

COMPOSITION

	Milestone 1	Milestone 2	Milestone 3
TO WRITE WITH PURPOSE	<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 and writing notes Use some of the characteristic features of the type of writing used Re-read writing to check it makes sense and make improvements (Y1) (Y2) 	<ul style="list-style-type: none"> Write for a wide range of purposes using the main features identified from modelled texts Use techniques used by authors to create characters and settings Compose and rehearse sentences orally Plan, write, edit and improve (Y3) (Y4) 	<ul style="list-style-type: none"> Identify the purpose and audience for writing Identify and use main features used by authors for writing (Y5) (Y6) Writing reflects the level of formality required (Y6) Note, develop and research ideas Plan, draft, write, edit, redraft and improve (Y5) (Y6)
TO USE IMAGINATIVE DESCRIPTION	<ul style="list-style-type: none"> Use well-chosen adjectives to add detail Use names of people, places and things Use nouns and pronouns for variety Use adverbs for extra detail 	<ul style="list-style-type: none"> Create characters, settings and plots (Y3) Use alliteration effectively Use similes effectively Use a range of descriptive phrases including some collective nouns 	<ul style="list-style-type: none"> Create vivid images by using alliteration and similes Create vivid images by using metaphors and personification (Y6) Interweave descriptions of characters, settings and atmosphere with dialogue (Y6)
TO ORGANISE WRITING APPROPRIATELY	<ul style="list-style-type: none"> Organise writing in line with its purpose 	<ul style="list-style-type: none"> Use organisational devices such as headings and sub headings Use the perfect form of verbs to mark relationships of time and cause Use connectives that signal time, shift attention, inject suspense and shift the setting (Y4) 	<ul style="list-style-type: none"> Guide the reader by using a range of organisational devices, including a range of connectives (Y5) Ensure correct use of tenses throughout a piece of writing (Y5)
TO USE PARAGRAPHS	<ul style="list-style-type: none"> Write about more than one idea Group related information 	<ul style="list-style-type: none"> Organise paragraphs around a theme (Y3) Sequence paragraphs (Y4) 	<ul style="list-style-type: none"> Write paragraphs that make sense if read alone Write cohesively at length (Y5) (Y6)
TO USE SENTENCES APPROPRIATELY	<ul style="list-style-type: none"> Write ideas in sentences with some demarcation e.g. capital letters and full stops (Y1) Join sentences with conjunctions and connectives Use the word 'and' to join words and sentences Vary the way sentences begin Use expanded noun phrases to describe and specify e.g. the blue butterfly (Y2) Use subordination when, if, that or because (Y2) Use coordination or, and, but (Y2) Use the present and past tenses correctly, including the progressive form (Y2) 	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences Extend sentences by using a range of conjunctions, including when, if, because, although Use the present perfect form of verbs accurately Use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4) Use conjunctions when, before, after, while, so, because (Y3) Use adverbs, then, next, soon, therefore (Y3) Use prepositions before, after, during, in, because of, to express time and cause (Y3) Use fronted adverbials with correct punctuation E.g. Later that day, I heard the bad news (Y4) 	<ul style="list-style-type: none"> Use passive and active verbs to affect the presentation of information in a sentence. I broke the window in the green house/The window in the green house was broken by me (Y6) Use the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs might, should, will, must or adverbs perhaps, surely, to indicate degrees of possibility Use relative clauses beginning with the relative pronouns who, which, where, when, whose, that

BOLD – Key learning in the milestone

[Blue](#)– definition and example is in glossary.