience). To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. 	<p>Children should know when...</p> <ul style="list-style-type: none"> Their writing has lost cohesion. Adverbials will help to ensure writing is cohesive. Ellipsis are appropriate to create tension and cohesion between paragraphs. Having a passive subject in the sentence will help to generate tension and suspense. <p>Children should know why...</p> <ul style="list-style-type: none"> Ellipsis should be used infrequently.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> ○ <i>Are told by a narrator who is ‘outside of the action’</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> 			<ul style="list-style-type: none"> • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 			
Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	Adverbial phrase	A phrase which acts as an adverb within the sentence.	ellipsis	A form of punctuation mark which consists of three full stops (...) This is used to mark a thought which is incomplete.
	Active voice	The subject of the sentence performs the verb. There is an active subject.	Passive voice	The subject of the sentence receives the action. There is a passive subject. Sometimes the noun performing the verb is omitted.	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject). The noun or noun phrase receiving the verb (for a passive subject)
	Verb	Show an action or state of being.	object	In an active sentence, the object is the noun on which the verb is performed. In a passive sentence, the object may be performing the verb. An object is not necessary within a sentence.		

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose – INFORM Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Letter (recount) Text/Context driver: Clockwork (Phillip Pullman)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Listing</u></p> <ul style="list-style-type: none"> • <i>A list is a series of words, phrases or names that have been grouped together for a reason. (Year 3)</i> • <i>Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)</i> • <i>When we write a list within a sentence, we need to show that the items in the list are separate. (Year 3)</i> • The specific punctuation we use depends on how complex the list is. <ul style="list-style-type: none"> • Introducing lists <ul style="list-style-type: none"> ○ <i>The punctuation we use to introduce the list depends on whether the ‘stem’ (which comes directly before the list) is a complete sentence or not: (Year 5)</i> <ul style="list-style-type: none"> ▪ <i>If the stem is a complete sentence, we use a colon after the stem to introduce the list in our sentence. (e.g. He packed many items for his holiday: his toothbrush, his hairdryer and his jumper.)</i> ▪ <i>If the stem is not a complete sentence, we do not use any punctuation to introduce the list. (He packed many things for his holiday including his toothbrush, his hairdryer and his jumper.)</i> <ul style="list-style-type: none"> • Separating items in simple lists (of one or two words per item) <ul style="list-style-type: none"> ○ <i>The final item of the list is separated from the rest using the word ‘and’ or ‘or’ before it.</i> ○ <i>The other items in the list are separated from each other using commas.</i> <ul style="list-style-type: none"> • Separating items in more complex lists <ul style="list-style-type: none"> ○ When a list is complex (e.g. each item is a phrase, or there are commas within individual items) we cannot use commas to separate items because it would not be clear whether the comma was separating items in the list or whether it was punctuation within the item. ○ In this situation, we use a semi-colon instead of a comma to separate list items. ○ A semi colon looks like this ; . ○ The final item of a semi-colon list is separated from the rest of the list using a semi colon and the conjunctions ‘and’ or ‘or’. ○ For example – Tom packed his suitcase full of many things: a sharp, freshly-bought razor blade; a pack of perfectly ironed, blue shirts; and his favourite teddy bear. <p><u>Formality</u></p> <ul style="list-style-type: none"> • <i>The formality of a text affects the voice and tone a writer has to use. (Year 5)</i> • <i>Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5)</i> • Features of formal writing <ul style="list-style-type: none"> ○ No Contractions (Year 5) ○ Standard English (Year 5) ○ Precise, formal and specific vocabulary (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’) (Year 5) ○ No question tags: Sentences are accurately grammatically constructed as statements, questions, exclamations or commands. • Features of informal writing <ul style="list-style-type: none"> ○ Contractions. (Year 5) ○ May use non-standard English (if used deliberately, for example creating character within dialogue) (Year 5) ○ Less specific, ‘chattier’ vocabulary choices (e.g. ‘checked out’) (Year 5) 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Listing</u></p> <ul style="list-style-type: none"> • To use semi-colons to separate items in complex lists (where a comma would be needed within items in the list). <p><u>Formality</u></p> <ul style="list-style-type: none"> • To use question tags deliberately within informal writing. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Items in lists are complex enough to need to be separated using a semi-colon. • To use a more formal tone in their writing. <p>Children should know why...</p> <ul style="list-style-type: none"> • There are conventions for writing letters. • The more formal the letter, the more strictly these conventions are followed.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>○ May use question tags: Some statements may be finished with question tags to address the reader directly – e.g. I can't wait to try it – can you?</p> <p><u>Tenses</u></p> <ul style="list-style-type: none"> • <i>Our verbs have tenses. (Year 3)</i> • <i>Tense means whether the action our verb is describing (Year 3)</i> <ul style="list-style-type: none"> ○ <i>Happened in the past: past tense</i> ○ <i>Is happening now: present tense</i> ○ <i>Will happen in the future: future tense.</i> • <i>When we write, we usually stay to a single tense and make sure all of our verbs are in that tense. (Year 3)</i> • <i>Verbs have active and passive forms (Year 6)</i> <ul style="list-style-type: none"> ○ <i>Usually, the subject of the sentence is actively performing the action (the verb is performed by the subject).</i> ○ <i>In some sentences, this is reversed. The subject receives the action, which is performed by something else. This is called the passive form of a verb.</i> ○ <i>The passive voice is used to draw attention to the object in the sentence. This can be used to...</i> <ul style="list-style-type: none"> ▪ <i>Create suspense by leaving something unknown.</i> ▪ <i>Show that we do not know who/what performed the action.</i> ○ <i>The passive voice is commonly seen in suspense writing and formal writing.</i> ○ <i>To form a passive sentence, we often use the preposition 'by'.</i> ○ <i>The passive voice is made up of a version of the verb 'to be' and a past participle. (e.g. was cleaned)</i> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of most information writing <ul style="list-style-type: none"> ○ <i>Use paragraphs to group related information.</i> ○ <i>Use conjunctions to make the links between clauses explicit.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Use lists, with items separated by commas, to add detail.</i> ○ <i>Have a clear structure, for example an introduction and conclusion. .</i> • Features of a recount <ul style="list-style-type: none"> ○ <i>Chronological order (paragraphs are organised by chronology).</i> ○ <i>Conjunctions are commonly used to help the reader remember the links between events.</i> ○ <i>Are written in the past tense.</i> ○ <i>Use adverbials of time and cause to sequence</i> ○ <i>Does not use a title and subheadings.</i> • Features of the specific form (letter) <ul style="list-style-type: none"> ○ <i>Begin with a greeting and end with a sign off - the specific greeting/sign off depend on the writer's relationship with the person they are writing to .</i> ○ <i>Contain lots of emotive language as the reader focusses on the things which were most impactful for them.</i> ○ <i>Often have a subject line (structured Re: _____) which provides a succinct precis of the purpose of the letter. This is included between the greeting and the sign off.</i> ○ <i>Include the address of the recipient and the writer and the date the letter was written at the top of the letter.</i> • Recount text shape. <ul style="list-style-type: none"> ○ <i>A fishbones diagram is a useful structure for planning recount texts:</i> 	<p><u>Verb Tenses</u></p> <ul style="list-style-type: none"> • To use the passive voice to show when the agent is unknown. <p><u>Composition</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the recount text shape). <p style="text-align: center;"><i>Recount text shape</i></p>  <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p>	

Substantive Knowledge		Disciplinary Knowledge			Conditional Knowledge	
<p style="text-align: center;">Recount text shape</p> <p style="text-align: center;">— events in time order —></p> <ul style="list-style-type: none"> ○ Time runs from left to right as shown by the arrow. ○ Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line. ○ The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include. 		<ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 				
Vocabulary	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.	stem	The phrase or clause used to introduce a list.	Complete stem	A stem which is a complete sentence.
	Incomplete stem	A stem which is not a complete sentence. This could be because it is a phrase or a subordinate clause.	colon	A punctuation mark which consists of two dots, one on top of the other (:)	Semi-colon	A punctuation mark which consists of a dot on top of a comma (;)
	Formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Standard English	English which follows the formal conventions.
	Question tag	A short phrase placed on the end of a statement to turn it into a question. Often follows a dash.				
Enrichment & wider development						

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Figurative Language

- Describe settings, character and atmosphere.

Using increasingly complex sentence structures

- Use brackets, dashes and commas to indicate parenthesis.

Avoiding ambiguity

- Use hyphens to avoid ambiguity.
- Use commas to clarify meaning or avoid ambiguity.

Direct Speech – REVISIT

- *Correctly punctuate dialogue.*
- *Use dialogue to create character and advance action.*

Expanded Noun Phrases

- Use expanded noun phrases to convey complex information concisely

Formality

- Recognise vocabulary and structures that are appropriate for formal speech, including appropriate formal adverbials.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting


- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

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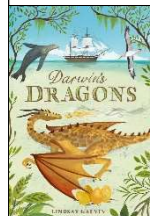
Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Narrative Text/Context driver: Darwin’s Dragons (Lindsay Galvin)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> • <i>Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. (Year 4)</i> • <i>Figurative devices learned:</i> <ul style="list-style-type: none"> ○ <i>The rule of 3 (an unofficial ‘rule’ in English, which suggests things are most effective and memorable when they come in threes). (Year 4)</i> ○ <i>Onomatopoeia is a word which sounds like what it means, used to bring stories and poems to life and add humour. (Year 4)</i> ○ <i>Similes help readers to visualise the thing being described by comparing it to something else using the words like and as. Similes can evoke an emotional response in the reader (Year 4)</i> ○ <i>Metaphors help readers to visualise the thing being described by saying it ‘is’ something else. This is a strong form of comparison used for dramatic effect. (Year 5)</i> ○ <i>Personification helps the reader to visualise and creates atmosphere. It is when we give something non-human human characteristics (e.g. describing objects as if they are people/have feelings). (Year 5)</i> • Authors can use colour symbolism within their writing to communicate meaning. This is when colour choice is used to represent a deeper meaning. This can be to draw a reader’s attention to a symbolic object, to communicate something about a character or emphasise a theme/atmosphere within the text. Some examples of colour symbolism are <ul style="list-style-type: none"> ○ Black: In the West, this often represents death, evil, grief and depression. ○ Blue: <ul style="list-style-type: none"> ▪ Positive: Serenity and tranquillity. ▪ Negative: Sadness, melancholy and isolation. ○ Brown: <ul style="list-style-type: none"> ▪ Positive: Dependability, comfort, naturalness. ▪ Negative: Dullness, predictability. ○ Green: <ul style="list-style-type: none"> ▪ Positive: Rebirth, growth, peace, spring, renewal. ▪ Negative: Jealousy, greed. ○ Orange: <ul style="list-style-type: none"> ▪ Positive: Energy, excitement, joy, creativity. Heat. ○ Pink: <ul style="list-style-type: none"> ▪ Positive: Love, kindness, femininity, innocence, playfulness. ○ Purple: <ul style="list-style-type: none"> ▪ Positive: Royalty, bravery, luxury. ○ Red: <ul style="list-style-type: none"> ▪ Positive: Passion, beauty. ▪ Negative: Anger, danger, violence. ○ White: <ul style="list-style-type: none"> ▪ Positive: Innocence, peace, calm. ▪ Negative: Mourning (in some East Asian cultures), sickness. ○ Yellow: <ul style="list-style-type: none"> ▪ Positive: Creativity, happiness, optimism, warmth. ▪ Negative: Cowardice. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> • To use colour deliberately to communicate meaning. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Selecting a colour within description may help to enhance the effects of their writing. • Hyphens are needed to ensure clarity. • Incorporating direct speech within a narrative may help to advance action or create character. <p>Children should know why...</p> <ul style="list-style-type: none"> • Direct speech should only ever be used purposefully. • Colour is a powerful aspect of description.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Avoiding ambiguity</u></p> <p>Using hyphens</p> <ul style="list-style-type: none"> Hyphens are a type of punctuation which look like a short dash. Hyphens can be used to join two words to create a compound adjective (e.g. high-tech, deep-blue, cold-hearted) or to add a prefix to a root word. Hyphens can be very important to avoid confusion in our writing, for example <ul style="list-style-type: none"> Man eating shark (no hyphen – the man could be eating the shark) vs man-eating shark (the shark is a man-eater). Recover (to get better) vs re-cover (to add a new covering to an object). Long running race (a race that is long) vs long-running race (a race which has been happening for many years). <p>Using commas</p> <ul style="list-style-type: none"> Commas have a number of roles within a sentence, including listing, speech punctuation, fronted adverbials and parenthesis. Commas can also be used when the meaning of a sentence could change based on the connections between words. Using a comma can signal to the reader exactly which meaning of the words the author intended. For example <ul style="list-style-type: none"> He sprang to his feet quickly, realising someone was at the door. (Quickly describes the verb sprang). He sprang to his feet, quickly realising someone was at the door. (Quickly describes the verb realised). <p><u>Direct Speech</u></p> <ul style="list-style-type: none"> Writers often want to include characters talking to one another. This is called direct speech. (Year 3) Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3) <ul style="list-style-type: none"> The speech sentence contains the words which are said aloud The reporting clause describes who is talking and how they are talking. Punctuating basic direct speech <ul style="list-style-type: none"> When a new character starts talking, writers start a new paragraph. (Year 3,4) The speech sentence is always surrounded by inverted commas (“”) The reporting clause is not surrounded by inverted commas. When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. The speech sentence always needs closing punctuation inside the inverted commas. <ul style="list-style-type: none"> A speech sentence which is a question needs a ‘?’ A speech sentence which is an exclamation needs a ‘!’ A full stop is used for statements and commands when the speech sentence comes at the end of the sentence. A comma is used when the speech sentence comes before the reporting clause. The reporting clause can be placed within the speech sentence/sentences. This is called split speech. When punctuating split speech, ... (Year 5) <ul style="list-style-type: none"> The first half of the speech sentence should have either a , ? or ! within the inverted commas. The reporting clause should begin with a lower case letter (unless it is a proper noun) There should be a comma after the reporting clause The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence) The final half of the speech sentence should end with a ?, ! or . inside the inverted commas. The way a character talks can help us to visualise them clearly. This is another form of character description. For example <ul style="list-style-type: none"> Power dynamics: a character who dominates the conversation or who is always agreed with is likely to have the most power. Economic/social status: Higher levels of formality can indicate social status. . Region/Nationality/Education: Words can be deliberately contracted (where they would not normally be) or mis-spelled to indicate a character’s accent or their level of education.. 	<p><u>Avoiding Ambiguity</u></p> <ul style="list-style-type: none"> To use hyphens to avoid ambiguity by creating compound adjectives. To use commas to clarify meaning in complex sentences. <p><u>Direct speech</u></p> <ul style="list-style-type: none"> To accurately punctuate direct speech. To use direct speech to create character and advance action. 	

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> ○ Character development: A change in the way a character talks over time can show how their character develops/evolves over time. <p>Composition</p> <ul style="list-style-type: none"> • Features of a narrative <ul style="list-style-type: none"> ○ Have clear characters who remain consistent throughout. ○ Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters. ○ Have a clear plot (sequence of related events). ○ Use conjunctions to make the links between events, characters and settings explicit. ○ Remain in the same tense throughout. ○ Make careful choices of pronouns and adverbials for clarity and cohesion. ○ May include characters talking to one another to help create plot. • Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ Are told from the point of view of a specific character (narrator) ○ Describe the events from their point of view – so can be quite emotional. ○ Focus on the settings and characters that the narrator can see. ○ Are written in the first person. • Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> ○ Are told by a narrator who is ‘outside of the action’ ○ Have a wide view of settings, characters and events. ○ Are written in the third person. 	<p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

Vocabulary	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	simile	A way of comparing two things to one another using the words like or as.
	metaphor	A way of comparing two things to one another by saying one is the other.	personification	A way of comparing two things by giving a non-human noun human characteristics.	atmosphere	An aspect of setting description, which describes how the place makes the reader feel.
	Colour symbolism	Where colour is used to represent a deeper meaning	Ambiguity	Uncertainty – the possibility of more than one meaning.	Hyphen	A punctuation mark used to join two words, or to join a prefix to a root word.
	Compound adjective	An adjective formed by linking two words together with a hyphen.	Clarity	When something is clear. There is only one possible meaning.		
	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2:
Purpose – INFORM
Audience: Teacher’s Choice
Viewpoint: Children’s Choice.
Form: Explanation Text
Text/Context driver: Darwin’s Dragons (Lindsay Galvin)

Children should know that...

Vocabulary, Grammar and Punctuation
Expanded Noun Phrases

- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3)
- Expanded noun phrases modify a noun (giving the reader more information about it) (Year 3)
- A basic noun phrase adds a determiner to the noun. (Year 3)

The	boy
determiner	noun

- Determiners include: the, a, an, some, these, my etc. (Year 3)
- A basic expanded noun phrase adds one or more adjectives before the noun. (Year 3)

The	angry	boy
determiner	adjective	noun

- If there is more than one adjective, each adjective must be separated using a comma. (Year 3)

The	angry	,	little	boy
determiner	adjective		adjective	noun

- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase). (Year 3)
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective. (Year 3)
- Any adjectives within an expanded noun phrase should **not** be synonyms. They should each teach us something new about the noun they are modifying. (Year 3)
- Adjectives used in expanded noun phrases should tell us something interesting and new which the reader could not just work out about the noun. For example, you wouldn’t say the little mouse because most mice are little. Instead the brave mouse tells us something interesting and unique about the mouse. (Year 3)
- Noun phrases can also be expanded by adding modifying nouns. (Year 4)
- One way of adding a modifying noun is to use the word ‘with’. (e.g. the teacher with curly hair). (Year 4)
- Modifying nouns can also be expanded using the adjective rules we have already learned. (Year 4)
- Noun phrases can also be expanded by adding modifying prepositional phrases. (e.g. the stool **in the corner**). (Year 4)
- The nouns within modifying prepositional phrases can also be expanded using the adjective rules we have already learned. (Year 4)
- Different types of expanded noun phrase will be most effective depending on the purpose and the information which is most important to communicate to a reader. (Year 5)
- Sometimes it is more effective to use a technical noun phrase than to use a detailed expanded noun phrase when the technical noun provides us with a lot of information (e.g. it is more effective to say *The sabre-toothed tiger* than to say *The sabre-toothed tiger with long, sharp teeth* as the modifying phrase does not give any new information).

Children should know how...

Vocabulary, Grammar and Punctuation
Expanded Noun Phrases

- To use a range of more complex expanded noun phrases effectively to convey complex information concisely.
- To make deliberate choices about when to use an expanded noun phrase to communicate complex information and when to use technical nouns instead.

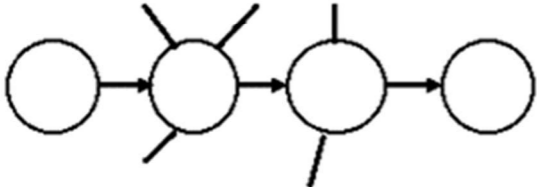
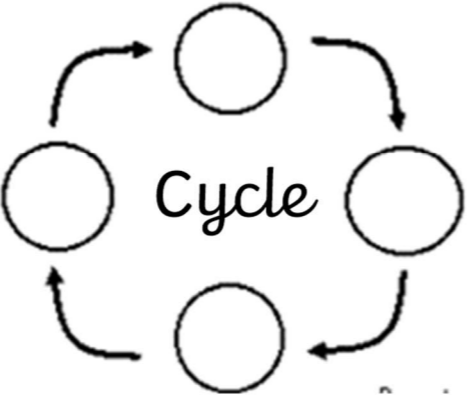
Children should know when...

- An expanded noun phrase is the most appropriate way of specifying and adding detail to a noun and when this is not necessary.
- To use the different forms of parentheses.
- A piece of writing should be utilising formal/informal language features.

Children should know why...

