Year 6 Recovery Milestones

Add Y5 TAF assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing						
GUIDING PRINCIPLES: 'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example) Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured. Specific word level skills e.g. modal verbs can be taught through modelling and games.						
Term 2	1	2	3	4	5	6
1 Add detail using expanded noun phrases, prepositional phrases and adverbial phrases e.g. …built <u>in the Elizabethan Times</u>…Despite cinemas, DVDs and Netflix, people still want live story telling. …a <u>phone call from work</u>…. as she put some <u>winter clothing in a suitcase</u> and <u>two tatty-looking passports in her bag</u>. (see also other examples from STA Leigh – Working AT the expected standard Y6) *KPI children use a variety of strategies to add detail to a noun using age appropriate vocabulary*						
2 Use simple, compound and complex sentences many of the complex sentences punctuated correctly with a comma. e.g. there is evidence of all three <u>within single pieces</u> of writing and across the portfolio *KPI sentences are also correctly demarcated ?!.*						
3 Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.						
4 Use relative clauses beginning with who, which, where, when, whose and that e.g. Tom, whose heart was beating furiously, ran for his life.						
5 Use commas for clauses and inverted commas for direct speech, reported speech and quotations e.g. for quotations, use inverted commas either side of the quote. Use a colon to introduce *The headline read: 'Fun in Paradise!'* e.g. for clauses - *Quickly and without looking up, the young soldier, with trembling hands covered in mud, reached for his rifle.*						
Term 4						
6 Use cohesive devices within paragraphs e.g. pronoun chains, range of connectives, adverbs, repetition for effect, subordination (when/if/because/also/however/although)						
7 Use cohesive devices across paragraphs e.g. adverbs, adverbial phrases, prepositional phrases, repetition, foreshadowing (little did he know that…) Plan for this to happen when boxing up or story mapping						
8 Use colons to introduce a list and semi-colons, colons, dashes and brackets to separate clauses/ parenthesis e.g. for dashes, introduce as an alternative to commas, when embedding a clause, for emphasis or to indicate an afterthought *The soldier – he'd only arrived yesterday and was already in grave danger – grabbed his rifle.* e.g. for semi colons, use as an unspoken connective *The soldier stumbled over the rough ground; he was desperate to get to the trench* - for emphasis instead of because e.g. for colons, use description : detail (DE:DE) sentences. *His eyes filled with fear: he fell to the ground* – could be a semi colon but used to emphasise e.g. for extended lists use IIIT (if if if then) *If he hadn't seen the poster on the station wall; if he hadn't waited in line to be signed up; if he'd only listened to his mother the previous evening, then he wouldn't be in this hell.*						
9 Use the passive voice deliberately e.g. to write formally or to build tension/emotion The man was taken into custody. Cameron's shouts <u>were stolen</u> by the cold air, as his family was taken away: he <u>had been</u> left behind.						
10 Use hyphens to avoid ambiguity e.g. use hyphenated words linked to text/genre/character						
11 Use a variety of verb forms e.g. progressive (was walking/were waiting), perfect (has been a singer all his life), passive (they <u>were taken by</u> the enemy)						
Term 6						
12 Use formal language structures e.g. passive voice, subjunctive mood, perfect verb forms. Write formal characters into a story such as doctors/police etc. Write non-fiction.						
13 Deliberately select vocabulary and precise word choice to develop: character, setting, atmosphere, integrate dialogue, advance the action e.g. use expanded noun phrases, prepositional phrases, relative clauses with speech, simile, metaphor, magpie words, year 5/6 word list. Develop a character or setting, using a whole paragraph within a story to do so.						
14 Use a range of narrative and non-fiction organisational features with increasing control e.g. accurate tense, variety of verb forms, paragraphing, genre specific organisation, repetition, adverbial phrases, golden thread, foreshadowing, flashback/flash forward						
15 Use a range of narrative and non-fiction language features with increasing control e.g. adverbial/prepositional phrases, figurative language, non-standard English esp. in speech, power of 3, repetition, accurate tense, first/third person						
16 Can spell most of the Year 3/4 words accurately e.g. <u>use it during editing, prove it in subsequent pieces</u>						
17 Can spell, check and revise most of the Year 5/6 words e.g. <u>use it during editing, prove it in subsequent pieces</u>						

Skills removed from milestones can be merged into other parts of the English provision
Greater Depth Booster Skills
Use a range of sentence types to add detail such as: simple, compound, complex, multiple with accurate internal punctuation. e.g. simple sentences to build tension. Compound sentences to contrast ideas (but/or). Complex/multiple to build atmosphere/character/setting
Use a wide range of verb forms for meaning and effect e.g. multiply verb forms across a paragraph. This can be demonstrated when writing News Reports
Control levels of formality using vocabulary and grammar choices e.g. more than one shift on more than one occasion. This can be demonstrated in News Report (movement from direct to reported speech), asides in a narrative, writing figuratively within an informal diary entry, writing proclamations or speeches within semi-formal narratives.
Use colons and semi colons to separate main clauses e.g. It was a dark night: the fog covered the moon like a shroud. He wanted to look inside the viewer; it might give him all the answers.
Grammar warm-up sessions and modelled during writing lessons.
Use modal verbs in formal and informal writing e.g. should/could/would/may