

Writing Milestones - Year 1

Working Towards		At Expected		Greater Depth	
The pupil can (after discussion with teachers):					
Talk about parts of a sentence and what they are going to write		Say out loud what they are going to write and where a sentence will begin and end		Compose sentences orally before writing, with confidence about where sentence begins and ends	
Write simple phrases and sentences with support		Write and sequence short sentences to form narratives (with some inconsistencies)		Write and sequence sentences to form narratives accurately	
Write appropriately to task some of the time		Write appropriately to task most of the time		Write appropriately to task	
With support, re-read their writing to check it makes sense		Re-read their writing to check it makes sense and with support, make changes		Independently re-read their writing to check it makes sense and make changes	
Begin to read work to their peers and teachers		Read work aloud to peers and teachers		Read work aloud to peers and teachers with confidence	
Use 'and' to join words and clauses sometimes		Use 'and' to join words and clauses		Experiment with a range of joining words	
With support, uses adjectives for description sometimes		Use adjectives for description sometimes		Uses adjectives for description often	
Spell words containing phonemes taught so far		Spell words containing the 40+ phonemes already taught, most words can be deciphered		Spell words containing 40+ phonemes and demonstrate confidence with consonant digraphs and vowel digraphs	
Spell some year 1 common exception words (appendix 1)		Spell most year 1 common exception words (appendix 1)		Spell all year 1 common exception words (appendix 1)	
Name most letters of the alphabet		Name most letters of the alphabet in order		Name most letters of the alphabet in order with confidence	
Spell using some prefix and suffix	Un- -ing / -ed / -er / -est	Spell using most prefix and suffix	Un- -ing / -ed / -er / -est	Spell using prefix and suffix	Un- -ing / -ed / -er / -est
Begin to understand 'singular' and 'plural'		Add the suffix -s to plurals mostly correctly		Add the suffix -s and -es to plurals	
Some letters are formed correctly		Most letters formed correctly		Most letters formed correctly	
Capital letters for own name and pronoun 'I'		Capital letters formed correctly for some names, places and days of the week		Capital letters formed accurately	
Some spaces are left between words although inconsistent		Some spaces are left between words		Appropriate spaces between words	
Some letters sit on the line		Most letters sit on the line		Letters sit on the line correctly	

Writing Milestones - Year 2

Working Towards	At Expected	Greater Depth	
The pupil can (after discussion with teachers):			
Write sentences that are sequenced to form a short narrative	Write simple, coherent narratives about personal experiences and those of others	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
	Write about real events, recording simply and clearly	Make simple additions, revisions and proof-reading corrections to their own writing	
Demarcate some sentences with capital letters and full stops	Demarcate most sentences with capital letters and full stops, using question marks when required	Use the punctuation taught at key stage 1 mostly correctly	
	Use present and past tense mostly correctly and consistently		
	Use co-ordination and some subordination to join clauses	Or / and / but	
		When / if / that / because	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others		
Spell some common exception words (appendix1)	Spell many common exception words (appendix 1)	Spell most common exception words (appendix 1)	
Form lower-case letters in the correct directions, starting and finishing a the right place	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Add suffixes to spell most words correctly in their writing	-ment, -ness, -ful, -less, -ly
Form lower-case letters of correct size, relative to one another in some of their writing		use the diagonal and horizontal strokes needed to join some letters	
Use spacing between words	Use spacing between words that reflects the size of the letters		

Writing Milestones - Year 3

Working Towards		At Expected		Greater Depth
The pupil can (after discussion with teachers):				
Write for different purposes in sequence (signalling beginning, middle, end)		Write for different purposes, showing some features of genre		Write for different purpose and audiences, showing features of genre
Organise information into sections (with support)		Organise into sections with a theme Use sub-headings in non-fiction		Create chronological, well-formed narrative, written in clear sequence
				Organise sections logically and use presentational devices, such as sub-headings
Attempt to describe character, setting and plot		Describes character, setting and plot	Adjectives, adverbs, prepositions	Describes character, setting and plot Adjectives, adverbs, prepositions
Use present and past tense mostly correctly and consistently		Use present and past tense mostly correctly and consistently		Use present and past tense correctly and consistently. Sometimes using present perfect.
		Write a range of sentence types	Simple, compound, complex, statement, command, question	Write a range of sentence types that are mostly grammatical accurate.
Use co-ordinating and simple subordinating conjunctions	Or / and / but	Use co-ordination and subordination to join clauses	Or / and / but	Express time, place and cause using conjunctions. Use co-ordinating and subordinating conjunctions.
	When / if / that / because		When / before / after / while / so	
Begin to use determiners 'a' and 'an'		Use determiners 'a' and 'an' sometimes correctly		Use determiners 'a' and 'an' correctly
Demarcate some sentences with capital letters, full stops, question marks and exclamation marks.		Demarcate some sentences with capital letters, full stops, question marks and exclamation marks.		
Spell all year 2 common exception words (appendix1)		Use commas for items in a list Begin to use inverted commas for direct speech		Use commas in a list Use inverted commas for direct speech accurately
Spell some words correctly from year 3-4 list		Spell some words correctly from year 3-4 list		Spell a range of words from year 3-4 correctly
Letters are consistent in size and capital letters are relative to lower-case.		Letters are formed correctly and sometimes joined		Letters are consistently formed
Writing is usually legible and appropriately spaced		Writing is usually legible and appropriately spaced		Writing is legible