- Grammatical devices should only ever be used to achieve a specific purpose.
- Different forms of parentheses are appropriate in different forms of writing and when used for different purposes.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Using increasingly complex sentence structures</u></p> <p><u>Parenthesis</u></p> <ul style="list-style-type: none"> • Parenthesis is when new information is added into a sentence and could be removed without affecting the sentence’s completion. (Year 5) <ul style="list-style-type: none"> ○ Parenthesis can be used to define key nouns. ○ Parenthesis can be used to introduce new acronyms/abbreviations. ○ Parenthesis can be used to show an embedded relative clause. • When we use parenthesis, we punctuate the clause with a special type of punctuation called parentheses, which usually go either side of the parenthesis. (Year 5) <ul style="list-style-type: none"> ○ Brackets: Used when the writer wants the parenthesis to stand out clearly from the rest of their writing (for example when giving examples and defining terms) or when the text within parenthesis comes with its own extra punctuation (such as an !). Usually used when the information in parenthesis isn’t as important to the meaning of the sentence. May be needed if a sentence already uses many commas to ensure the parenthesis is clear. ○ Commas: The most common form of parenthesis. Used in all writing, but particularly formal writing. Appropriate when you have not already used many commas in a sentence ○ Dashes: Used in informal writing only, when writers want it to sound ‘chatty’. More commonly seen at the end of a sentence. <p><u>Formality</u></p> <ul style="list-style-type: none"> • <i>The formality of a text affects the voice and tone a writer has to use. (Year 5)</i> • <i>Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5)</i> • Features of formal writing <ul style="list-style-type: none"> ○ No Contractions (Year 5) ○ Standard English (Year 5) ○ Precise, formal and specific vocabulary (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’) (Year 5) ○ No question tags: Sentences are accurately grammatically constructed as statements, questions, exclamations or commands. (Year 6) ○ Parenthesis punctuation: may use dashes. ○ Sentence starters and adverbials: Likely to use a range of sentence openers, including subordinate clauses and adverbials of time, place, manner and causality as fronted adverbials. • Features of informal writing <ul style="list-style-type: none"> ○ Contractions. (Year 5) ○ May use non-standard English (if used deliberately, for example creating character within dialogue) (Year 5) ○ Less specific, ‘chattier’ vocabulary choices (e.g. ‘checked out’) (Year 5) ○ Parenthesis punctuation: will use brackets and commas only. ○ Sentence starters and adverbials: Will use conjunctive adverbs to signal key relationships between sentences and paragraphs <ul style="list-style-type: none"> ▪ To sequence: Firstly,... Secondly,... Finally,... Subsequently,... ▪ To compare: Similarly,... Likewise,... In contrast,... Contrastingly,... ▪ To contrast: However,... On the other hand,... On the contrary,... Conversely,... ▪ To give examples: For example,... For instance,... Specifically,... To illustrate this,... ▪ To elaborate/strengthen a point: Additionally,... Moreover,... Furthermore,... ▪ To show causality: As a result,... Consequently,... Therefore,... Accordingly,... ▪ To conclude: In conclusion,... Overall,... On balance,... 	<p><u>Complex Sentence Structures</u></p> <ul style="list-style-type: none"> • To use the most appropriate piece of punctuation for parenthesis based on the purpose and formality of the writing. <p><u>Formality</u></p> <ul style="list-style-type: none"> • To use sentence starters/fronted adverbials which are appropriate for the formality of the piece of writing. 	

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Composition</p> <ul style="list-style-type: none"> Features of explanation writing. Explanation writing is a complex subset of the purpose: inform, therefore many of the features are shared. <ul style="list-style-type: none"> Organised into key sections May have a title and subheadings Use paragraphs to group related information. Use conjunctions to make the links between clauses explicit. Use expanded noun phrases to specify and describe. Use relative clauses and parenthesis to specify and describe. Use lists, with items separated by commas, to add detail. Often have a clear structure, with an introduction and an effective conclusion. Explanation text shapes. <ul style="list-style-type: none"> Process and cycle diagrams are useful for planning explanation writing, depending on the process you are trying to explain. Process structures are similar in many ways to procedural text shapes as they show a chronological relationship between steps. Cycle structures are useful when the end state begins a new cycle. <p style="text-align: center;">Explanation text shapes</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Process</p>  </div> <div style="text-align: center;"> <p>Cycle</p>  </div> </div>	<p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> To make choices about the purpose, audience and form of their writing. To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. To identify an appropriate form to achieve their purpose (considering their audience). To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as explanation text shapes). <p><u>Drafting</u></p> <ul style="list-style-type: none"> To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

Vocabulary	determiner	A modifying word which specifies how many or which noun is being described. This is placed before the noun. (see Year 4 mapping for specification and definition of all types of determiner)	adjective	A word which describes a noun.	Noun	A person, place or thing.
	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> a subject a verb 	Expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	Modifying noun	An additional noun, often included within a short phrase, which is used within an expanded noun phrase to provide additional information about the noun. This is often introduced with the word 'with' – e.g. 'the strict maths teacher with curly hair	preposition	A word which describes the relationships between a noun and another word in the sentence.	Prepositional phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	Modifying prepositional phrase	A prepositional phrase used within an expanded noun phrase to modify the noun.	Technical noun	A noun which refers to a very specific object – for example a specific breed of dog. Because technical nouns are so precise, they contain a lot of information.	parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.	brackets	A punctuation mark used to show parenthesis. (). Used when the writer wants the parenthesis to stand out from the rest of their writing, or when the text within parenthesis comes with its own punctuation.	dashes	A punctuation mark used to show parenthesis. Used in informal writing only, and more commonly when the parenthesis comes at the end of the sentence.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	comma	A punctuation mark. The most common of the parentheses.	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	Conjunctive adverbs	A formal adverb which is used to connect independent clauses or sentences by showing the relationship between them.
Enrichment & wider development						

Spring 1

Year 6 Spring 1

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Use an increasingly complex range of sentence structures

- Use semi-colons and colons to mark the boundaries between independent clauses.

Cohesion

- Link ideas across paragraphs using a wide range of cohesive devices including repetition of a word/phrase.

Creating certainty

- *Use modal verbs and adverbs to indicate degrees of possibility.*

Formality

- *Recognise vocabulary and structures that are appropriate for formal speech, including appropriate formal adverbials (conjunctive adverbs).*

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting


- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: 1st Person Narrative Text/Context Driver: Shackleton’s Journey (William Gill)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Using increasingly complex sentence structures</u> Main and Subordinate Clauses</p> <ul style="list-style-type: none"> • <i>Conjunction is the name for the words which join clauses within sentences. (Year 3)</i> • <i>The difference between a main and subordinate clause (Year 3)</i> • <i>Coordination</i> <ul style="list-style-type: none"> ○ <i>We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ to create a compound sentence.</i> ○ <i>The FANBOYS coordinating conjunctions (for, and, nor, but, or, yet, so) (Year 4)</i> • <i>Subordination</i> <ul style="list-style-type: none"> ○ <i>We can join a main clause to a subordinate clause using a subordinating conjunction to create a complex sentence.</i> ○ <i>A subordinate clause always starts with the subordinating conjunction. (Year 3)</i> ○ <i>The ISAWAWABUB subordinating conjunctions (if, since, although, while, as, when, after, before, until, because) (Year 4).</i> ○ <i>When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3)</i> ○ <i>When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3)</i> <p>Colons and Semi-Colons</p> <ul style="list-style-type: none"> • In some cases, punctuation can be used to join two clauses (acting like the conjunction or full stop). • In these situations, using a semi colon or colon helps to show how closely the ideas are connected. <ul style="list-style-type: none"> ○ Semi colons: <ul style="list-style-type: none"> ▪ Used when the relationship between the clauses is close but not consequential. For example, can replace a coordinating conjunction (e.g. but/and) <i>Sandeep spent hours in the library; he could not find a book he enjoyed.</i> ○ Colons: Used when the second clause expands on the first (it is a dependent clause). For example, <ul style="list-style-type: none"> ▪ Replacing the conjunction because, for, as. <i>We are going to the library later: I need to get some new books.</i> <p><u>Cohesion</u></p> <ul style="list-style-type: none"> • <i>Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing.</i> • <i>We can create cohesion using adverbials</i> <ul style="list-style-type: none"> ○ <i>An adverb is a word which describes a verb. It describes when, where, why or how something happened.</i> ○ <i>Adverbs can be placed after the verb in a sentence or at the start of a sentence. (Year 3)</i> ○ <i>An adverb used at the start of a sentence is called a fronted adverbial. (Year 3)</i> ○ <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3)</i> ○ <i>Adverbials (including fronted adverbials) can be used to show the relationship between parts of a narrative or non-fiction text (create cohesion).</i> • <i>We can create cohesion between paragraphs using ellipsis to show where information has been deliberately left out to force the reader to infer. (Year 6)</i> • We can create cohesion by repeating key words, phrases or ideas across a piece of text. <p><u>Composition</u></p>	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Complex Sentence Structures</u></p> <ul style="list-style-type: none"> • To use semi-colons purposefully to join clauses. • To use colons purposefully to join clauses. <p><u>Cohesion</u></p> <ul style="list-style-type: none"> • To create cohesion by using deliberate repetition. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Clauses are so closely related that it may be more appropriate to use a colon or a semi colon than a conjunction. • More subtle cohesive devices such as deliberate repetition are the most effective way of creating cohesion. <p>Children should know why...</p> <ul style="list-style-type: none"> • Writers will sometimes choose to use a semi-colon or colon to mark the boundary between independent clauses.

- Features of a narrative
 - *Have clear characters who remain consistent throughout.*
 - *Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.*
 - *Have a clear plot (sequence of related events).*
 - *Use conjunctions to make the links between events, characters and settings explicit.*
 - *Remain in the same tense throughout.*
 - *Make careful choices of pronouns and adverbials for clarity and cohesion.*
 - *May include characters talking to one another to help create plot.*
- Features of the specific form (1st person narrative)
 - *Are told from the point of view of a specific character (narrator)*
 - *Describe the events from their point of view – so can be quite emotional.*
 - *Focus on the settings and characters that the narrator can see.*
 - *Are written in the first person.*
- Features of the specific form (3rd person narrative)
 - *Are told by a narrator who is ‘outside of the action’*
 - *Have a wide view of settings, characters and events.*
 - *Are written in the third person.*

Composition

Planning

- To make choices about the purpose, audience and form of their writing.
- To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing.
- To identify an appropriate form to achieve their purpose (considering their audience).
- To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose.
- Make efficient and effective notes, adapting the planning models they have learned to suit their purpose.


Drafting

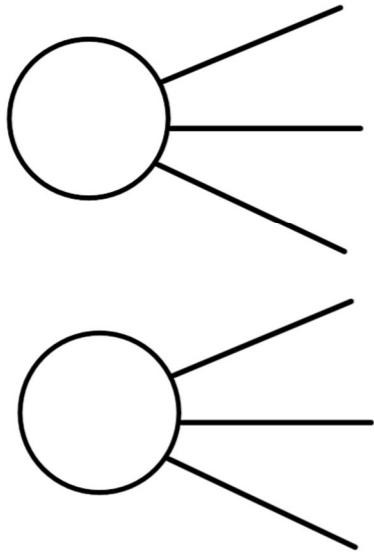
- To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected.
- To integrate different skills effectively to achieve their purposes.

