



LITERACY MILESTONES COMMUNICATION, READING AND WRITING

Learning Team	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Literacy Milestones Communication	<p><u>To listen carefully and understand</u> Sift information and focus on the important points.</p> <p>Seek clarification when a message is not clear.</p> <p>Understand instructions with more than one point.</p> <p><u>To speak with clarity</u> Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</p> <p><u>To hold conversations and debates</u> Use subject specific vocabulary to explain and describe.</p>	<p><u>To listen carefully and understand</u> Sift information and focus on the important points.</p> <p>Seek clarification when a message is not clear.</p> <p>Understand instructions with more than one point.</p> <p><u>To speak with clarity</u> Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</p> <p><u>To hold conversations and debates</u> Use subject specific vocabulary to explain and describe.</p>	<p><u>To tell stories with structure</u></p> <p>Ensure stories have a setting, plot and a sequence of events.</p> <p>Recount experiences with interesting detail.</p> <p>Predict events in a story.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p><u>To tell stories with structure</u></p> <p>Ensure stories have a setting, plot and a sequence of events.</p> <p>Recount experiences with interesting detail.</p> <p>Predict events in a story.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Take turns to talk, listening carefully to the contributions of others.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Take turns to talk, listening carefully to the contributions of others.</p>
Literacy Milestones Reading	<p><u>To read words accurately</u> Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable,</p>	<p><u>To read words accurately</u> Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable,</p>	<p><u>To read words accurately</u></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including,</p>	<p><u>To read words accurately</u></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including,</p>	<p><u>To read words accurately</u></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes,</p>	<p><u>To read words accurately</u></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes,</p>



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	<p>alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events. Predict events.</p>	<p>alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events.</p>	<p>where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events.</p>	<p>where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events.</p>	<p>including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events.</p>	<p>including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><u>To understand texts</u> Discuss events.</p>
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	<p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict events.</p> <p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict events.</p> <p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict events.</p> <p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict events.</p> <p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Predict events.</p> <p>Link reading to own experience.</p> <p>Join in with stories or poems.</p> <p>Check that reading makes sense and self-correct.</p> <p>Infer what characters are like from actions.</p> <p>Ask and answer questions about texts.</p> <p>Discuss favourite words and phrases.</p> <p>Listen to and discuss a wide range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>
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Literacy Milestones	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>
Writing	<p>Say first and then write to tell others about ideas.</p> <p>Plan by talking about ideas and writing notes</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters,</p> <p>Use spellings rules.</p> <p>Write simple sentences dictated by the teacher.</p> <p>Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Learn some new ways to represent phonemes.</p> <p>Sit correctly and hold a pencil correctly.</p> <p>Begin to form lower-case letters correctly.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>	<p>Use names of people, places and things.</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters,</p> <p>Leave spaces between words.</p> <p>Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</p> <p>Spell words containing 40+ learned phonemes.</p> <ul style="list-style-type: none"> • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p>	<p>Re-read writing to check it makes sense.</p> <p>Use the correct tenses.</p> <p>Write for a variety of purposes.</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p> <p>Prefix – un</p> <p>Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, question marks</p> <p>Use the present and past tenses correctly, including the progressive form.</p> <p>Form lower-case letters of a</p>	<p>Re-read writing to check it makes sense.</p> <p>Use the correct tenses.</p> <p>Organise writing in line with its purpose.</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p> <p>Prefix – un</p> <p>Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, question marks</p> <p>Use the present and past tenses correctly, including the progressive form.</p> <p>Form lower-case letters of a</p>	<p>Use adjectives to add detail.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Convey ideas sentence by sentence</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Use the word ‘and’ to join words and sentences</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, question marks</p> <p>Use extended noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Capital letters for nouns.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. 	<p>Use adjectives to add detail.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Convey ideas sentence by sentence</p> <p>Write, review and improve</p> <p><u>Transcription</u></p> <p>Use the word ‘and’ to join words and sentences</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, question marks</p> <p>Use extended noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Capital letters for nouns.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Discuss writing with the</p>



