Writing Milestones - Year Reception

Working Towards 40-60 months	At Expected ELG	Greater Depth – Year 1 working towards	
The pupil can (after discussion with teachers):			
Gives meaning to marks they make as they draw, write and paint.	Uses phonic knowledge to write words in ways which match their spoken sounds.	Talks about parts of a sentence and what they are going to write	
Begins to break the flow of speech into words.	Writes **some** irregular common words.	Writes simple phrases and sentences with support	
Continues a rhyming string	Writes simple sentences which can be read by themselves and others.	Writes appropriately to task some of the time	
Hears and says the initial sounds in words.	**Some** words are spelt correctly and others are phonetically plausible.	With support, re-reads their writing to check it makes sense	
Can segment the sound in simple words and blend them together.		Begins to read work to their peers and teachers	
Links sounds to letters, naming and sounding the letters of the alphabet.		Uses 'and' to join words and clauses **sometimes**	
Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.		With support, uses adjectives for description **sometimes**	
Writes own name and other things such as labels and captions.		Spells words containing phonemes taught so far	
Attempts to write short sentences in meaningful contexts.		Spells some Year 1 common exception words (Appendix 1)	
		Names **most** letters of the alphabet	
		Spells using **some** prefixes and suffixes	Un- / -ing / -ed / -er / -st
		Adds the suffix –s and –es to plurals	
		Most letters formed correctly	
		Capital letters formed accurately	
		Appropriate spaces between words	
		Letters sit on the line correctly	

Working Towards		At Expected		Greater Depth	
The pupil can (after discussion with teachers):					
Talks about parts of a sentence and what they are going to write		Says out loud what they are going to write and where a sentence will begin and end		Composes sentences orally before writing with confidence about sentence start/end	
Writes simple phrases and sentences with support		Writes and sequences short sentences to form narratives (with some inconsistencies)		Writes and sequences sentences to form narratives accurately	
Writes appropriately to task **sometimes**		Writes appropriately to task most of the time		Writes appropriately to task	
With support, re-reads their writing to check it makes sense		Re-reads their writing to check it makes sense and, with support, make changes		Independently re-reads their writing to check it makes sense and makes changes	
Begins to read work to their peers and teachers		Reads work aloud to peers and teachers		Reads work aloud to peers and teachers with confidence	
Uses 'and' to join words and clauses **sometimes**		Uses 'and' to join words and clauses		Experiments with a range of joining words	
With support, uses adjectives for description **sometimes**		Uses adjectives for description **sometimes**		Uses adjectives for description **often**	
Spells words containing phonemes taught so far		Spells words containing the 40+ phonemes already taught; **most** words can be deciphered		Spells words containing 40+ phonemes and demonstrates confidence with consonant digraphs and vowel digraphs	
Spells some Year 1 common exception words (Appendix 1)		Spells **most** Year 1 common exception words (Appendix 1)		Spells all Year 1 common exception words (Appendix 1)	
Names most letters of the alphabet		Names **most** letters of the alphabet in order		Names **most** letters of the alphabet in order with confidence	
Spells using some prefixes and suffixes	Un- -ing / -ed / -er / -est	Spells using most prefixes and suffixes	Un- / -ing / -ed / -er / -est	Spells using prefixes and suffixes	Un- / -ing / -ed / -er / -est
Begins to understand singular and plural		Adds the suffix –s to plurals **mostly** correctly		Adds the suffixes –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):				
Writes sentences that are sequenced to form a short narrative	Writes simple, coherent narratives about personal experiences and those of others		Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar used	
	Writes about real events, recording simply and clearly		Makes simple additions, revisions and proof-reads corrections to their own writing	
Demarcates **some** sentences with capital letters and full stops	Demarcates most sentences with capital letters and full stops, using question marks when required		Uses the punctuation taught at Key Stage 1 **mostly** correctly	
	Uses present and past tenses mostly correctly and consistently			
	Uses co-ordination and some subordination to join clauses	or / and / but		
		when / if / that / because		
Segments spoken words into phonemes and represents these by graphemes, spelling **some** words correctly and making phonetically plausible attempts at others	Segments spoken words into phonemes and represent these by graphemes, spelling **many** of these words correctly and making phonetically plausible attempts at others			
Spells **some** common exception words (Appendix 1) correctly	Spells **many** common exception words (Appendix 1) correctly		Spells **most** common exception words (Appendix 1) correctly	
Forms lower-case letters in the correct directions, starting and finishing a the right place	Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		Adds suffixes to spell most words correctly in their writing	-ment / -ness / -ful / less / -ly
Forms lower-case letters of correct size, relative to one another in **some** of their writing			Uses the diagonal and horizontal strokes needed to join **some** letters	
Uses spacing between words	Uses spacing between words that reflects the size of the letters			