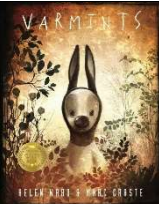
Editing and Evaluating

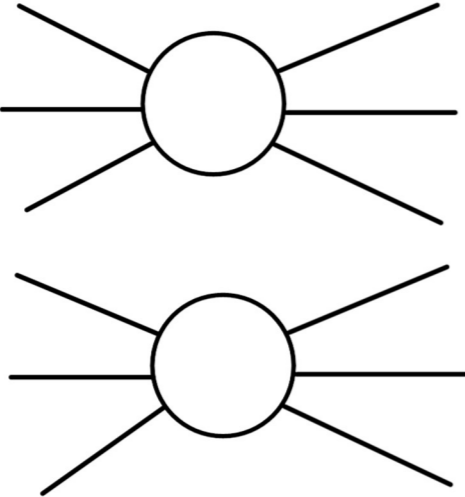
- To proof-read our writing for our year group’s non-negotiables.
- To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this.
- To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader.
- To propose and make substantial changes based on this evaluation to enhance the impact on the reader.

Vocabulary	Clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb 	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb 	Main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.
	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Coordinating conjunction	A conjunction which joins two main clauses.	Compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.
	Subordinating conjunction	A conjunction (word that joins two clauses) that joins a main and subordinate clause.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.	Independent clauses	Clauses which can stand alone as sentences in their own right.
	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	Semi colon	A punctuation mark which consists of a dot on top of a comma (;)	colon	A punctuation mark which consists of two dots, one on top of the other (:)

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose – PERSUADE Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Job Advert Text/Context Driver: Shackleton’s Journey (William Gill)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Degrees of Possibility – revisit</u></p> <ul style="list-style-type: none"> • <i>Modal Verbs (Year 5)</i> <ul style="list-style-type: none"> ○ <i>Modal verbs are a type of auxiliary verb (a verb that supports other verbs within the sentence).</i> ○ <i>Modal verbs indicate the possibility or necessity of their paired verb.</i> ○ <i>Modal verbs include can/could, may/might, will/would, shall/should, must.</i> ○ <i>Modal verbs differ in the degree of certainty they communicate. Writers make careful choices of modal verbs when they are writing to indicate degrees of certainty clearly.</i> • <i>Adverbials of probability (Year 5)</i> <ul style="list-style-type: none"> ○ <i>Some adverbs/adverbials are used to indicate possibility/necessity.</i> ○ <i>These have a similar function to modal verbs within a sentence.</i> ○ <i>Some adverbs of probability tend to come at the beginning of a clause (e.g. perhaps; maybe).</i> ○ <i>Others (e.g. certainly, definitely, possibly, probably, clearly) are more commonly seen</i> <ul style="list-style-type: none"> ▪ <i>before the main verb (e.g. He is certainly coming to the party.)</i> ▪ <i>after the simple present/simple past form of to be. (They are certainly angry.)</i> ▪ <i>These adverbials can also be used as a fronted adverbial at the start of the sentence (e.g. Certainly, they are angry.)</i> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of persuasive writing <ul style="list-style-type: none"> ○ <i>Use 2nd person and direct address to help ensure the reader is fully invested in the writing.</i> ○ <i>Use carefully planned repetition to draw a reader’s attention to key points.</i> ○ <i>Use facts and statistics to reinforce and argument.</i> ○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i> ○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.</i> ○ <i>Use imperative verbs to help make the reader’s next actions clear to them.</i> ○ <i>Use modal verbs and adverbials of probability to indicate possibility/necessity.</i> • Persuasion text shape. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Degrees of possibility</u></p> <ul style="list-style-type: none"> • To use select the most appropriate adverbs and modal verbs to communicate degrees of possibility. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the persuasion text shape). <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • To use grammatical techniques which communicate degrees of certainty. <p>Children should know why...</p> <ul style="list-style-type: none"> • Demonstrating something is certain is likely to make a text more persuasive.

Substantive Knowledge		Disciplinary Knowledge			Conditional Knowledge	
<p>Persuasion text shape</p>  <ul style="list-style-type: none"> ○ Key points/arguments are jotted inside the bubbles. ○ Each spoke is used to identify a piece of evidence in support of that main point/argument. ○ Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written). 		<ul style="list-style-type: none"> • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 				
Vocabulary	Modal verb	A type of auxiliary verb which indicate the possibility or necessity of the verb it is paired with.	Auxiliary verb	A verb that supports other verbs within the sentence.	Degrees of certainty	How certain something is to happen.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 3: Purpose – DISCUSS Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Balanced Discussion Text/Context Driver: Varmints (Helen Ward & Marc Caaste)</p>		
<p>Children should know that...</p> <p>Vocabulary, Grammar and Punctuation <u>Using increasingly complex sentence structures</u> Main and Subordinate Clauses</p> <ul style="list-style-type: none"> • <i>Conjunction is the name for the words which join clauses within sentences. (Year 3)</i> • <i>The difference between a main and subordinate clause (Year 3)</i> • <i>Coordination</i> <ul style="list-style-type: none"> ○ <i>We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ to create a compound sentence.</i> ○ <i>The FANBOYS coordinating conjunctions (for, and, nor, but, or, yet, so) (Year 4)</i> • <i>Subordination</i> <ul style="list-style-type: none"> ○ <i>We can join a main clause to a subordinate clause using a subordinating conjunction to create a complex sentence.</i> ○ <i>A subordinate clause always starts with the subordinating conjunction. (Year 3)</i> ○ <i>The ISAWAWABUB subordinating conjunctions (if, since, although, while, as, when, after, before, until, because) (Year 4).</i> ○ <i>When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3)</i> ○ <i>When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3)</i> <p>Colons and Semi-Colons</p> <ul style="list-style-type: none"> • <i>In some cases, punctuation can be used to join two clauses (acting like the conjunction or full stop).</i> • <i>In these situations, using a semi colon or colon helps to show how closely the ideas are connected.</i> <ul style="list-style-type: none"> ○ Semi colons: (Year 6) <ul style="list-style-type: none"> ▪ <i>Used when the relationship between the clauses is close but not consequential. For example, can replace a coordinating conjunction (e.g. but/and)</i> <i>Sandeep spent hours in the library; he could not find a book he enjoyed.</i> ▪ <i>Are used to separate two clauses when the second clause begins with a conjunctive adverb (e.g. however, instead, therefore, meanwhile, consequently, accordingly, also).</i> <i>Some people love writing; however, many prefer to communicate verbally.</i> ○ Colons: <i>Used when the second clause expands on the first (it is a dependent clause). For example, (Year 6)</i> <ul style="list-style-type: none"> ▪ <i>Replacing the conjunction because, for, as.</i> <i>We are going to the library later: I need to get some new books.</i> ▪ <i>To give a specific example which expands on the first statement</i> <i>I love pizza: pepperoni is my favourite.</i> <p><u>Formality – revisit</u></p> <ul style="list-style-type: none"> • <i>The formality of a text affects the voice and tone a writer has to use. (Year 5)</i> • <i>Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5)</i> • Features of formal writing <ul style="list-style-type: none"> ○ No Contractions (Year 5) ○ Standard English (Year 5) ○ Precise, formal and specific vocabulary (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’) (Year 5) 	<p>Children should know how...</p> <p>Vocabulary, Grammar and Punctuation <u>Complex Sentence Structures</u></p> <ul style="list-style-type: none"> • <i>To use a semi-colon to purposefully separate two clauses when the second begins with a conjunctive adverb.</i> • <i>To use a colon to purposefully join two clauses where the second expands on the first.</i> <p><u>Formality</u></p> <ul style="list-style-type: none"> • <i>To make grammar, punctuation and vocabulary choices which reflect the formality of the piece of writing.</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>A conjunctive adverb provides the most effective way of linking parts of a text.</i> • <i>A text requires them to use more formal language structures.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Writers use a range of techniques to build cohesion.</i>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> ○ No question tags: Sentences are accurately grammatically constructed as statements, questions, exclamations or commands. (Year 6) ○ Parenthesis may use dashes (Year 6) ○ Range of different sentence starters and adverbials including subordinate clauses and fronted adverbials. (Year 6) ● Features of informal writing <ul style="list-style-type: none"> ○ Contractions. (Year 5) ○ May use non-standard English (if used deliberately, for example creating character within dialogue) (Year 5) ○ Less specific, ‘chattier’ vocabulary choices (e.g. ‘checked out’) (Year 5) ○ Brackets and commas for parenthesis. (Year 6) ○ Conjunctive adverb sentence starters (Year 6) <p>Composition</p> <ul style="list-style-type: none"> ● Features of discursive writing <ul style="list-style-type: none"> ○ <i>Use paragraphs to structure arguments.</i> ○ <i>Use conjunctions to make the links between clauses explicit.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Use relative clauses and parenthesis to specify and describe.</i> ○ <i>Use lists, with items separated by commas, to add detail.</i> ○ <i>Maintain a formal, impersonal tone.</i> ● Text shape. <ul style="list-style-type: none"> ○ A for-and-against diagram is a useful structure for planning non chronological information texts: <div style="text-align: center;"> <h3>Discussion text shape</h3>  </div> <ul style="list-style-type: none"> ○ <i>Each main viewpoint is recorded in the central circle.</i> ○ <i>Evidence against that viewpoint is recorded on the spokes on the left hand side</i> ○ <i>Evidence for that viewpoint is recorded on the spokes on the right hand side.</i> 	<p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> ● To make choices about the purpose, audience and form of their writing. ● To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. ● To identify an appropriate form to achieve their purpose (considering their audience). ● To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. ● Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the discussion text shape). <p><u>Drafting</u></p> <ul style="list-style-type: none"> ● To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. ● To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> ● To proof-read our writing for our year group’s non-negotiables. ● To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. ● To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. ● To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

Vocabulary	Clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> ● a subject ● a verb 	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> ● a subject but no verb ● a verb but no subject neither a subject nor a verb	Main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.
	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Coordinating conjunction	A conjunction which joins two main clauses.	Compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Subordinating conjunction	A conjunction (word that joins two clauses) that joins a main and subordinate clause.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.	Independent clauses	Clauses which can stand alone as sentences in their own right.
	Conjunctive adverb	A formal adverb which is used to connect independent clauses or sentences by showing the relationship between them.	Semi colon	A punctuation mark which consists of a dot on top of a comma (;)	colon	A punctuation mark which consists of two dots, one on top of the other (:)
	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Standard English	English which follows the formal conventions.
	Question tag	A short phrase placed on the end of a statement to turn it into a question. Often follows a dash.	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.	Parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	brackets	A punctuation mark used to show parenthesis. (). Used when the writer wants the parenthesis to stand out from the rest of their writing, or when the text within parenthesis comes with its own punctuation.	commas	A punctuation mark. The most common of the parentheses.	dashes	A punctuation mark used to show parenthesis. Used ion informal writing only, and more commonly when the parenthesis comes at the end of the sentence.
Enrichment & wider development						

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Formality

- Recognise vocabulary and structures that are appropriate for formal speech, including subjunctive forms.