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	<p>Understand letters that are formed in similar ways.</p> <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural,</p>	<p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, 	<p>consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, 	<p>consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, 		<p>teacher and other pupils</p>
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS1</u></p>	<p>Write narrative diaries.</p> <p>Write recounts.</p> <p>Write glossaries.</p> <p><u>Real events</u></p>		<p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Write recounts.</p> <p>Write nonsense and humorous poems and limericks.</p> <p><u>Real events</u></p> <p><u>Poetry</u></p>	<p>Write stories set in places pupils have been.</p> <p>Write recounts.</p> <p>Write non-chronological reports</p> <p>Write glossaries.</p> <p><u>Personal experiences</u></p>	<p>Write stories that mimic significant authors.</p> <p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p><u>Different purposes</u></p>	<p>Write stories with imaginary settings.</p> <p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Write stories that mimic significant authors.</p> <p>Write recounts.</p> <p>Write poems that use pattern, rhyme and description</p> <p><u>Poetry</u></p> <p><u>Personal experiences</u></p>



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Year 2						
Literacy Milestones Communication	<p><u>To listen carefully and understand</u></p> <p>Sift information and focus on the important points.</p> <p>Seek clarification when a message is not clear.</p> <p>Understand instructions with more than one point.</p>	<p><u>To listen carefully and understand</u></p> <p>Sift information and focus on the important points.</p> <p>Seek clarification when a message is not clear.</p> <p>Understand instructions with more than one point.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use subject specific vocabulary to explain and describe.</p> <p>Identify homophones.</p> <p>To tell stories with structure</p> <p><u>To speak with clarity.</u></p> <p>Identify syllables within words.</p>	<p><u>To tell stories with structure</u></p> <p>Ensure stories have a setting, plot and a sequence of events.</p> <p>Recount experiences with interesting detail.</p> <p>Predict events in a story.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p><u>To hold conversations and debates</u></p> <p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>	<p><u>To hold conversations and debates</u></p> <p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>
Literacy Milestones Reading	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>	<p><u>To read words accurately</u></p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions</p>



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	<p>(for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently</p>	<p>(for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately 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LITERACY MILESTONES COMMUNICATION, READING AND WRITING

	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>range of texts.</p> <p>Recognise and join in with (including role-play) recurring language.</p> <p>Explain and discuss understanding of texts.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>
<p>Literacy Milestones</p> <p>Writing</p>	<p><u>Composition</u></p> <p>Write so that other people can understand the meaning of sentences.</p> <p>Sequence sentences to form a short narrative.</p> <p>Write for a variety of purposes.</p> <p>Write, review and improve – ONGOING</p> <p>Organise writing in line with its purpose - ONGOING</p> <p><u>Transcription</u></p> <p>Spell contraction words</p>	<p><u>Composition</u></p> <p>Write for a variety of purposes.</p> <ul style="list-style-type: none"> • Join sentences with conjunctions and connectives. • Vary the way sentences begin. <p>Use adjectives to add detail.</p> <p><u>Transcription</u></p> <p>Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Spell contraction words</p>	<p><u>Composition</u></p> <p>Write about more than one idea.</p> <p>Group related information.</p> <p>Use the correct tense.</p> <p><u>Transcription</u></p> <p>Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p>	<p><u>Composition</u></p> <p>Use well-chosen adjectives.</p> <ul style="list-style-type: none"> • Use nouns and pronouns for variety. • Use adverbs for extra detail. ONGOING IN TERM <p><u>Transcription</u></p> <p>Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p>	<p><u>Composition</u></p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write so that other people can understand the meaning of sentences.</p> <p><u>Transcription</u></p> <p>Use the possessive apostrophe. (singular) (for example, the girl's book)</p> <ul style="list-style-type: none"> • Distinguish between homophones and near-homophones. <p>Use both familiar and new</p>	<p><u>Composition</u></p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write so that other people can understand the meaning of sentences.</p> <p><u>Transcription</u></p> <p>Use the possessive apostrophe. (singular) (for example, the girl's book)</p> <ul style="list-style-type: none"> • Distinguish between homophones and near-homophones. <p>Use both familiar and new</p>