Writing Milestones - Year 4

Working Towards		At Expected		Greater Depth	
The pupil can (after discussion with teachers):					
Able to plan and write for different purposes, using some genre features		Able to plan and write for different purposes and a range of audiences, using appropriate genre features		Able to plan and write for different purposes and a range of audiences, using appropriate genre features	
Organise writing into sections and paragraphs, using presentational devices mostly accurately (may lack cohesion)		Organise writing into sections and paragraphs mostly accurately using presentational devices sometimes		Organise writing into meaningful paragraphs accurately effectively using presentational devices	
Attempt to use dialogue sometimes correctly		Begins to use dialogue accurately		Use dialogue which begins to advance the action	
Describe character, setting and plot with some expansion using noun phrases		Describe character, setting and plot with expansion	Expanded noun phrases Prepositional phrases Adverbial phrases	Describe character, setting and plot with depth	Expanded noun phrases Prepositional phrases Adverbial phrases
Write a range of sentence styles which are mostly grammatically correct		Write a range of sentence styles	Simple Complex Compound Coordinating / subordinating conjunctions Range of openers	Write a range of sentence styles	Simple Complex Compound Coordinating / subordinating conjunctions Range of openers
Use a range of conjunctions to join clauses Beginning to use adverbials of time		Accurate use of fronted adverbials		Accurate use of fronted adverbials for effect	
Using punctuation sometimes accurately	capital letters, full stops, question marks and exclamation marks, commas in a list, commas for fronted adverbials, inverted commas for direct speech	Using KS2 punctuation mostly accurately	Capital letters, full stops, question marks, exclamations, commas in a list, commas for fronted adverbials, inverted commas for direct speech	Using KS2 punctuation accurately	Capital letters, full stops, question marks, exclamations, commas in a list, commas for fronted adverbials, inverted commas for direct speech
Using determiners mostly correctly		Using determiners correctly	a, an, these, those, the	Using determiners correctly	a, an, these, those, the
Mostly maintaining past or present tense		Use the past or present tense and 1 st /3 rd person correctly. Beginning to use perfect tense.		Use the past or present tense and the perfect form accurately as well as 1 st /3 rd person correctly	
Begin to use apostrophe for possession		Use apostrophe to mark singular and plural possession (girl's name/the girls' names)		Use apostrophes for possession accurately (inc. irregular plurals)	
Spell some words from year 3-4 correctly		Spell most words from year 3-4 correctly		Spell all words from year 3-4 correctly	
Writing is increasingly legible and sometimes joined		Writing is legible and sometimes joined		Writing is legible and joined	