Cohesion

- *Link ideas across paragraphs using a wide range of cohesive devices including, grammatical connections (e.g. adverbials).*

Direct Speech

- *Correctly punctuate direct speech.*
- *Use direct speech to create character and advance action.*

Tenses

- Use the perfect form of verbs to mark relationships of time and cause.
- Use passive verbs to affect the presentation of information in a sentence.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting

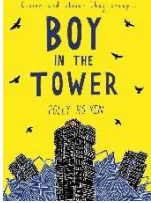
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating

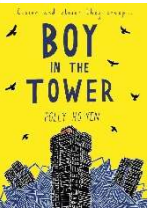
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

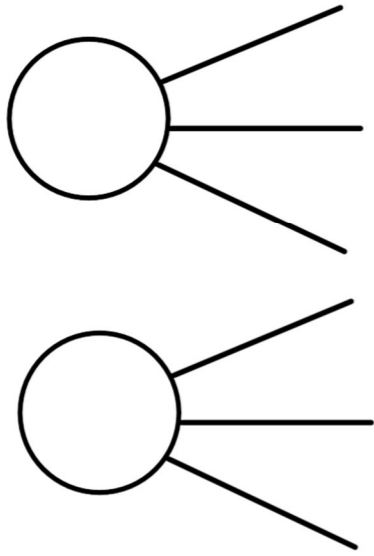
Revisit

New knowledge.


Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Learning Journey 1:</p>  <p>Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Narrative Text/Context driver: The Boy in the Tower (Polly Ho Yen)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion- REVISIT</u></p> <ul style="list-style-type: none"> • <i>Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing. (Year 5)</i> • <i>We can create cohesion by</i> <ul style="list-style-type: none"> ○ <i>Using adverbials (including fronted adverbials)</i> ○ <i>Using ellipsis to show where information has been deliberately left out to force the reader to infer. (Year 6)</i> ○ <i>Repeating key words, phrases or ideas across a piece of text. (Year 6)</i> <p><u>Direct Speech - REVISIT</u></p> <ul style="list-style-type: none"> • <i>Writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i> • <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i> <ul style="list-style-type: none"> ○ <i>The speech sentence contains the words which are said aloud</i> ○ <i>The reporting clause describes who is talking and how they are talking.</i> • <i>Punctuating basic direct speech</i> <ul style="list-style-type: none"> ○ <i>When a new character starts talking, writers start a new paragraph. (Year 3,4)</i> ○ <i>The speech sentence is always surrounded by inverted commas (“”)</i> ○ <i>The reporting clause is not surrounded by inverted commas.</i> ○ <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma.</i> ○ <i>The speech sentence always needs closing punctuation inside the inverted commas.</i> <ul style="list-style-type: none"> ▪ <i>A speech sentence which is a question needs a ‘?’</i> ▪ <i>A speech sentence which is an exclamation needs a ‘!’</i> ▪ <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i> ▪ <i>A comma is used when the speech sentence comes before the reporting clause.</i> • <i>The reporting clause can be placed within the speech sentence/sentences. This is called split speech. When punctuating split speech, ... (Year 5)</i> <ul style="list-style-type: none"> ○ <i>The first half of the speech sentence should have either a , ? or ! within the inverted commas.</i> ○ <i>The reporting clause should begin with a lower case letter (unless it is a proper noun)</i> ○ <i>There should be a comma after the reporting clause</i> ○ <i>The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence)</i> ○ <i>The final half of the speech sentence should end with a ?, ! or . inside the inverted commas.</i> • <i>The way a character talks can help us to visualise them clearly. This is another form of character description. For example</i> <ul style="list-style-type: none"> ○ Power dynamics: <i>a character who dominates the conversation or who is always agreed with is likely to have the most power.</i> ○ Economic/social status: <i>Higher levels of formality can indicate social status. .</i> ○ Region/Nationality/Education: <i>Words can be deliberately contracted (where they would not normally be) or mis-spelled to indicate a character’s accent or their level of education..</i> ○ Character development: <i>A change in the way a character talks over time can show how their character develops/evolves over time.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion</u></p> <ul style="list-style-type: none"> • <i>To create cohesion within and between paragraphs.</i> <p><u>Direct Speech</u></p> <ul style="list-style-type: none"> • <i>To accurately punctuate direct speech.</i> • <i>To use dialogue to create character and advance the action.</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>To use different cohesive devices to make links between different parts of a text.</i> • <i>To include direct speech within their narratives purposefully.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Grammatical and language features should only be used to meet a specific purpose.</i>

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<p>Composition</p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> Have clear characters who remain consistent throughout. Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters. Have a clear plot (sequence of related events). Use conjunctions to make the links between events, characters and settings explicit. Remain in the same tense throughout. Make careful choices of pronouns and adverbials for clarity and cohesion. May include characters talking to one another to help create plot. Features of the specific form (1st person narrative) <ul style="list-style-type: none"> Are told from the point of view of a specific character (narrator) Describe the events from their point of view – so can be quite emotional. Focus on the settings and characters that the narrator can see. Are written in the first person. Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> Are told by a narrator who is ‘outside of the action’ Have a wide view of settings, characters and events. Are written in the third person. 			<p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> To make choices about the purpose, audience and form of their writing. To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. To identify an appropriate form to achieve their purpose (considering their audience). To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. Make efficient and effective notes, adapting the planning models they have learned to suit their purpose. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 			
Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.				
	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose – PERSUADE Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Speech Lead Text: The Boy in the Tower (Polly Ho Yen)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p><u>Formality – REVISIT</u></p> <ul style="list-style-type: none"> • <i>The formality of a text affects the voice and tone a writer has to use. (Year 5)</i> • <i>Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5)</i> • Features of formal writing <ul style="list-style-type: none"> ○ <i>No Contractions (Year 5)</i> ○ <i>Standard English (Year 5)</i> ○ <i>Precise, formal and specific vocabulary (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’) (Year 5)</i> ○ <i>No question tags: Sentences are accurately grammatically constructed as statements, questions, exclamations or commands. (Year 6)</i> ○ <i>Parenthesis may use dashes (Year 6)</i> ○ <i>Range of different sentence starters and adverbials including subordinate clauses and fronted adverbials. (Year 6)</i> • Features of informal writing <ul style="list-style-type: none"> ○ <i>Contractions. (Year 5)</i> ○ <i>May use non-standard English (if used deliberately, for example creating character within dialogue) (Year 5)</i> ○ <i>Less specific, ‘chattier’ vocabulary choices (e.g. ‘checked out’) (Year 5)</i> ○ <i>Brackets and commas for parenthesis. (Year 6)</i> ○ <i>Conjunctive adverb sentence starters (Year 6)</i> <p><u>Cohesion- REVISIT</u></p> <ul style="list-style-type: none"> • <i>Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing. (Year 5)</i> • <i>We can create cohesion by</i> <ul style="list-style-type: none"> ○ <i>Using adverbials (including fronted adverbials)</i> ○ <i>Using ellipsis to show where information has been deliberately left out to force the reader to infer. (Year 6)</i> ○ <i>Repeating key words, phrases or ideas across a piece of text. (Year 6)</i> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of persuasive writing <ul style="list-style-type: none"> ○ <i>Use 2nd person and direct address to help ensure the reader is fully invested in the writing.</i> ○ <i>Use carefully planned repetition to draw a reader’s attention to key points.</i> ○ <i>Use facts and statistics to reinforce and argument.</i> ○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i> ○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.</i> ○ <i>Use imperative verbs to help make the reader’s next actions clear to them.</i> ○ <i>Use modal verbs and adverbials of probability to indicate possibility/necessity.</i> • Persuasion text shape. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p><u>Formality</u></p> <ul style="list-style-type: none"> • <i>To make grammar, punctuation and vocabulary choices which reflect the formality of the piece of writing.</i> <p><u>Cohesion</u></p> <ul style="list-style-type: none"> • <i>To create cohesion within and between paragraphs.</i> <p><u>Composition</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> • <i>To make choices about the purpose, audience and form of their writing.</i> • <i>To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing.</i> • <i>To identify an appropriate form to achieve their purpose (considering their audience).</i> • <i>To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose.</i> • <i>Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the persuasion text shape).</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>A text requires a specific level of formality.</i> • <i>To use different cohesive devices to link ideas across a text.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Different texts require different levels of formality.</i>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p style="text-align: center;"><i>Persuasion text shape</i></p>  <ul style="list-style-type: none"> ○ <i>Key points/arguments are jotted inside the bubbles.</i> ○ <i>Each spoke is used to identify a piece of evidence in support of that main point/argument.</i> ○ <i>Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written).</i> 	<p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