Working Towards		At Expected		Greater Depth
The pupil can (after discussion with teachers):				
Writes for different purposes in sequence (signalling beginning, middle, end)		Writes for different purposes, showing **some** features of genre		Writes for different purpose and audiences, showing features of genre
Organises information into sections (with support)		Organises writing into sections with a theme. Uses sub-headings in non-fiction		Creates chronological, well-formed narrative, written in clear sequence
				Organises sections logically and uses presentational devices, such as sub-headings
Attempts to describe character, setting and plot		Describes character, setting and plot. Uses adjectives, adverbs, prepositions		
Uses present and past tense mostly correctly and consistently				Uses present and past tense correctly and consistently. Sometimes uses 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	Uses co-ordination and subordination to join clauses	or / and / but	Expresses time, place and cause using conjunctions. Uses co-ordinating and subordinating conjunctions.
	when / if / that / because		when / before / after / while / so	
Begins to use determiners 'a' and 'an'		Uses determiners 'a' and 'an' **sometimes** correctly		Uses determiners 'a' and 'an' correctly
Demarcates **some** sentences with capital letters, full stops, question marks and exclamation marks				
Spells **all** Year 2 common exception words (Appendix1)		Uses commas for items in a list. **Begins** to use inverted commas for direct speech		Uses commas in a list. Uses inverted commas for direct speech **accurately**
Spells **some** words correctly from Year 3/4 list		Spells **some** words correctly from Year 3/4 list		Spells **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 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			
Organises writing into sections and paragraphs, using presentational devices **mostly** accurately (may lack cohesion)	Organises writing into sections and paragraphs **mostly** accurately using presentational devices **sometimes**		Organises writing into meaningful paragraphs accurately using effective presentational devices	
Attempts to use accurate dialogue **sometimes**	Begins to use dialogue accurately		Use dialogue which begins to advance the action	
Describe character, setting and plot with some expansion using noun phrases	Describes character, setting and plot with expansion	Expanded noun phrases Prepositional phrases Adverbial phrases	Describes character, setting and plot with depth	Expanded noun phrases, Prepositional phrases, Adverbial phrases
Writes 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			
Uses a range of conjunctions to join clauses. Begins to use adverbials of time	Uses fronted adverbials correctly		Uses fronted adverbials for effect	
Uses 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	Uses KS2 punctuation **mostly** accurately	Capital letters, full stops, question marks, exclamations, commas in a list, commas for fronted adverbials, inverted commas for direct speech	Uses KS2 punctuation accurately	Capital letters, full stops, question marks, exclamations, commas in a list, commas for fronted adverbials, inverted commas for direct speech
Uses determiners **mostly** correctly	Using determiners correctly: a, an, these, those, the			
Mostly maintains past or present tense	Uses the past or present tense and 1st/3rd person correctly. Begins to use perfect tense.		Uses the past or present tense and the perfect form accurately as well as 1st/3rd person correctly	
Begins to use apostrophe for possession	Uses apostrophes to mark singular and plural possession (girl's name/the girls' names)		Uses apostrophes for possession accurately (including irregular plurals)	
Spells **some** words from Year 3/4 correctly	Spells **most** words from Year 3/4 correctly		Spells **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):					
Plans and writes for a range of purposes, with **some** correct genre features		Plans and writes for a range of purposes and audiences, employing genre features for effect		Plans and writes a range of genres for different audiences, selecting genre features for style and effect	
Organises writing into paragraphs and uses **some** organisational devices		Organises writing into cohesive paragraphs that link and uses organisational devices		Confidently uses organisational devices for effect	
Describes characters, setting and plot with expansion		Describes characters, setting and plot with **some** precision		Describe characters, setting and plot with precision	
		Uses devices for cohesion	Conjunctions, adverbials of time and place, pronouns, synonyms. Indicates degrees of possibility using adverbs and modal verbs	Selects grammatical features for cohesion and effect on the reader	Conjunctions, adverbials of time and place, pronouns, synonyms, modal verbs, adverbs, dialogue (to advance action), the subjunctive form, perfect form of verbs, expanded noun phrases, relative clauses, multi-clause sentences, passive voice
Write a range of sentence styles	Simple, complex, compound, coordinating / subordinating conjunctions, range of openers, dialogue	Write a range of sentence styles	Simple, compound (using coordinating conjunctions, complex (using subordinating conjunctions), relative clauses (using relative pronouns), dialogue (to advance action), range of openers		
Begins to sustain correct tense throughout		Uses the correct verb tense in and across paragraphs **mostly** consistently		Uses the correct verb tense in and across paragraphs consistently	
Demarcates sentences accurately: Capital letters, full stops, question marks, exclamation marks, commas for lists and for fronted adverbials					
Attempts to use KS2 punctuation, **sometimes** accurately	Commas to indicate clause, inverted commas, brackets, apostrophes for contractions	KS2 punctuation used accurately **on many occasions**	Commas to indicate clause, inverted commas, parenthesis with brackets, commas, dashes, apostrophe for contractions	KS2 punctuation used accurately on many occasions	Commas to indicate clause, commas to clarify meaning, inverted commas, parenthesis with brackets, commas, dashes, apostrophe for contractions, semi-colons and colons
Spells **most** words from Year 3/4 correctly and **some** from Year 5/6		Spells **majority** of words from Year 3/4 correctly and some from Year 5/6		Spells **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	

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	Synonyms for effect and depth, homophones, prefixes and suffixes, hyphenated words. Employs genre-specific features	Writes effectively for a range of purposes and audiences and select language base on what they have read	Literary language, characterisation, structure
Use paragraphs to organise ideas	Writes narrative that describe setting, characters and atmosphere		Distinguishes between language of speech and writing and chooses the appropriate register	
In narratives, describes settings and characters	Uses dialogue to convey character and advance action		Exercises an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve this	
In non-narrative writing, uses simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Selects vocabulary and grammatical structures appropriate to the genre	Contracted forms in dialogue, passive voice, the subjunctive form, modal verbs, expanded noun phrases, perfect form of verbs, hyphenated words, relative clauses, parenthesis		
Use **mostly** correctly: capital letters, full stops, question marks, commas for lists, apostrophes for contraction	Uses devices to build cohesion	Conjunctions, adverbials of time and place, pronouns, synonyms, organisational devices		
	Uses the correct verb tense consistently within and across paragraphs			
Spells **most** words correctly (Year 3/4)	Uses the full range of punctuation taught at KS2	. ? ! " '' ' : , ; ( ) - …		
Spells **some** words correctly (Y5/6)	Spells **most** words correctly (Y5/6)		Spells **all** words correctly (Y5/6 spelling list	
Writes legibly	Writes with legible and joined handwriting **mostly**		Writes with legible and joined handwriting **always**	