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|  |  | **Year 5- WRITING Milestone 3** |  |
| Composition | Sentence Structure/  Grammar | * I can sometimes use a range of devices to build cohesion across paragraphs e.g. adverbials, conjunctions, pronouns, prepositions, ellipses. |  |
| * I can use relative clauses that contain relative pronouns e.g. which, where, whose. |  |
| * I can use modal verbs to indicate degrees of possibility sometimes e.g. might, could, may. |  |
| * I can consider and use the appropriate verb form mostly correct e.g. passive verbs to affect presentation of information in a sentence. Perfect for time and cause |  |
| * I can use a range of subordinating conjunctions to join clauses e.g. although, since, until and coordinating conjunctions e.g. but, nor. |  |
| * I can use brackets to add additional information sometimes. |  |
| * I can use parenthesis to provide additional yet non-essential information. |  |
| * I understand and use active/ passive voice mostly correctly. |  |
| * I can use expanded noun phrases to convey complicated information concisely. |  |
| * I can select appropriate grammar and vocabulary, showing an understanding of how it can affect meaning. |  |
| * I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. |  |
| Purpose | * I can identify and use the appropriate form of writing and features (from reading). |  |
| * I can consider the audience and purpose of writing. |  |
| * I can research, make notes and start to develop ideas for writing, drawing on reading. |  |
| * I can understand how my grammar and vocabulary choices can affect meaning. |  |
| Writing voice | * I can create characters, settings and plots using techniques used by authors. |  |
| * I can use figurative language and imagery: similes, metaphors, alliteration and personification. |  |
| * I can begin to interweave descriptions of characters and settings with atmosphere and dialogue- advancing action. |  |
| * I can write cohesively at length. |  |
| * I can organise paragraphs for clarity. |  |
| * I can plan, draft, write, edit and improve |  |
| * I can use simple organisational devices e.g. bullet points, headings and subheadings (with consistent punctuation) |  |
| * I can begin to summarise information. |  |
| Transcription | Handwriting | * I can write fluently and legibly with some personal style. |  |
| * I can follow *Penpals for handwriting* for specific joins |  |
| Punctuation | * I can use commas (mostly correctly) to clarify meaning or avoid ambiguity. |  |
| * I can use commas, brackets or dashes to indicate parenthesis. |  |
| * I can sometimes use semi-colons to separate items in a detailed list and to separate two independent clauses that are related. e.g. My mum is a doctor; my dad is a cleaner. Let me introduce: Mr Porter, the chef; Mrs Khan, the group leader; and Mrs Pie, the expert. |  |
| * I can sometimes use colons to introduce lists, explanations and to separate clauses. |  |
| * I can use hyphens to join some words or link prefixes e.g. co-operation, mother-in-law. |  |
| Spelling & Vocabulary | * I can use select and use ambitious vocabulary in the correct context and level of formality. |  |
| * I can use root words with prefixes and suffixes mostly correctly. (Etymology and morphology) |  |
| * I can distinguish between homophones and some other regularly confused words. |  |
| * I can spell words with silent letters mostly correct. |  |
| * I can place the possessive apostrophe mostly accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g, children’s). |  |
| * I can use a dictionary to define words and a thesaurus to find synonyms/ antonyms. |  |
| * I can spell the majority of words correctly. |  |
|  | Edit & Improve | * I can use and understand grammatical terminology when discussing writing and reading: word family, conjunction, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. |  |
| * I can re-read, identify and correct most inconsistencies in tense. |  |
| * I can mostly use the correct subject-verb agreement. |  |
| * I can comment on the effectiveness of own/others writing. |  |
| * I can suggest improvements to improve own/others writing. |  |
| * I can proof read writing and identify some spelling and grammar errors. |  |
|  | * I can perform writing to a group or whole class, using intonation, volume and clarity. |  |