

## English Framework - Milestone 3

### Intent

#### Reading

We aim to equip our pupils with:

- The motivation to read for both study and for pleasure.
- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- Extensive knowledge through having read a rich and varied range of texts.

#### Writing

- A love of writing and an appreciation of its educational, cultural and entertainment values.
- 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.
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.

[The ability to reflect on and improve their work.\\*](#)

[Draw on knowledge from reading. \(Make links to reading to inspire and influence writing\)](#)

#### Communication

- [Listens attentively so as to understand what is being said and respond appropriately.](#)
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech [in a range of registers](#) that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Threshold Concepts	Skills	
<b>Reading</b>		
<p>Word Reading - This concept involves decoding and fluency.</p>		<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 - both to read aloud and understand the meaning of new words they meet.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)</li> </ul>
<p>Comprehension - Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>		<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books or text books.</li> <li>• Increases their familiarity with a wide range of books, including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• 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.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with</li> </ul>

		<p>evidence.</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Ask questions to improve understanding.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for views.</li> </ul>
<b>Writing</b>		
<p><b>Write with purpose -</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words they have read.</li> </ul>	<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Identify the audience for writing.</li> <li>• Note, develop and research ideas - draw on reading and research.</li> <li>• Choose the appropriate form of writing using the main features</li> </ul>

		identified in reading.
<p><b>Use Imaginative description -</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>		<ul style="list-style-type: none"> <li>• Plan, draft, write, edit and improve.</li> <li>• Use the techniques that authors use to create characters, settings, atmosphere and plots.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue to convey character and advance.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> </ul>
<p><b>Organise writing appropriately -</b> This concept involves developing an appreciation of how best to convey ideas through organisation.</p>		<ul style="list-style-type: none"> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Guide the reader by using a range of organisational devices (conjunctions, adverbials and prepositions) to build cohesion within and across paragraphs.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Uses further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining).</li> <li>• Précising longer passages.</li> <li>• Choose effective grammar and punctuation.</li> </ul>

<p><b>Use paragraphs -</b> This concept involves understanding how to group ideas so as to guide the reader.</p>		<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>
<p><b>Use sentences appropriately -</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>		<ul style="list-style-type: none"> <li>• Write sentences choosing effective grammar and punctuation choices to effect meaning, that include: <ul style="list-style-type: none"> <li>- relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>- modal verbs</li> <li>- relative pronouns</li> <li>- paranthesis (brackets, commas, dashes)</li> <li>- a mixture of passive and active voice</li> <li>- a clear subject and object</li> <li>- hyphens, colons and semi-colons</li> <li>- bullet points</li> </ul> </li> <li>• Recognise the difference between structures typical of informal and formal speech (e.g. use of subjunctive).</li> </ul>
<p><b>Present neatly -</b> This concept involves developing an understanding of handwriting and clear presentation.</p>	<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul>
		<ul style="list-style-type: none"> <li>• Choose style and presentation according to task.</li> </ul>
<p><b>Spell correctly -</b> This concept involves understanding the need</p>		<p style="text-align: center;"><b>FOR SPELLINGS REFER TO APPENDIX 1</b></p> <ul style="list-style-type: none"> <li>• Distinguish between homophones and other words that are often confused.</li> </ul>

<p>for accuracy.</p>		<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Use prefixes and suffixes appropriately.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• Spell the vast majority of words correctly.</li> </ul>
<p><b>Punctate accurately</b> - This concept involves understanding that punctuation adds clarity to writing.</p>		<ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul>
<p><b>Analyse writing</b> - This concept involves understanding how grammatical choices give effect and meaning to writing.</p>	<p><b>Analysis and presentation</b></p>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing suggesting improvements (e.g. Propose changes to grammar and vocabulary to enhance effect and clarify meaning)</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure the correct subject and verb agreement when using</li> </ul>

		<p>singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>
		<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors.</li> </ul>
		<p><b>Use and understand grammatical terminology in discussing writing:</b></p>
		<p><b>Year 5</b></p>
		<ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.</li> </ul>
		<p><b>Year 6</b></p>
		<ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, antonym, ellipsis, colon, semi-colon, bullet points.</li> </ul>
<p><b>Present writing -</b> This concept involves learning to reflect upon writing and reading it aloud to others.</p>		<ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation, volume and movement.</li> </ul>
<p><b>Comprehension</b></p>		
<p><b>Listen carefully and understand -</b> This concept involves understanding how to engage with what others are saying.</p>		<ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> </ul> <p><b>Show an understanding of the main points and significant details and implied meanings in a discussion by:</b></p> <ul style="list-style-type: none"> <li>- understanding irony (when it is obvious).</li> <li>- recognising and explaining some idioms.</li> </ul>

<p><b>Develop a wide and interesting vocabulary -</b> This concept involves building a rich, sophisticated vocabulary with which to express oneself.</p>		<ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning (<b>and effect</b>) of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> <p><b>Use hypothetical and speculative language to consider more than one possible outcome or solution.</b></p>
<p><b>Speak with clarity -</b> This concept involves understanding that an audience needs to understand what is being said.</p>		<ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul> <p><b>Perform their own compositions using appropriate intonation and volume so that the meaning is clear.</b></p> <p><b>Use Standard English fluently in formal situations</b></p>
<p><b>Tell stories with structure -</b> This concept involves understanding how to keep an audience engaged through structured speech.</p>		<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul>
<p><b>Hold conversations and debates -</b> This concept involves understanding how to</p>		<p><b>Talk and listen confidently (by adapting language) in a wide range of contexts including some that are formal.</b></p> <ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> </ul>



engage with others.		<ul style="list-style-type: none"><li>• Offer alternative explanations when others don't understand.</li><li>• Debate, using relevant details (and evidence) to support points.</li></ul> <p>Use varied expression (<i>we have paraphrased this</i>)</p> <p>Ask questions to develop ideas and make contributions that take account of others views.</p> <p>Debates an issues maintaining a focused point of view.</p>
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