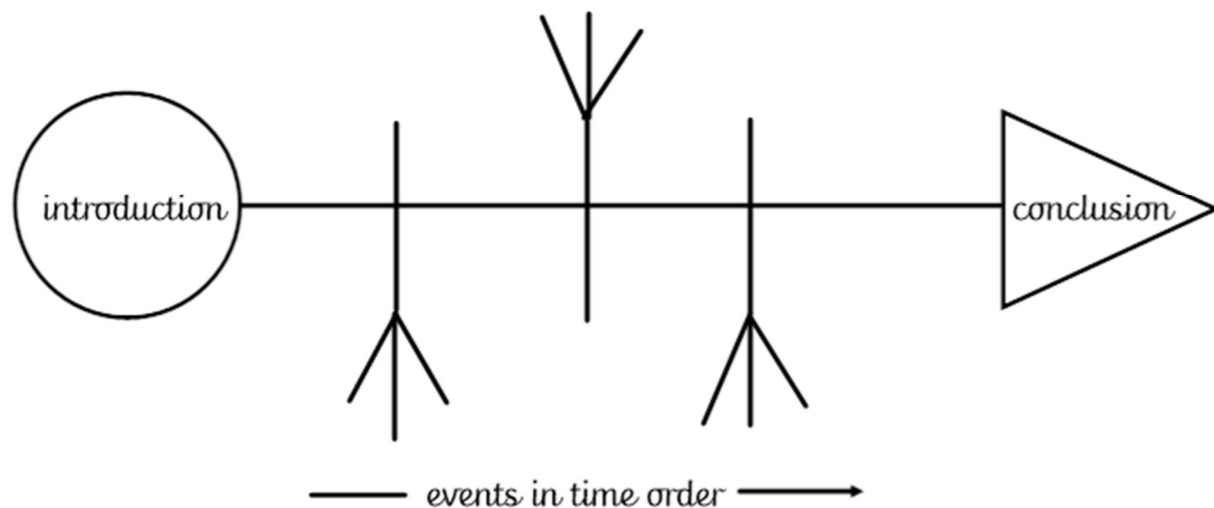
Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.				
	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Standard English	English which follows the formal conventions.
	Question tag	A short phrase placed on the end of a statement to turn it into a question. Often follows a dash.	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.	Parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	brackets	A punctuation mark used to show parenthesis. (). Used when the writer wants the parenthesis to stand out from the rest of their writing, or when the text within parenthesis comes with its own punctuation.	commas	A punctuation mark. The most common of the parentheses.	dashes	A punctuation mark used to show parenthesis. Used in informal writing only, and more commonly when the parenthesis comes at the end of the sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 3: Purpose – INFORM Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Recount Lead Text: Literacy Shed Video (e.g. Rock, Paper, Scissors)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion- REVISIT</u></p> <ul style="list-style-type: none"> • <i>Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing. (Year 5)</i> • <i>We can create cohesion by</i> <ul style="list-style-type: none"> ○ <i>Using adverbials (including fronted adverbials)</i> ○ <i>Using ellipsis to show where information has been deliberately left out to force the reader to infer. (Year 6)</i> ○ <i>Repeating key words, phrases or ideas across a piece of text. (Year 6)</i> <p><u>Verb Tenses</u> <u>Simple form</u></p> <ul style="list-style-type: none"> • <i>Our verbs have tenses. (Year 3)</i> • <i>Tense means whether the action our verb is describing is (Year 3)</i> <ul style="list-style-type: none"> ○ <i>Happened in the past: past tense</i> ○ <i>Is happening now: present tense</i> ○ <i>Will happen in the future: future tense.</i> • <i>When we write, we usually stay to a single tense and make sure all of our verbs are in that tense. (Year 3)</i> <p><u>Progressive form</u></p> <ul style="list-style-type: none"> • 3 common uses <ul style="list-style-type: none"> ○ Describing ongoing actions. ○ Describing actions which take place when another action occurs (setting the scene for another action) ○ Describing simultaneous actions. • Comprises of past progressive, present progressive and future progressive <ul style="list-style-type: none"> ○ Past progressive: subject + was + present participle (<i>verb-ing</i>) or subject + were + present participle. ○ Present progressive: subject + am/is + present participle or subject + are + present participle ○ Future progressive: subject + will be + present participle <p><u>Perfect form</u></p> <ul style="list-style-type: none"> • Describes completed actions. • Comprises of past perfect, present perfect and future perfect tense. <ul style="list-style-type: none"> ○ Past perfect: had + past participle ○ Present perfect: has + past participle or have + past participle ○ Future perfect: will have + past participle <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of most information writing <ul style="list-style-type: none"> ○ <i>Use paragraphs to group related information.</i> ○ <i>Use conjunctions to make the links between clauses explicit.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Use lists, with items separated by commas, to add detail.</i> ○ <i>Have a clear structure, for example an introduction and conclusion. .</i> • Features of a recount <ul style="list-style-type: none"> ○ <i>Chronological order (paragraphs are organised by chronology).</i> ○ <i>Conjunctions are commonly used to help the reader remember the links between events.</i> ○ <i>Are written in the past tense.</i> ○ <i>Use adverbials of time and cause to sequence</i> ○ <i>Does not use a title and subheadings.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion</u></p> <ul style="list-style-type: none"> • <i>To create cohesion within and between paragraphs.</i> <p><u>Verb Tenses</u></p> <ul style="list-style-type: none"> • To make deliberate choices about the verb tenses to use (simple, perfect or progressive) <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Different verb tenses best suit their purposes. • To use different cohesive devices to make links between different parts of a text. <p>Children should know why...</p> <ul style="list-style-type: none"> • Writers may choose to use the progressive and perfect forms of verbs.

- Recount text shape.

- A fishbones diagram is a useful structure for planning recount texts:

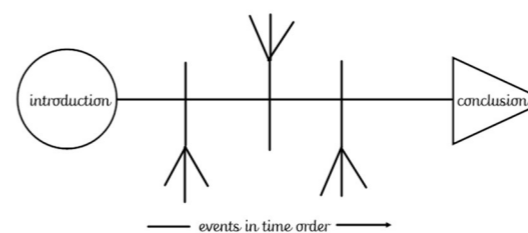
Recount text shape



- Time runs from left to right as shown by the arrow.
 - Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line.
 - The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include.

- Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the recount text shape).

Recount text shape



Drafting

- To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected.
- To integrate different skills effectively to achieve their purposes.

Editing and Evaluating

- To proof-read our writing for our year group's non-negotiables.
- To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this.
- To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader.
- To propose and make substantial changes based on this evaluation to enhance the impact on the reader.

Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.	verb	Show an action or state of being.	tense	The form of the verb which tells us when something happened: in the past, in the present or in the future.
	Past tense	Describing events which have happened in the past.	Present tense	Describing events which are happening in the present.	Future tense	Describing events which will happen in the future.
	Progressive form	Describes ongoing and simultaneous actions.	Perfect form	Describes completed actions.		
Enrichment & wider development						

Summer 1

Year 6 Summer 1

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Figurative language

- Describe settings, character and atmosphere.

Degrees of possibility

- Use modal verbs and adverbs to indicate degrees of possibility.

Listing

- Use a colon to introduce a list.
- Use semi-colons within a list.
- Consistently punctuate bullet points

Additional opportunities to revisit – based on teacher AfL

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting


- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating


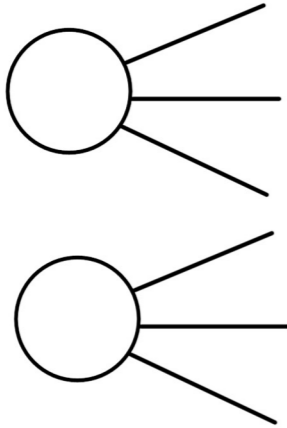
- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

Revisit

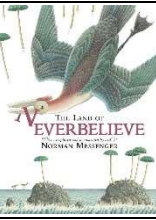
New knowledge.

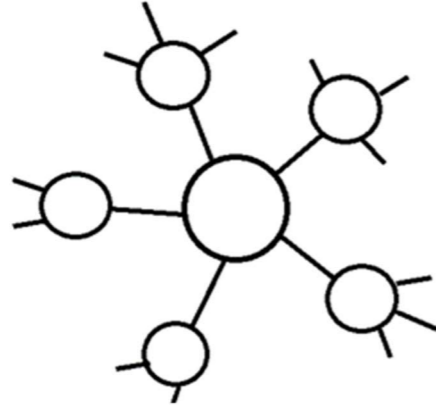
Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Narrative Text/Context driver: Tyger (S.F. Said)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> • <i>Figurative language is where a writer uses words and sentences creatively to communicate more than their literal meaning. (Year 4)</i> • <i>Figurative devices learned:</i> <ul style="list-style-type: none"> ○ <i>The rule of 3 (an unofficial ‘rule’ in English, which suggests things are most effective and memorable when they come in threes). (Year 4)</i> ○ <i>Onomatopoeia is a word which sounds like what it means, used to bring stories and poems to life and add humour. (Year 4)</i> ○ <i>Similes help readers to visualise the thing being described by comparing it to something else using the words like and as. Similes can evoke an emotional response in the reader (Year 4)</i> ○ <i>Metaphors help readers to visualise the thing being described by saying it ‘is’ something else. This is a strong form of comparison used for dramatic effect. (Year 5)</i> ○ <i>Personification helps the reader to visualise and creates atmosphere. It is when we give something non-human human characteristics (e.g. describing objects as if they are people/have feelings). (Year 5)</i> ○ <i>Colour symbolism is when colour choice is used to represent a deeper meaning. This can be to draw a reader’s attention to a symbolic object, to communicate something about a character or emphasise a theme/atmosphere within the text. (Year 6)</i> <p><i>Additional revisits will be determined by teachers, based on their AfL and the cohort’s needs.</i></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • <i>Features of a narrative</i> <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i> ○ <i>May include characters talking to one another to help create plot.</i> • <i>Features of the specific form (1st person narrative)</i> <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • <i>Features of the specific form (3rd person narrative)</i> <ul style="list-style-type: none"> ○ <i>Are told by a narrator who is ‘outside of the action’</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Figurative Language</u></p> <ul style="list-style-type: none"> • <i>To make deliberate choices about how best to use language to create character and setting.</i> <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • <i>To make choices about the purpose, audience and form of their writing.</i> • <i>To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing.</i> • <i>To identify an appropriate form to achieve their purpose (considering their audience).</i> • <i>To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose.</i> • <i>Make efficient and effective notes, adapting the planning models they have learned to suit their purpose.</i> <p><u>Drafting</u></p> <ul style="list-style-type: none"> • <i>To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected.</i> • <i>To integrate different skills effectively to achieve their purposes.</i> <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • <i>To proof-read our writing for our year group’s non-negotiables.</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>To use figurative language to convey a specific aspect of a character/setting/atmosphere quickly.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Writers often use figurative language to express more powerful or complex ideas.</i>

				<ul style="list-style-type: none"> • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 		
Vocabulary	Figurative language	When writers use words and sentences creatively to communicate more than their literal meaning.	Rule of 3	An unofficial rule which suggests things are more effective when they come in 3s.	simile	A way of comparing two things to one another using the words like or as.
	metaphor	A way of comparing two things to one another by saying one is the other.	personification	A way of comparing two things by giving a non-human noun human characteristics.	atmosphere	An aspect of setting description, which describes how the place makes the reader feel.
	Colour symbolism	Where colour is used to represent a deeper meaning				

