

ANALYSIS AND PRESENTATION

To analyse writing, To present writing

	Milestone 1	Milestone 2	Milestone 3
TO ANALYSE WRITING	<p>Discuss writing with the teacher and other pupils. Use and understand grammatical terminology in discussing writing:</p> <p>Year 1 word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p> <p>Year 2 verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, adverb, compound, statement, question, exclamation mark</p>	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 3 word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p> <p>Year 4 pronoun, possessive pronoun, adverbial, determiner</p>	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 5 relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p> <p>Year 6 active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, antonym, ellipsis</p>
TO PRESENT WRITING	<p>Read aloud writing clearly enough to be heard by peers and the teacher. Read aloud writing with some intonation.</p>	<p>Read aloud writing to a group or whole class, using appropriate intonation</p>	<p>Perform compositions, using appropriate intonation and volume</p>

BOLD - definition and example is in glossary

RED – Taken from the National Curriculum. Must cover these.