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	<p>correctly (can't, don't). Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists.</p> <p>Use sentences with different forms: statement, question, exclamation and command. ONGOING</p> <p>Use extended noun phrases to describe and specify (e.g. the blue butterfly). ONGOING</p> <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <p>verb, tense (past, present), adjective, comma.</p>	<p>correctly (can't, don't). Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists.</p> <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <p>• verb, tense (past, present), adjective, comma.</p>	<ul style="list-style-type: none"> • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spellings rules. <p>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists.</p> <p>Use coordination (or, and, but).</p> <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand</p>	<ul style="list-style-type: none"> • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spellings rules. <p>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists.</p> <p>Use coordination (or, and, but).</p> <p>Form lower-case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><u>Analysis and Presentation</u></p>	<p>punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<p>punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p><u>Analysis and Presentation</u></p> <p>Use and understand grammatical terminology in discussing writing:</p> <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
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			grammatical terminology in discussing writing: verb, tense (past, present), adjective, comma.	Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, comma.		
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS1</u></p>	<p>Write stories that mimic significant authors.</p> <p>Write recounts.</p> <p><u>Different purposes</u></p>	<p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p><u>Different purposes</u></p>	<p>Write narrative diaries.</p> <p>Write recounts.</p> <p>Write poems that use pattern, rhyme and description.</p> <p><u>Real events</u></p> <p><u>Poetry</u></p>	<p>Write stories with imaginary settings.</p> <p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p>Write glossaries.</p> <p>Write non-chronological reports</p> <p><u>Personal experiences</u></p>	<p>Present information.</p> <p>Write recounts</p> <p><u>Real events</u></p>	<p>Write narrative diaries.</p> <p>Write stories set in places pupils have been.</p> <p>Write non-chronological reports</p> <p>Write nonsense and humorous poems and limericks.</p> <p><u>Personal experiences</u></p> <p><u>Poetry</u></p>
Year 3						
<p>Literacy Milestones</p> <p>Communication</p>	<p><u>To listen carefully and understand</u></p> <p>Engage in discussions, making relevant points.</p> <p>Ask for specific additional information to clarify.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p><u>To speak with clarity</u></p>	<p><u>To listen carefully and understand</u></p> <p>Engage in discussions, making relevant points.</p> <p>Ask for specific additional information to clarify.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p><u>To speak with clarity</u></p>	<p><u>To hold conversations and debates</u></p> <p>Make relevant comments or ask questions in a discussion or a debate.</p> <p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p><u>To hold conversations and debates</u></p> <p>Make relevant comments or ask questions in a discussion or a debate.</p> <p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use time, size and other measurements to quantify.</p> <p>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use time, size and other measurements to quantify.</p> <p>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that</p>



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	<p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>	<p>Use verbs with irregular endings.</p> <ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 			<p>is listening.</p> <p><u>To tell stories with structure</u> Bring stories to life with expression and intonation.</p> <p>Read the audience to know when to add detail and when to leave it out</p>	<p>is listening.</p> <p><u>To tell stories with structure</u> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out</p>
<p>Literacy Milestones</p> <p style="text-align: center;">Reading</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u> Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Recall and summarise main ideas.</p> <p>Discuss words and phrases that capture the imagination.</p> <p>Prepare poems and plays to</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u> Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Recall and summarise main ideas.</p> <p>Discuss words and phrases that capture the imagination.</p> <p>Prepare poems and plays to</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p>	<p><u>To read words accurately</u> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p>



