

"please," I begged tugging on soft cotton jumper. "you are in an abandoned hospital, that's a stupid idea. Know how dangerous that is?" "It's not that bad. It's just having some fun," my older cousin Ellie and Mason said butted in. "If you do that there will be many consequences."

There was a loud knock at the door. "Freya!" I squealed. "Hi!" she said in a friendly tone. "I know the best place we can go, quick come upstairs before mum finds out im telling you about it." "Oh no" Freya replied as she knew I was up to no good. We both bolted upstairs. After, I told Freya all the gossip I had from last time. I told her about the abandoned hospital. "Hmmm I'm not to sure about that. It's not that dangerous, Ellie and Mason told me about it." "OK so when are we leaving sneaking out?" she questioned. "yes! ok so its about 4 now, so at four we will tell my mum we are going to the park."

It wasn't long before we stumbled across some building that looked like an abandoned hospital. I could hear Freya's sweaty palm rub against mine. There were wires everywhere. I felt something snap under my feet. It looked as if it was a sign but I couldn't quite make out what it said. The building must have been so old it had wires everywhere.

We found a little hole to

# Characteristics of a Writer

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

# Writing Progression of Knowledge and Skills

## Rodmersham 2021

	EYFS	Milestone 1	Milestone 2	Milestone 3
Write for a Purpose		<p>Say first and then write to tell others about ideas.</p> <p>Write for a variety of purposes.</p> <p>Plan by talking about ideas and writing notes.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write, review and improve.</p>	<p>Use the main features of a type of writing (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>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>
Using Imaginative Description	<p>Describe some events in some detail</p> <p>Learn new vocabulary</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Use well-chosen adjectives to add detail.</p> <p>Use names of people, places and things.</p> <p>Use well-chosen adjectives.</p> <p>Use nouns and pronouns for variety.</p> <p>Use adverbs for extra details</p>	<p>Create characters, settings and plots.</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 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>

<b>Using paragraphs</b>		Write about more than one idea. Group related information.	Organise paragraphs around a theme. Sequence paragraphs.	Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
<b>Using sentences appropriately</b>	Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound Articulate their ideas and thoughts in well-formed sentences.	Write so that other people can understand the meaning of sentences. Sequence sentences to form clear narratives. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin.	Use a mixture of simple, compound and complex sentences. Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul>	Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>
<b>Present Neatly</b>		Sit correctly and hold a pencil correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways. Form lower-case letters of a consistent size. Begin to join some letters. Write capital letters and digits of consistent size. Use spacing between words that reflects the size of the letters.	Join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Write fluently and legibly with a personal style.

Punctuate Accurately		<p>Leave spaces between words.          Use the word 'and' to join words and sentences.          Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.          Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.          Use sentences with different forms: statement, question, exclamation and command.          Use extended noun phrases to describe and specify (e.g. the blue butterfly).          Use subordination (when, if, that or because).          Use coordination (or, and, but).          Use some features of standard written English.          Use the present and past tenses correctly, including the progressive form.</p>	<p>Use prefixes and suffixes and understand how to add them.          Spell homophones correctly.          Spell correctly often misspelt words.          Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).          Use the first two or three letters of a word to check its spelling in a dictionary.          Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use prefixes appropriately.          Spell some words with silent letters (knight, psalm and solemn).          Distinguish between homophones and other words that are often confused.          Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.          Use dictionaries to check spelling and meaning of words.          Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.          Use a thesaurus.          Spell the vast majority of words correctly.</p>
Analyse Writing		<p>Discuss writing with the teacher and other pupils.          Use and understand grammatical terminology in discussing writing:  <b>Year 1</b>          • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.  <b>Year 2</b>          • Use and understand grammatical terminology in discussing writing:          • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</p>	<p>Use and understand grammatical terminology when discussing writing and reading:  <b>Year 3</b>          • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.  <b>Year 4</b>          • pronoun, possessive pronoun, adverbial.</p>	<p>Use and understand grammatical terminology when discussing writing and reading:  <b>Year 5</b>          • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.  <b>Year 6</b>          • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon</p>
Present Writing		<p>Read aloud writing clearly enough to be heard by peers and the teacher.          Read aloud writing with some intonation.</p>	<p>Read aloud writing to a group or whole class, using appropriate intonation.</p>	<p>Perform compositions, using appropriate intonation and volume.</p>