Writing Milestones - Year 5

Working Towards		At Expected		Greater Depth	
The pupil can (after discussion with teachers):					
Plan and write for a range of purposes, with some correct genre features		Plan and write for a range of purposes and audiences, employing genre features for effect		Plan and write a range of genres for different audiences, selecting genre features for style and effect	
Organise into paragraphs and use of some organisational devices		Organise into cohesive paragraphs that link and use of organisational devices		Organise into cohesive paragraphs that link and confident use of organisational devices for effect	
Describe characters, setting and plot with expansion		Describe characters, setting and plot with some precision		Describe characters, setting and plot with precision	
		Using devices for cohesion	<ul style="list-style-type: none"> ➤ Conjunctions ➤ Adverbials of time and place ➤ Pronouns ➤ Synonyms ➤ Indicating degrees of possibility using adverbs and modal verbs 	Selecting grammatical features for cohesion and effect on the reader	<ul style="list-style-type: none"> ➤ Conjunction ➤ Adverbials of time and place ➤ Pronouns ➤ Synonyms ➤ Modal verbs ➤ Adverbs ➤ Dialogue (to advance action) ➤ Subjunctive form ➤ Perfect form of verbs ➤ Expanded noun phrases ➤ Relative clauses ➤ Multi-clause sentences ➤ Passive voice
Write a range of sentence styles	<ul style="list-style-type: none"> ➤ Simple ➤ Complex ➤ Compound ➤ Coordinating / subordinating conjunctions ➤ Range of openers ➤ Dialogue 	Write a range of sentence styles	<ul style="list-style-type: none"> ➤ Simple ➤ Compound using coordinating conjunctions ➤ Complex using subordinating conjunctions ➤ Relative clauses using relative pronouns ➤ Dialogue (to advance action) ➤ Range of openers 		
Beginning to sustain correct tense throughout		Using the correct verb tense in and across paragraphs mostly consistently		Using the correct verb tense in and across paragraphs consistently	
Demarcating sentences accurately	<ul style="list-style-type: none"> ➤ Capital letters / Full stops ➤ Question marks ➤ Exclamation marks ➤ Commas for lists ➤ Commas for fronted adverbials 	Demarcating sentences accurately	<ul style="list-style-type: none"> ➤ Capital letters / Full stops ➤ Question marks ➤ Exclamation marks ➤ Commas for lists ➤ Commas for fronted adverbials 	Demarcating sentences accurately	<ul style="list-style-type: none"> ➤ Capital letters / Full stops ➤ Question marks ➤ Exclamation marks ➤ Commas for lists ➤ Commas for fronted adverbials
Attempting to use KS2 punctuation sometimes accurately	<ul style="list-style-type: none"> ➤ Commas to indicate clause ➤ Inverted commas ➤ Brackets ➤ Apostrophe for contractions 	KS2 punctuation is being used accurately on many occasions	<ul style="list-style-type: none"> ➤ Commas to indicate clause ➤ Inverted commas ➤ Parenthesis with brackets, commas, dashes ➤ Apostrophe for contractions 	KS2 punctuation is being used accurately on many occasions	<ul style="list-style-type: none"> ➤ Commas to indicate clause ➤ Commas to clarify meaning ➤ Inverted commas ➤ Parenthesis with brackets, commas, dashes ➤ Apostrophe for contractions ➤ Semi-colons and colons
Spelling most words from year 3-4 correctly and some from year 5-6		Spelling majority of words from year 3-4 correctly and some from year 5-6		Spelling all words from year 3-4 correctly and many from year 5-6	
Writing is increasingly legible and sometimes joined		Writing is legible and mostly joined		Writing is legible and joined, quality is maintained at speed	

Writing Milestones - Year 6



Working Towards	At Expected	Greater Depth
The pupil can:		
Write for a range of purposes	Write effectively for a range of purposes and audiences and select appropriate language choices	Write effectively for a range of purposes and audiences and select language base on what they have read
	<ul style="list-style-type: none"> ➤ Synonyms for effect and depth ➤ Homophones ➤ Prefix and suffix ➤ Hyphenated words ➤ Employ genre specific features 	<ul style="list-style-type: none"> ➤ Literary language ➤ Characterisation ➤ Structure
Use paragraphs to organise ideas	Write narrative that describe setting, characters and atmosphere	Distinguish between language of speech and writing and choose the appropriate register
In narratives, describe settings and characters	Use dialogue to convey character and advance action	Exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this
In non-narrative writing, use simple devices to structure the writing and support the reader (eg. Headings, sub-headings, bullet points)	Select vocabulary and grammatical structures appropriate to the genre	
	<ul style="list-style-type: none"> ➤ Contracted forms in dialogue ➤ Passive voice ➤ Subjunctive form ➤ Modal verbs ➤ Expanded noun phrases ➤ Perfect form of verbs ➤ Hyphenate words ➤ Relative clauses ➤ Parenthesis 	
Use mostly correctly: Capital letters, full stops, question marks, commas for lists, apostrophes for contraction	Use devices to build cohesion	
	<ul style="list-style-type: none"> ➤ Conjunctions ➤ Adverbials of time and place ➤ Pronouns ➤ Synonyms ➤ Organisational devices 	
	Use the correct verb tense consistently within and across paragraphs	
Spell most words correctly (year 3 and 4)	Use the full range of punctuation taught at ks2	Use the full range of punctuation taught at ks2
	. ? ! " " ' : , ; () - ? ! " " ' : , ; () - ...
Spell some words correctly (year 5 and 6)	Spell most words correctly from the y5/6 spelling list	Spell all words correctly from the y5/6 spelling list
Write legibly	Write with legible and joined handwriting	Write with legible and joined handwriting