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	<p>read aloud with expression, volume, tone and intonation.</p> <p>Recognise some different forms of poetry.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p>	<p>read aloud with expression, volume, tone and intonation.</p> <p>Recognise some different forms of poetry.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p>				
Literacy Milestones Writing	<p><u>Composition</u> Write for a wide range of purposes using the main features identified in reading</p> <p>Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p>	<p><u>Composition</u> Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p> <p>Plan, write, edit and improve.</p> <p>Create characters, settings and plots.</p>	<p><u>Composition</u> Use organisational devices such as headings and sub headings.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use a mixture of simple, compound sentences.</p>	<p><u>Composition</u> Use organisational devices such as headings and sub headings.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use a mixture of simple, compound sentences.</p>	<p><u>Composition</u> Use techniques used by authors to create characters and settings.</p> <p>Create characters, settings and plots.</p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences.</p>	<p><u>Composition</u> Use techniques used by authors to create characters and settings.</p> <p>Create characters, settings and plots.</p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences.</p>



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	<p>Plan, write, edit and improve.</p> <p>Create characters, settings and plots.</p> <p>Use alliteration effectively. Use similes effectively.</p> <p>Use a range of descriptive phrases including some collective nouns</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p>Organise paragraphs around a theme.</p> <p>Use a mixture of simple, compound sentences.</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • adverbial phrases. <p><u>Transcription</u></p> <p>Join letters, deciding which letters are best left un-joined.</p> <p>Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</p>	<p>Use alliteration effectively.</p> <p>Use similes effectively.</p> <p>Use a range of descriptive phrases including some collective nouns</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p>Organise paragraphs around a theme.</p> <p>Use a mixture of simple, compound sentences.</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • adverbial phrases. <p><u>Transcription</u></p> <p>Join letters, deciding which letters are best left un-joined.</p> <ul style="list-style-type: none"> • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. <p>Use prefixes and suffixes and</p>	<p><u>Transcription</u> Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><u>Analysis and Presentation</u> Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant,</p>	<p><u>Transcription</u> Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><u>Analysis and Presentation</u> Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant,</p>	<p>Write sentences that include:</p> <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. <p><u>Transcription</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Analysis and Presentation</u> Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p>	<p>Write sentences that include:</p> <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. <p><u>Transcription</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Analysis and Presentation</u> Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</p>
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	<p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell correctly often misspelt words.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Using and punctuating direct speech.</p> <p><u>Analysis and Presentation</u></p> <p>Word family, conjunction, adverb, preposition, direct speech,</p>	<p>understand how to add them.</p> <ul style="list-style-type: none"> • Spell further homophones. • Spell correctly often misspelt words. <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Using and punctuating direct speech.</p> <p><u>Analysis and Presentation</u></p> <p>Word family, conjunction, adverb, preposition, direct speech,</p>				
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS2</u></p>	<p>Write stories of adventure.</p> <p>Write in a journalistic style.</p> <p>Write formally</p> <p>Write cinquain.</p> <p><u>Narratives</u></p>		<p>Write stories set in places pupils have been</p> <p>Write letters.</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Write instructions.</p>		<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write plays.</p> <p>Write haiku.</p> <p><u>Narratives</u></p>	



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	<p><u>Non-fiction</u></p> <p><u>Poetry</u></p>	<p>Write persuasively.</p> <p>Write explanations.</p> <p>Write non-chronological reports.</p> <p>Write arguments.</p> <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p> <p><u>Non-fiction</u> <u>Different purposes.</u></p>			<p><u>Poetry</u></p>	
Year 4						
Literacy Milestones Communication	<p><u>To listen carefully and understand</u></p> <p>Engage in discussions,</p>	<p><u>To listen carefully and understand</u></p> <p>Engage in discussions,</p>	<p><u>To hold conversations and debates</u></p> <p>Make relevant comments or ask questions in a discussion or a debate.</p>	<p><u>To hold conversations and debates</u></p> <p>Make relevant comments or ask questions in a discussion or a debate.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use time, size and other</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use time, size and other</p>



