

Threshold Concept	EYFS Milestone	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
Composition	<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p> <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Begin to write for a variety of purposes. • Plan by talking about ideas with adult support. • Use some basic characteristic features of the type of writing used (e.g. writing 'to' and 'love' in a card or letter). • Write and read back with adult support. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas. • Use some of the characteristic features of the type of writing used. • Write and read back. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes including narrative and personal experience writing. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review (including proof-reading) and improve. 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally. • Write for a range of real purposes and audiences. • Plan by discussing, exploring and collecting ideas. • Use the main features of the type of writing used (identified in reading). • Plan, write, edit and improve through drafting to ensure meaning is clear. 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally. • Write for a range of real purposes and audiences. • Plan writing by discussing and recording ideas and drawing from similar texts to learn from its structure, vocabulary and grammar. • Use the main features of the type of writing used (identified in reading). • Plan, write, edit and improve through drafting and re-drafting to ensure meaning is clear. 	<ul style="list-style-type: none"> • Identify the audience for, and the purpose of the writing. • Plan writing by noting, developing and researching ideas, drawing on reading and research where necessary. • Choose the appropriate form of writing and use other similar writing as models for their own. • Plan, draft, write, edit and improve to enhance effects and clarify meaning. • Assess the effectiveness of their own and others' writing. • Select language that shows good awareness of the reader. 	<ul style="list-style-type: none"> • Identify the audience for, and the purpose of the writing. • Plan writing by noting, developing and researching ideas, drawing on reading and research where necessary. • Choose the appropriate form of writing and use other similar writing as models for their own. • Plan, draft, write, edit and improve to enhance effects and clarify meaning. • Assess the effectiveness of their own and others' writing. • Select language that shows good awareness of the reader. • Select vocabulary and grammatical structures that reflect what the writing requires (e.g. contracted forms in dialogue in narrative etc). • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
Imaginative description	<p>This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Use pronouns accurately. • Use adjectives to add detail. • Use names of people, places and things. 	<ul style="list-style-type: none"> • Use nouns and pronouns for variety. • Use descriptive techniques such as well chosen adjectives, similes and onomatopoeia. • Use names of people, places and things. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Use a range of descriptive phrases including some collective nouns. • Use descriptive techniques such as alliteration, onomatopoeia and similes. • Create characters, settings and plots. • Begin to create different character roles in writing. • Begin to indicate direct speech within a piece of writing. 	<ul style="list-style-type: none"> • Can choose an appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Use descriptive techniques such as alliteration, onomatopoeia and similes effectively. • Create convincing characters, settings and plots. • Adopt, create and sustain a range of roles. • Use accurate punctuation to indicate direct speech. 	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere effectively using a range of descriptive techniques including similes, onomatopoeia, alliteration, metaphors and personification. • Use the techniques that authors use to create characters, settings and plots. • Adopt, create and sustain a range of roles, responding appropriately to others in role (verbally and non-verbally). • Integrate dialogue with description to convey character and advance the action. • Use knowledge of language gained from wider reading to facilitate effective writing. 	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere effectively using a range of descriptive techniques including similes, onomatopoeia, alliteration, metaphors and personification. • Use the techniques that authors use to create characters, settings and plots. • Adopt, create and sustain a range of roles, responding appropriately to others in role (verbally and non-verbally). • Integrate dialogue with description to convey character and advance the action. • Use knowledge of language gained from wider reading to facilitate effective writing. • Distinguish between the language of speech and writing and choose the appropriate register.
Organise writing appropriately	<p>This concept involves developing an appreciation of how best to convey ideas through organisation.</p>	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Begin to organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Proof read for spelling and punctuation errors and ensure writing makes sense. • Use organisational devices such as headings and sub headings. 	<ul style="list-style-type: none"> • Proof read for spelling and punctuation errors and ensure writing makes sense. • Use organisational devices such as headings and sub headings. 	<ul style="list-style-type: none"> • Proof read for spelling and punctuation errors and ensure writing makes sense. • Guide the reader by using a range of organisational devices, e.g. headings, bullet points, underlining. 	<ul style="list-style-type: none"> • Proof read for spelling and punctuation errors and ensure writing makes sense. • Guide the reader and structure the text by using a range of organisational devices, e.g. headings, bullet points, tables.
Paragraphs	<p>This concept involves understanding how to group ideas so as to guide the reader.</p>	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information simply. 	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Sequence paragraphs. • Organise paragraphs around a theme. 	<ul style="list-style-type: none"> • Sequence paragraphs. • Organise paragraphs around a theme. 	<ul style="list-style-type: none"> • Write paragraphs that make sense if read alone. • Begin to build cohesion within and across paragraphs. • Write paragraphs that give the reader a sense of clarity. 	<ul style="list-style-type: none"> • Write paragraphs that make sense if read alone. • Use a range of devices to build cohesion [e.g. conjunctions, adverbials of time and place, pronouns, synonyms] within and across paragraphs • Write paragraphs that give the reader a sense of clarity.
Use sentences appropriately							

This concept involves using different types of sentences appropriately for both clarity and for effect.

- Write simple sentences which can be read by themselves and others (ELC).

Analysis and presentation

Analyse writing
This concept involves understanding how grammatical choices give effect and meaning to writing.

Present writing
This concept involves learning to reflect upon writing and reading it aloud to others.

• Begin to sequence sentences to form narratives.

• Convey ideas sentence by sentence.

• Write so that other people can understand the meaning of sentences.

• Begin to discuss writing with the teacher and other pupils.

• Use and understand grammatical terminology in discussing writing: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

• Read aloud writing clearly enough to be heard by peers and the teacher.

• Sequence sentences to form clear narratives.

• Convey ideas sentence by sentence.

• Vary the way sentences begin.

• Use sentences with different forms: statement, question, exclamation and command.

• Discuss writing with the teacher and other pupils.

• Use and understand grammatical terminology in discussing writing: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

• Read aloud writing, with some intonation, clearly enough to be heard by peers and the teacher.

• Use a range of sentence structures to vary writing.

• Extend the range of sentences with more than one clause by using a wider range of conjunctions

• Begin to use fronted adverbials to vary the way sentences begin.

• Discuss writing with the teacher and other pupils.

• Use and understand grammatical terminology when discussing writing: Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

• Read aloud writing to a group or whole class, using appropriate intonation.

• Use a mixture of simple, compound and complex sentences, including main and subordinate clauses.

• Extend the range of sentences with more than one clause by using a wider range of conjunctions

• Use fronted adverbials of time, manner and place to vary the way sentences begin.

• Discuss writing with the teacher and other pupils.

• Use and understand grammatical terminology when discussing writing: Pronoun, possessive pronoun, adverbial.

• Read aloud writing to a group or whole class, using appropriate intonation, and controlling the tone and volume so that the meaning is clear.

• Consciously control the structure of sentences in writing.

• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

• Discuss writing thoughtfully with the teacher and other pupils, thinking about the audience and purpose of the writing.

• Use and understand grammatical terminology when discussing writing: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

• Choose effective grammar and punctuation.

• Perform compositions, using appropriate intonation and volume.

• Engage in public speaking, performance and debate.

• Consciously control the structure of sentences in writing and understand why sentences are constructed as they are.

• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

• Discuss writing thoughtfully with the teacher and other pupils, thinking about the audience and purpose of the writing.

• Use and understand grammatical terminology when discussing writing: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

• Choose effective grammar and punctuation.

• Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

• Perform compositions, using appropriate intonation and volume.

• Demonstrate a mastery of language through public speaking, performance and debate.