

# Fishponds Academy – English Writing Milestones

<p><b>Year 5 Agreed non-negotiables:</b></p>	<ul style="list-style-type: none"> <li>• Write in a legible and consistent style with increased quality and speed</li> <li>• Capital letters (I, names, places and titles, start sentences), full stops, question marks and exclamation marks</li> <li>• Commas within a list and for fronted adverbials</li> <li>• Apostrophes for contractions and singular possession</li> <li>• Many Yr 3/4 words spelt correctly</li> </ul>	
<p><b>On-going Assessed Skills:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences based on personal experiences and high quality texts, e.g. <a href="#">narratives</a>, <a href="#">newspaper and chronological reports</a>, <a href="#">diaries</a>, <a href="#">letters</a>, <a href="#">recounts</a>, <a href="#">persuasive leaflets</a>, <a href="#">advertising</a>, <a href="#">discussion</a>, <a href="#">instructions</a>, <a href="#">explanation</a>, <a href="#">poetry</a></li> <li>• Effective use of organisational features in fiction and non-fiction, e.g. <a href="#">balancing action</a>, <a href="#">description and dialogue</a>; <a href="#">balancing fact and opinion</a>; <a href="#">bullet points</a>, <a href="#">tables</a>, <a href="#">charts</a>, <a href="#">diagrams</a></li> <li>• Write with appropriate levels of formality for audience and purpose</li> <li>• Use a dictionary and thesaurus effectively, e.g. <a href="#">by 3rd/4th letter</a>, <a href="#">appropriate word choices</a></li> <li>• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations</li> <li>• Proof-read and edit their writing</li> <li>• Spell many words from the Year 5 word list and use these accurately in their writing</li> <li>• Meet the Y5 expectations from the chosen spelling scheme</li> <li>• Use legible, joined writing consistently</li> </ul>		
<p><b>Prior Learning</b></p>	<p><b>Term 1 Milestones</b></p>	<p><b>Examples from AREs</b></p>
	<p>COVID RECOVERY</p>	
<p><b>Prior Learning</b></p>	<p><b>Term 2 Milestones</b></p>	<p><b>Examples from AREs</b></p>
<p>(Y4) Identify main and subordinate clauses</p> <p>(Y4) Commas for fronted adverbials</p>	<ul style="list-style-type: none"> <li>• <b>Use main and subordinate clauses and move their positions in sentences</b></li> <li>• <b>Use commas accurately to demarcate clauses in complex sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Although he was terrified</a>, <a href="#">Alex crept through the forest.</a></li> <li>• <a href="#">Alex crept through the forest</a>, <a href="#">although he was terrified</a></li> <li>• <a href="#">Stopping in one of the few forest clearings</a>, <a href="#">Alex wondered if he would ever get out alive.</a></li> </ul>
<p>(Y4) Descriptive language drawing on from their reading</p>	<ul style="list-style-type: none"> <li>• Use precise phrases and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The beetle scuttled.</a></li> <li>• <a href="#">Alex uttered his response reluctantly.</a></li> </ul>

	<ul style="list-style-type: none"> <li>Use noun phrases expanded precisely to add detail across a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>“Where will the ceremony be held?” Alex enquired.</li> <li>He scampered up the dangerous path, avoiding the traps beneath his feet.</li> </ul>
(Y4) Similes and hyperboles	<ul style="list-style-type: none"> <li>Write free verse poetry of increasing complexity, with a specific purpose</li> <li>Use figurative devices such as metaphors, personification, and repetition for effect and allusion, e.g. <i>linked to quality test – use to develop setting</i></li> </ul>	<ul style="list-style-type: none"> <li>Narrative poems; poems to provoke empathy in the reader or make them think about an issue</li> <li>Gnarles fingers stretched out from the tree’s trunk</li> <li>Like Hercules, his strength was well known</li> </ul>
<b>Prior Learning</b>	<b>Term 3 Milestones</b>	<b>Examples from AREs</b>
(Y4 GD) Use of commas for subordinate/ main clause	<ul style="list-style-type: none"> <li>Use defining and non-defining relative clauses  Defining: provide essential information, no commas needed  Non-defining: provide additional information, need commas</li> <li>Use relative clauses beginning with <i>who, which, where, when, whose and that</i></li> <li>Secure use of commas needed</li> </ul>	<ul style="list-style-type: none"> <li>It’s a fine day out that everyone will enjoy</li> <li>Alex, whose heart was beating furiously, ran for his life.</li> <li>Mr Victor Hazel, who had cheeks as red and as puffy as a ripened cherry, stuffed himself back into his car.</li> </ul>
	<ul style="list-style-type: none"> <li>Indicate degrees of possibility through the use of adverbs and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Should, could, may, must</li> <li>Surely, perhaps, possibly</li> </ul>
	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing/ develop formal language structures for different text types.</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs to indicate possibility within persuasion (<i>It could be argued that... As you may be aware...</i>)</li> </ul>
<b>Prior Learning</b>	<b>Term 4 Milestones</b>	<b>Examples from AREs</b>
(Y5, T2) Commas for relative clauses	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Frankie knew (he wasn’t sure how but he did) that he was in trouble.</li> <li>Matt knew – without a shadow of a doubt – that he was in trouble.</li> </ul>
(Y5, T1) figurative language, expanded noun phrases, precise phrases and vocabulary.	<ul style="list-style-type: none"> <li>Develop setting in detail</li> </ul>	<ul style="list-style-type: none"> <li>The forest was terrifying- bleak and foreboding – yet he walked onwards.</li> </ul>
(Y5, T1) figurative language, expanded noun phrases, precise phrases and vocabulary.	<ul style="list-style-type: none"> <li>Develop characters in detail</li> </ul>	<ul style="list-style-type: none"> <li>Through using dialogue to convey character; describing character’ reactions to events</li> </ul>

(Y4) Use of inverted commas	<ul style="list-style-type: none"> <li>Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech</li> </ul>	<ul style="list-style-type: none"> <li>The doctor seemed satisfied with the operation because he told the family that a full recovery would be made.</li> </ul>
(Y5, T2) Commas for relative clauses	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Frankie knew (he wasn't sure how but he did) that he was in trouble.</li> <li>Matt knew – without a shadow of a doubt – that he was in trouble.</li> </ul>
<b>Prior Learning</b>	<b>Term 5 Milestones</b>	<b>Examples from AREs</b>
(Y5, T3) Using parenthesis to show additional information	<ul style="list-style-type: none"> <li>Use embedded clauses</li> </ul>	<ul style="list-style-type: none"> <li>Alex, although he was terrified, crept through the forest</li> </ul>
	<ul style="list-style-type: none"> <li>Use colons to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>There were 5 main groups in the workhouse: infants, children, adult males, adult females and the elderly and infirm</li> </ul>
(Y4) fronted adverbials	<ul style="list-style-type: none"> <li>Use a range of cohesive devices between paragraphs</li> <li>Use a range of cohesive devices to link paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs and adverbial phrases; conjunctions</li> </ul>
<b>Prior Learning</b>	<b>Term 6 Milestones</b>	<b>Examples from AREs</b>
	<p><b>All of above, consolidation and ARE gap addressing from Term 5 assessment.</b></p> <p><b>Some children may begin to look at some of the Integra GD statements.</b></p>	