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	<p>making relevant points.</p> <p>Ask for specific additional information to clarify.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p><u>To speak with clarity</u></p> <p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>	<p>making relevant points.</p> <p>Ask for specific additional information to clarify.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p><u>To speak with clarity</u></p> <p>Use verbs with irregular endings.</p> <ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>measurements to quantify.</p> <p>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p> <p><u>To tell stories with structure</u></p> <p>Bring stories to life with expression and intonation.</p> <p>Read the audience to know when to add detail and when to leave it out</p>	<p>measurements to quantify.</p> <p>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p> <p><u>To tell stories with structure</u></p> <p>Bring stories to life with expression and intonation.</p> <p>Read the audience to know when to add detail and when to leave it out</p>
<p>Literacy Milestones</p> <p style="text-align: center;">Reading</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences from reading.</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences from reading.</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Retrieve and record</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Retrieve and record</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings,</p>	<p><u>To read words accurately</u></p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings,</p>



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	<p>Predict from details stated and implied.</p> <p>Recall and summarise main ideas.</p> <p>Discuss words and phrases that capture the imagination.</p> <p>Prepare poems and plays to read aloud with expression, volume, tone and intonation.</p> <p>Recognise some different forms of poetry.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p>	<p>Predict from details stated and implied.</p> <p>Recall and summarise main ideas.</p> <p>Discuss words and phrases that capture the imagination.</p> <p>Prepare poems and plays to read aloud with expression, volume, tone and intonation.</p> <p>Recognise some different forms of poetry.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p>	<p>information from non-fiction, using titles, headings, sub-headings and indexes.</p>	<p>information from non-fiction, using titles, headings, sub-headings and indexes.</p>	<p>thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p>	<p>thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</p>
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Literacy Milestones	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>
Writing	<p>Write for a wide range of purposes using the main features identified in reading</p> <p>Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p> <p>Plan, write, edit and improve.</p> <p>Create characters, settings and plots.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Transcription</u> Extending the range of sentences with more than one</p>	<p>Write for a wide range of purposes using the main features identified in reading</p> <p>Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p> <p>Plan, write, edit and improve.</p> <p>Create characters, settings and plots.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p>Sequence paragraphs</p> <p>Use a mixture of simple, compound and complex sentences.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Transcription</u> Extending the range of sentences with more than one</p>	<p>Use organisational devices such as headings and sub headings.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Transcription</u> Using fronted adverbials.</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials.</p> <p>Bullet points</p> <p><u>Analysis and Presentation</u> Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>	<p>Use organisational devices such as headings and sub headings.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Transcription</u> Using fronted adverbials.</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials.</p> <p>Bullet points</p> <p><u>Analysis and Presentation</u> Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>	<p>Write for a wide range of purposes using the main features identified in reading</p> <p>Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p> <p>Plan, write, edit and improve.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p><u>Transcription</u> Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p><u>Analysis and Presentation</u> Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>	<p>Write for a wide range of purposes using the main features identified in reading</p> <p>Use techniques used by authors to create characters and settings.</p> <p>Compose and rehearse sentences orally.</p> <p>Plan, write, edit and improve.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p> <p><u>Transcription</u> Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p><u>Analysis and Presentation</u> Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>



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	<p>clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Analysis and Presentation</u></p> <p>Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>	<p>clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Bullet points</p> <p><u>Analysis and Presentation</u></p> <p>Read aloud writing to a group or whole class, using appropriate intonation</p> <p>Pronoun, possessive pronoun, adverbial</p>				
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS2</u></p>	<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write plays.</p> <p>Write biographies.</p> <p>Learn by heart and perform a significant poem.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p>		<p>Write stories set in places pupils have been</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Write persuasively.</p> <p>Write formally</p> <p>Write arguments.</p> <p><u>Non-fiction</u></p>	<p>Write explanations.</p> <p>Write non-chronological reports.</p> <p>Write poems that convey an image</p> <p><u>Different purposes.</u></p>	<p>Write stories of mystery and suspense.</p> <p>Write recounts.</p> <p>Write in a journalistic style.</p> <p>Write cinquain.</p> <p><u>Narratives</u></p> <p><u>Non-fiction</u></p>	