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose – Persuade Audience: Teacher’s Choice Viewpoint: Teacher’s Choice Form: Children’s Choice Text/Context Driver: Tyger (S.F. Said)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Degrees of Possibility – revisit</u></p> <ul style="list-style-type: none"> • <i>Modal Verbs (Year 5)</i> <ul style="list-style-type: none"> ○ <i>Modal verbs are a type of auxiliary verb (a verb that supports other verbs within the sentence).</i> ○ <i>Modal verbs indicate the possibility or necessity of their paired verb.</i> ○ <i>Modal verbs include can/could, may/might, will/would, shall/should, must.</i> ○ <i>Modal verbs differ in the degree of certainty they communicate. Writers make careful choices of modal verbs when they are writing to indicate degrees of certainty clearly.</i> • <i>Adverbials of probability (Year 5)</i> <ul style="list-style-type: none"> ○ <i>Some adverbs/adverbials are used to indicate possibility/necessity.</i> ○ <i>These have a similar function to modal verbs within a sentence.</i> ○ <i>Some adverbs of probability tend to come at the beginning of a clause (e.g. perhaps; maybe).</i> ○ <i>Others (e.g. certainly, definitely, possibly, probably, clearly) are more commonly seen</i> <ul style="list-style-type: none"> ▪ <i>before the main verb (e.g. He is certainly coming to the party.)</i> ▪ <i>after the simple present/simple past form of to be. (They are certainly angry.)</i> ▪ <i>These adverbials can also be used as a fronted adverbial at the start of the sentence (e.g. Certainly, they are angry.)</i> <p><i>Additional revisits will be determined by teachers, based on their AfL and the cohort’s needs.</i></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of persuasive writing <ul style="list-style-type: none"> ○ <i>Use 2nd person and direct address to help ensure the reader is fully invested in the writing.</i> ○ <i>Use carefully planned repetition to draw a reader’s attention to key points.</i> ○ <i>Use facts and statistics to reinforce and argument.</i> ○ <i>Use emotive vocabulary choices, including within expanded noun phrases, to reinforce the argument. These could be positive or negative depending on the nature of the persuasion.</i> ○ <i>Use rhetorical questions to help make it harder for the reader to disagree with the writer’s point of view.</i> ○ <i>Use imperative verbs to help make the reader’s next actions clear to them.</i> ○ <i>Use modal verbs and adverbials of probability to indicate possibility/necessity.</i> • Persuasion text shape. <p>Persuasion text shape</p>  <ul style="list-style-type: none"> ○ <i>Key points/arguments are jotted inside the bubbles.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Degrees of possibility</u></p> <ul style="list-style-type: none"> • <i>To use select the most appropriate adverbs and modal verbs to communicate degrees of possibility.</i> <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the persuasion text shape). <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • To use language which communicates certainty. <p>Children should know why...</p> <ul style="list-style-type: none"> • Language which communicates certainty can be powerful within persuasive writing.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<ul style="list-style-type: none"> ○ <i>Each spoke is used to identify a piece of evidence in support of that main point/argument.</i> ○ <i>Each bubble/spoke structure represents a single paragraph in the piece of writing (not including the introduction/conclusion if one will be written).</i> 			<ul style="list-style-type: none"> • To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 			
Vocabulary	Modal verb	A type of auxiliary verb which indicate the possibility or necessity of the verb it is paired with.	Auxiliary verb	A verb that supports other verbs within the sentence.	Degrees of certainty	How certain something is to happen.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 3: Purpose – INFORM Audience: Teacher’s Choice Viewpoint: Teacher’s Choice. Form: Children’s Choice Text/Context Driver: The Land of Neverbelieve (Norman Messenger)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Listing</u></p> <ul style="list-style-type: none"> • <i>A list is a series of words, phrases or names that have been grouped together for a reason. (Year 3)</i> • <i>Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3)</i> • <i>When we write a list within a sentence, we need to show that the items in the list are separate. (Year 3)</i> • <i>The specific punctuation we use depends on how complex the list is.</i> • <i>Introducing lists</i> <ul style="list-style-type: none"> ○ <i>The punctuation we use to introduce the list depends on whether the ‘stem’ (which comes directly before the list) is a complete sentence or not: (Year 5)</i> <ul style="list-style-type: none"> ▪ <i>If the stem is a complete sentence, we use a colon after the stem to introduce the list in our sentence. (e.g. He packed many items for his holiday: his toothbrush, his hairdryer and his jumper.)</i> ▪ <i>If the stem is not a complete sentence, we do not use any punctuation to introduce the list. (He packed many things for his holiday including his toothbrush, his hairdryer and his jumper.)</i> • <i>Separating items in simple lists (of one or two words per item)</i> <ul style="list-style-type: none"> ○ <i>The final item of the list is separated from the rest using the word ‘and’ or ‘or’ before it.</i> ○ <i>The other items in the list are separated from each other using commas.</i> • <i>Separating items in more complex lists</i> <ul style="list-style-type: none"> ○ <i>When a list is complex (e.g. each item is a phrase, or there are commas within individual items) we cannot use commas to separate items because it would not be clear whether the comma was separating items in the list or whether it was punctuation within the item.</i> ○ <i>In this situation, we use a semi-colon instead of a comma to separate list items.</i> ○ <i>A semi colon looks like this ; .</i> ○ <i>The final item of a semi-colon list is separated from the rest of the list using a semi colon and the conjunctions ‘and’ or ‘or’.</i> ○ <i>For example – Tom packed his suitcase full of many things: a sharp, freshly-bought razor blade; a pack of perfectly ironed, blue shirts; and his favourite teddy bear.</i> <p>Bullet pointed Lists</p> <ul style="list-style-type: none"> • <i>We can also use bullet points to write lists vertically. This is common in some forms of non-fiction writing and is used to break up complex information and make it easier to read. (Year 5)</i> • <i>Punctuating a bullet pointed list (Year 5)</i> <ul style="list-style-type: none"> ○ <i>Bullet pointed lists must always be introduced using a stem</i> ○ <i>The end of every line of a bullet pointed list should be punctuated the same.</i> <ul style="list-style-type: none"> ▪ <i>Simple items should have no punctuation at the end</i> ▪ <i>Full sentence bullet points should end in a full stop.</i> ○ <i>The word ‘and’ is not used in a bullet pointed list.</i> ○ <i>The punctuation we use at the end of the bullet point’s stem depends on whether the stem is a complete sentence or not: (Year 5)</i> <ul style="list-style-type: none"> ▪ <i>If the stem is a complete sentence, we use a colon after the stem to introduce the bullet pointed list.</i> ▪ <i>If the stem is not a complete sentence, we do not use any punctuation to introduce the list.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Listing</u></p> <ul style="list-style-type: none"> • <i>To communicate complex information concisely using a range of types of list.</i> • <i>To punctuate lists accurately and consistently.</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>To display information in different types of lists.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Lists are such a common feature in informative writing.</i>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><i>Additional revisits will be determined by teachers, based on their AfL and the cohort's needs.</i></p> <p>Composition</p> <ul style="list-style-type: none"> Features of information writing <ul style="list-style-type: none"> Organised into key sections May have a title and subheadings Use paragraphs to group related information. Use conjunctions to make the links between clauses explicit. Use expanded noun phrases to specify and describe. Use relative clauses and parenthesis to specify and describe. Use lists, with items separated by commas, to add detail. May format some lists using bullet points to make information easier for the reader to see. Features of the specific form (non-chronological information text) <ul style="list-style-type: none"> Non-chronological Often include pictures and diagrams. Written in third person. Often contain a wide range of structural and presentational features, including variation of typefaces and pictures with captions, to help inform the reader. Text shape. <ul style="list-style-type: none"> A mind map is a useful structure for planning non chronological information texts: <p style="text-align: center;">Non-chronological information text shape</p>  <ul style="list-style-type: none"> The title is recorded in the central circle. Individual subheadings are recorded in the outer circles. Words/phrases/ideas to be included within each paragraph are written as 'spokes' on the outer circles. 	<p>Composition</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> To make choices about the purpose, audience and form of their writing. To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. To identify an appropriate form to achieve their purpose (considering their audience). To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the non-chronological information text shape). <p><u>Drafting</u></p> <ul style="list-style-type: none"> To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

Vocabulary	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.	stem	The phrase or clause used to introduce a list.	Complete stem	A stem which is a complete sentence.
	Incomplete stem	A stem which is not a complete sentence. This could be because it is a phrase or a subordinate clause.	colon	A punctuation mark which consists of two dots, one on top of the other (:)	Semi-colon	A punctuation mark which consists of a dot on top of a comma (;)
	Bullet pointed list	A way of presenting a list vertically, using a dot or other simple symbol at the start of each item.				
Enrichment & wider development						

Summer 2

Year 6 Summer 2

Milestone LO

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Direct Speech

- *Correctly punctuate direct speech.*
- *Use direct speech to create character and advance action.*

Formality

- *Recognise vocabulary and structures that are appropriate for formal speech, including subjunctive forms.*

Cohesion

- *Link ideas across paragraphs using a wide range of cohesive devices including, grammatical connections (e.g. adverbials).*

Additional opportunities to revisit – based on teacher AfL

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow.

Planning

- Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Drafting


- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describe settings, character and atmosphere.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Editing and Evaluating

- Assess the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the correct and consistent use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-reading for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Narrative Lead Text: Macbeth (Shakespeare)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech - REVISIT</u></p> <ul style="list-style-type: none"> • <i>Writers often want to include characters talking to one another. This is called direct speech. (Year 3)</i> • <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3)</i> <ul style="list-style-type: none"> ○ <i>The speech sentence contains the words which are said aloud</i> ○ <i>The reporting clause describes who is talking and how they are talking.</i> • <i>Punctuating basic direct speech</i> <ul style="list-style-type: none"> ○ <i>When a new character starts talking, writers start a new paragraph. (Year 3,4)</i> ○ <i>The speech sentence is always surrounded by inverted commas (“”)</i> ○ <i>The reporting clause is not surrounded by inverted commas.</i> ○ <i>When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma.</i> ○ <i>The speech sentence always needs closing punctuation inside the inverted commas.</i> <ul style="list-style-type: none"> ▪ <i>A speech sentence which is a question needs a ‘?’</i> ▪ <i>A speech sentence which is an exclamation needs a ‘!’</i> ▪ <i>A full stop is used for statements and commands when the speech sentence comes at the end of the sentence.</i> ▪ <i>A comma is used when the speech sentence comes before the reporting clause.</i> • <i>The reporting clause can be placed within the speech sentence/sentences. This is called split speech. When punctuating split speech, ... (Year 5)</i> <ul style="list-style-type: none"> ○ <i>The first half of the speech sentence should have either a , ? or ! within the inverted commas.</i> ○ <i>The reporting clause should begin with a lower case letter (unless it is a proper noun)</i> ○ <i>There should be a comma after the reporting clause</i> ○ <i>The second half of the speech sentence should start with a lower case letter (unless it is the start of a new sentence)</i> ○ <i>The final half of the speech sentence should end with a ?, ! or . inside the inverted commas.</i> • <i>The way a character talks can help us to visualise them clearly. This is another form of character description. For example</i> <ul style="list-style-type: none"> ○ Power dynamics: <i>a character who dominates the conversation or who is always agreed with is likely to have the most power.</i> ○ Economic/social status: <i>Higher levels of formality can indicate social status. .</i> ○ Region/Nationality/Education: <i>Words can be deliberately contracted (where they would not normally be) or mis-spelled to indicate a character’s accent or their level of education..</i> <p>Character development: <i>A change in the way a character talks over time can show how their character develops/evolves over time.</i></p> <p><i>Additional revisits will be determined by teachers, based on their AfL and the cohort’s needs.</i></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of a narrative <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech</u></p> <ul style="list-style-type: none"> • <i>To accurately punctuate direct speech.</i> • <i>To use dialogue to create character and advance the action.</i> <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • <i>To make choices about the purpose, audience and form of their writing.</i> • <i>To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing.</i> • <i>To identify an appropriate form to achieve their purpose (considering their audience).</i> 	<p>Children should know when...</p> <ul style="list-style-type: none"> • <i>To include direct speech purposefully within their writing.</i> <p>Children should know why...</p> <ul style="list-style-type: none"> • <i>Direct speech should only be used for a specific purpose.</i>

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<ul style="list-style-type: none"> ○ <i>May include characters talking to one another to help create plot.</i> • Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> ○ <i>Are told by a narrator who is ‘outside of the action’</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> 	<ul style="list-style-type: none"> • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	

Vocabulary	Direct speech	When two or more characters talk to one another.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted comma	The piece of punctuation used to mark a speech sentence. “ ”. These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Closing punctuation	The punctuation mark selected to go at the end of a speech sentence. This is included before the closing inverted comma. There are specific rules about which punctuation marks are required here.	Split speech	When the reporting clause is placed within the middle of the speech sentence. This could be between two sentences or could be within a single sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2:
Purpose – DISCUSS
Audience: Teacher’s Choice
Viewpoint: Children’s Choice.
Form: Balanced argument
Text/Context Driver: The Arrival (Shaun Tan)

Vocabulary, Grammar and Punctuation
Formality – REVISIT

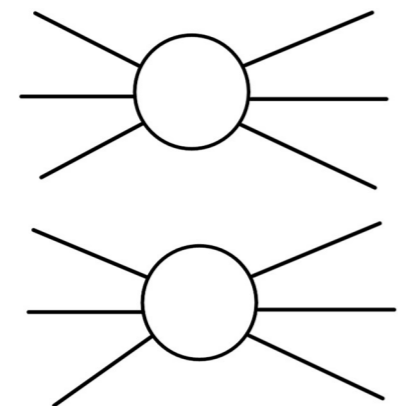
- *The formality of a text affects the voice and tone a writer has to use. (Year 5)*
- *Writing (and speech) can be either formal or informal. Formal writing has a serious, unemotional and impersonal tone. Informal writing is more ‘chatty’. (Year 5)*
- **Features of formal writing**
 - **No Contractions** (Year 5)
 - **Standard English** (Year 5)
 - **Precise, formal and specific vocabulary** (e.g. ‘investigated’ instead of ‘checked out’, ‘considered’ instead of ‘thought about’) (Year 5)
 - **No question tags:** Sentences are accurately grammatically constructed as statements, questions, exclamations or commands. (Year 6)
 - **Parenthesis may use dashes** (Year 6)
 - **Range of different sentence starters and adverbials** including subordinate clauses and fronted adverbials. (Year 6)
- **Features of informal writing**
 - **Contractions.** (Year 5)
 - **May use non-standard English** (if used deliberately, for example creating character within dialogue) (Year 5)
 - **Less specific, ‘chattier’ vocabulary choices** (e.g. ‘checked out’) (Year 5)
 - **Brackets and commas for parenthesis.** (Year 6)
 - **Conjunctive adverb sentence starters** (Year 6)

Additional revisits will be determined by teachers, based on their AfL and the cohort’s needs.

Composition

- Features of discursive writing
 - *Use paragraphs to structure arguments.*
 - *Use conjunctions to make the links between clauses explicit.*
 - *Use expanded noun phrases to specify and describe.*
 - *Use relative clauses and parenthesis to specify and describe.*
 - *Use lists, with items separated by commas, to add detail.*
 - *Maintain a formal, impersonal tone.*
- Text shape.
 - A for-and-against diagram is a useful structure for planning non chronological information texts:

Discussion text shape



Children should know how...

Vocabulary, Grammar and Punctuation
Formality

- *To make grammar, punctuation and vocabulary choices which reflect the formality of the piece of writing.*

Composition
Planning

- To make choices about the purpose, audience and form of their writing.
- To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing.
- To identify an appropriate form to achieve their purpose (considering their audience).
- To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose.
- Make efficient and effective notes, adapting the planning models they have learned to suit their purpose (such as the discussion text shape).

Drafting

- To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected.
- To integrate different skills effectively to achieve their purposes.

Editing and Evaluating

- To proof-read our writing for our year group’s non-negotiables.


Children should know when...

- A piece of writing requires more formal language structures to be used.

Children should know why...

- Discursive writing is often more formal.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<ul style="list-style-type: none"> ○ <i>Each main viewpoint is recorded in the central circle.</i> ○ <i>Evidence against that viewpoint is recorded on the spokes on the left hand side</i> ○ <i>Evidence for that viewpoint is recorded on the spokes on the right hand side.</i> 			<ul style="list-style-type: none"> • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others' writing giving reasons based on the impact of the writer's choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 			
Vocabulary	formality	The tone of a piece of writing, influenced by whether the writer knows the reader well or not, and the purpose for which they are writing.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	Standard English	English which follows the formal conventions.
	Question tag	A short phrase placed on the end of a statement to turn it into a question. Often follows a dash.	parentheses	The punctuation marks used to show parenthesis. These can be commas, dashes or brackets.	Parenthesis	When we add more information into a sentence, which can be removed and the sentence would still make sense.
	brackets	A punctuation mark used to show parenthesis. (). Used when the writer wants the parenthesis to stand out from the rest of their writing, or when the text within parenthesis comes with its own punctuation.	commas	A punctuation mark. The most common of the parentheses.	dashes	A punctuation mark used to show parenthesis. Used ion informal writing only, and more commonly when the parenthesis comes at the end of the sentence.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge							
 <p>Learning Journey 2: Purpose – ENTERTAIN Audience: Teacher’s Choice Viewpoint: Children’s Choice. Form: Suspense story Lead Text: Literacy Shed Video (e.g. Titanium, Ruin, Alma, Before Sunrise) or The Arrival (Shaun Tan) based on children’s interests.</p>									
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion- REVISIT</u></p> <ul style="list-style-type: none"> • <i>Cohesion is how well linked together the ideas (clauses, sentences and paragraphs) are in your writing. (Year 5)</i> • <i>We can create cohesion by</i> <ul style="list-style-type: none"> ○ <i>Using adverbials (including fronted adverbials)</i> ○ <i>Using ellipsis to show where information has been deliberately left out to force the reader to infer. (Year 6)</i> ○ <i>Repeating key words, phrases or ideas across a piece of text. (Year 6)</i> <p><i>Additional revisits will be determined by teachers, based on their AfL and the cohort’s needs.</i></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of a narrative <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives, modifying nouns and modifying prepositional phrases to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns and adverbials for clarity and cohesion.</i> ○ <i>May include characters talking to one another to help create plot.</i> • Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • Features of the specific form (3rd person narrative) <ul style="list-style-type: none"> ○ <i>Are told by a narrator who is ‘outside of the action’</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Cohesion</u></p> <ul style="list-style-type: none"> • <i>To create cohesion within and between paragraphs.</i> <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To make choices about the purpose, audience and form of their writing. • To identify the how choices made by expert writers achieve the same purpose and make deliberate choices about how to use this knowledge in their own writing. • To identify an appropriate form to achieve their purpose (considering their audience). • To identify appropriate vocabulary, grammar and punctuation which will support them to achieve their purpose. • Make efficient and effective notes, adapting the planning models they have learned to suit their purpose. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To make deliberate choices of vocabulary, grammar and punctuation to accentuate meaning based on the purpose for their writing, their audience and the form they have selected. • To integrate different skills effectively to achieve their purposes. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To evaluate whether their writing is in the correct register (level of formality), and make changes to vocabulary, grammar and punctuation to reflect this. • To evaluate the effectiveness of their own and others’ writing giving reasons based on the impact of the writer’s choices on the reader. • To propose and make substantial changes based on this evaluation to enhance the impact on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Their writing has lost cohesion and how to address this. <p>Children should know why...</p> <ul style="list-style-type: none"> • Writers sometimes choose to deliberately interrupt cohesion in suspense writing. 							
<table border="1"> <tr> <td data-bbox="92 1871 281 1934">Vocabulary</td> <td data-bbox="281 1871 424 1934">cohesion</td> <td data-bbox="424 1871 1127 1934">Linking together the ideas within and across paragraphs to turn a text into a coherent whole.</td> <td data-bbox="1127 1871 1326 1934"></td> <td data-bbox="1326 1871 1970 1934"></td> <td data-bbox="1970 1871 2157 1934"></td> <td data-bbox="2157 1871 2807 1934"></td> </tr> </table>	Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.						
Vocabulary	cohesion	Linking together the ideas within and across paragraphs to turn a text into a coherent whole.							

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
Enrichment & wider development		