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	<p>direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within Make comparisons within Make comparisons within and across books.</p> <p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information from non-fiction.</p>	<p>direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within Make comparisons within Make comparisons within and across books.</p> <p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information from non-fiction.</p>	<p>direct teaching.)</p> <p><u>To understand texts</u></p> <p>Learn a wide range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>direct teaching.)</p> <p><u>To understand texts</u></p> <p>Learn a wide range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>direct teaching.)</p> <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>direct teaching.)</p> <p><u>To understand texts</u></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
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LITERACY MILESTONES COMMUNICATION, READING AND WRITING

	Participate in discussion about books, taking turns and listening and responding to what others say.	Participate in discussion about books, taking turns and listening and responding to what others say.				
Literacy Milestones	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>	<u>Composition</u>
Writing	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>Guide the reader by using a range of organisational devices, including a range of connectives -ONGOING</p> <p>Choose effective grammar and punctuation and propose changes to improve clarity-ONGOING</p> <p>• Ensure correct use of tenses throughout a piece of writing</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>bullet points</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Use prefixes, applying guidelines for adding them.</p> <p>• Spell some words with silent letters (knight, psalm)</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Create vivid images by using alliteration, similes, metaphors and personification.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>Write paragraphs that make sense if read alone.</p> <p>Write cohesively at length.</p> <p>modal verbs</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Create vivid images by using alliteration, similes, metaphors and personification.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>Write paragraphs that make sense if read alone.</p> <p>Write cohesively at length.</p> <p>modal verbs</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>A mixture of active and passive voice</p> <p>A clear subject and object hyphens, colons and semi colons</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p>A mixture of active and passive voice</p> <p>A clear subject and object hyphens, colons and semi colons</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>• Using the perfect form of</p>



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	<p>-ONGOING</p> <p>Write paragraphs that give the reader a sense of clarity.</p> <p>relative clauses- who, when, where, whose, that</p> <p>relative pronouns</p> <p>bullet points</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Use prefixes, applying guidelines for adding them.</p> <p>Spell some words with silent letters (knight, psalm solemn).</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</p> <p>Use dictionaries to check</p>	<p>solemn).</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</p> <p>Use dictionaries to check spelling and meaning of words.</p> <p>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</p> <p>Use a thesaurus.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Précising longer passages</p> <p>relative clauses- who, when, where, whose, that</p> <p><u>Analysis and Presentation</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>	<p>Brackets Parenthesis</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Précising longer passages</p> <p><u>Analysis and Presentation</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>	<p>Brackets Parenthesis</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Précising longer passages</p> <p><u>Analysis and Presentation</u> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Using passive verbs to affect the presentation of</p>	<p>verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p><u>Transcription</u> Write fluently and legibly with a personal style.</p> <p>Using passive verbs to affect the presentation of</p>
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	<p>spelling and meaning of words.</p> <p>Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</p> <p>Use a thesaurus.</p> <p>Précising longer passages</p> <p><u>Analysis and Presentation</u></p> <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>				<p>information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely. <p><u>Analysis and Presentation</u></p> <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>	<p>information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely. <p><u>Analysis and Presentation</u></p> <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS2</u></p>	<p>Write stories set in places pupils have been.</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Write instructions.</p> <p>Write non-chronological reports.</p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories of adventure.</p> <p>Write explanations.</p> <p>Learn by heart and perform a significant poem.</p> <p>Write haiku.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p> <p><u>Different purposes.</u></p>		<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write recounts.</p> <p>Write biographies.</p> <p>Write arguments.</p> <p>Write poems that convey an image</p> <p><u>Non-fiction</u></p> <p><u>Poetry</u></p>		



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Year 6						
Literacy Milestones Communication	<p><u>To hold conversations and debates</u> Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p> <p>Offer alternative explanations when others don't understand.</p>	<p><u>To hold conversations and debates</u> Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p> <p>Offer alternative explanations when others don't understand.</p>	<p><u>To listen carefully and understand</u></p> <p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Recognise and explain some idioms.</p> <p>Understand irony (when it is obvious).</p> <p><u>To speak with clarity</u></p> <p>Vary the length and structure of sentences.</p> <p>Ask questions and make suggestions to take an active part in discussions.</p> <p>Comment on the grammatical structure of a range of spoken and written accounts.</p>	<p><u>To listen carefully and understand</u></p> <p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Recognise and explain some idioms.</p> <p>Understand irony (when it is obvious).</p> <p><u>To speak with clarity</u></p> <p>Vary the length and structure of sentences.</p> <p>Ask questions and make suggestions to take an active part in discussions.</p> <p>Comment on the grammatical structure of a range of spoken and written accounts.</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p> <p><u>To tell stories with structure</u> Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story being told.</p> <p>Interweave action, character descriptions, settings and</p>	<p><u>To develop a wide and interesting vocabulary</u></p> <p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p> <p><u>To tell stories with structure</u> Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story being told.</p> <p>Interweave action, character descriptions, settings and</p>



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					dialogue.	dialogue.
Literacy Milestones						
Reading	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within Make comparisons within Make comparisons within and across books.</p> <p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one</p>	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within Make comparisons within Make comparisons within and across books.</p> <p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one</p>	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Learn a wide range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Learn a wide range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><u>To read words accurately</u> Apply knowledge of root words, prefixes and suffixes.</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u> Recommend books to peers, giving reasons for choices.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>



LITERACY MILESTONES COMMUNICATION, READING AND WRITING

	<p>paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about books, taking turns and listening and responding to what others say.</p>	<p>paragraph, identifying key details that support the main ideas.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about books, taking turns and listening and responding to what others say.</p>				
Literacy Milestones Writing	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using modal verbs or adverbs to indicate degrees of</p>	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using modal verbs or adverbs to indicate degrees of</p>	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a</p>	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p>	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a</p>	<p><u>Composition</u> Use the techniques that authors use to create characters, settings and plots.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue.</p> <p><u>Transcription</u> Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a</p>



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	<p>possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p> <p>Perform compositions, using appropriate intonation and volume.</p>	<p>possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points..</p> <p>Perform compositions, using appropriate intonation and volume.</p>	<p>list.</p> <p>Punctuating bullet points consistently.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p> <p>Perform compositions, using appropriate intonation and volume.</p>	<p>Punctuating bullet points consistently.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p> <p>Perform compositions, using appropriate intonation and volume.</p>	<p>list.</p> <p>Punctuating bullet points consistently.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p> <p>Perform compositions, using appropriate intonation and volume.</p>	<p>list.</p> <p>Punctuating bullet points consistently.</p> <p><u>Analysis and Presentation</u> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p> <p>Perform compositions, using appropriate intonation and volume.</p>
<p>Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p><u>Statutory at KS2</u></p>	<p>Write stories set in places pupils have been.</p> <p>Write letters</p> <p>Write formally.</p> <p>Write in a journalistic style.</p> <p>Learn by heart and perform a significant poem.</p> <p>Write poems that convey an image</p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write plays.</p> <p>Write non-chronological reports.</p> <p>Write arguments.</p> <p>Write cinquain</p> <p><u>Narratives</u></p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories of mystery and suspense.</p> <p>Write recounts.</p> <p>Write persuasively.</p> <p>Write biographies.</p> <p>Write haiku.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p>			



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Statutory requirement

Non-statutory suggestions (can be altered depending on class, children's interest area or Leader monitoring)