



Writing Milestones

Writing - EYFS 0-26m

Writing

(See the roots of Writing in Communication and Language)

Writing - EYFS 22-36m

Writing

Distinguishes between the different marks they make.

Writing - EYFS 30-50m

Writing

Sometimes gives meaning marks as they draw and paint.

Ascribes meanings marks that they see in different places.

Writing - EYFS 40-60m

Writing

Gives meaning marks they make as they draw, write and paint.

Begins break the flow of speech in words.

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds letters, naming and sounding the letters of the alphabet.

Uses some clearly identifiable letters communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels,captions.

Attempts write short sentences in meaningful contexts.

Writing - EYFS ELG

Writing

Children use their phonic knowledge write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. (ELG EXC)

They use key features of narrative in their own writing. (ELG EXC)

Writing – pre key stage 1 criteria

English

Pupils encounter activities and experiences (P1 i)

They may be passive or resistant (P1 i)

They may show simple reflex responses, [for example, startling at sudden noises or movements] (P1 i)

Any participation is fully prompted. (P1 i)

Pupils show emerging awareness of activities and experiences (P1 ii)

They may have periods when they appear alert and ready focus their attention on certain people, events, objects or parts of objects [for example, attending briefly interactions with a familiar person] (P1 ii)

They may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity]. (P1 ii)

Pupils begin respond consistently familiar people, events and objects (P2 i)

They react new activities and experiences [for example, withholding their attention] (P2 i)

They begin show interest in people, events and objects [for example, smiling at familiar people] (P2 i)

They accept and engage in coactive exploration [for example, focusing their attention on sensory aspects of stories or rhymes when prompted]. (P2 i)

Pupils begin be proactive in their interactions (P2 ii)

They communicate consistent preferences and affective responses [for example, reaching out a favourite person] (P2 ii)

They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response a favourite visitor] (P2 ii)

They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues] (P2 ii)

They cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions]. (P2 ii)

Pupils begin communicate intentionally (P3 i)

They seek attention through eye contact, gesture or action (P3 i)

They request events or activities [for example, pointing key objects or people] (P3 i)

They participate in shared activities with less support. They sustain concentration for short periods. (P3 i)

They explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues events] (P3 i)

They observe the results of their own actions with interest [for example, listening their own vocalisations] (P3 i)

They remember learned responses over more extended periods [for example, following the sequence of a familiar daily routine and responding appropriately]. (P3 i)

Pupils use emerging conventional communication (P3 ii)

They greet known people and may initiate interactions and activities [for example, prompting another person join in with an interactive sequence].(P3 ii)

They can remember learned responses over increasing periods of time and may anticipate known events [for example, pre-empting sounds or actions in familiar poems] (P3 ii)

They may respond options and choices with actions or gestures [for example, by nodding or shaking their heads] (P3 ii)

They actively explore objects and events for more extended periods [for example, turning the pages in a book shared with another person] (P3 ii)

They apply potential solutions systematically problems [for example, bringing an object an adult in order request a new activity]. (P3 ii)

Writing - P Scales (P4-P8)

Writing

Pupils show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence] (P4)

They make marks or symbols in their preferred mode of communication. (P4)

Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events [for example, contributing records of their own achievements or books about themselves, their families and interests] (P5)

They trace, overwrite or copy shapes and straight line patterns. (P5)

Pupils produce or write their name in letters or symbols (P6)

They copy letter forms [for example, labels and/or captions for pictures or for displays]. (P6)

Pupils group letters and leave spaces between them as though they are writing separate words (P7)

They are aware of the sequence of letters, symbols and words [for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory]. (P7)

Pupils show awareness that writing can have a range of purposes [for example, in relation letters, lists or stories] (P8)

They show understanding of how text is arranged on the page [for example, by writing or producing letter sequences going left right] (P8)

They write or use their preferred mode of communication set down their names with appropriate use of upper- and lower-case letters or appropriate symbols. (P8)

Writing - EAL 1

Transcription - Handwriting

Can hold and use a pencil appropriately

Can copy recognisable English symbols

Composition

Can use pictures convey meaning

Can understand that written scripts convey meaning

Writing - EAL 2

Transcription - Handwriting

Can form some letters from memory

Can relate some English sounds the written form

Can write some initial sounds

Can write own name (writing from left right)

Can write some other familiar words (eg, HFW phase 2, can blend CV, write CV, blend CVC, write CVC words)

Composition

Can use English letters and letter like forms convey meaning.

Can write letter strings attempt communication (some recognisable words without spaces).

Writing - EAL 3

Transcription - Handwriting

Can write phonetically plausible words (eg, prpl for purple.....)

Can use most of sets 1-7 letter sounds (Phase 2 / 3) when writing

Composition

Can use labels / simple captions convey meaning

Writing is legible themselves and familiar readers

Will attempt read back own writing

In discussing own written text, can explain more than s/he can write

Writing - EAL 4

Transcription - Handwriting

Can write letters using correct shape, but may be inconsistent in size and orientation

Can use some spacing between words

Composition

Can write independently, using supports / scaffolds, and convey meaning through recognisable words, phrases & simple sentences (but spelling and sentence structure are irregular)

Writing - Y1

Transcription - Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin form lower-case letters in the correct direction, starting and finishing in the right place.

Understand which letters belong which handwriting 'families' (i.e. Letters that are formed in similar ways)

Start using diagonal and horizontal strokes needed join letters

Form capital letters.

Form digits 0-9.

Can write the date

Composition

Orally rehearse a sentence.

Be able to write a sentence which has been orally rehearsed.

Re-read aloud what they have written to check that it makes sense.

Read aloud and discuss what they have written with the teacher or other pupils.

Writing - Y2

Transcription - Handwriting

Form lower-case letters of the correct size relative one another, starting & finishing in the right place.

Write capital letters of the correct size, orientation and relationship to lower case letters.

Write digits of the correct size and orientation

Consistently join letters using diagonal and horizontal strokes.

Use appropriate spacing between words.

Composition

Write narratives about personal experiences and those of others (real and fictional).

Write about real events (outside of their own personal experience)

Write a story with a clear opening and ending.

Write poetry.

Use organizational devices such as headings, captions, numbered lists etc.

Write for different purposes

Develop writing stamina – write approx. two thirds of a page in a 20-30 min writing session.

Plan or say out loud what they are going to write about in general terms/summary.

Write down ideas and/or key words, including new vocabulary before writing.

Orally rehearse on a sentence by sentence basis.

Re-read their work to check it makes sense and correct accordingly.

Check that verbs are used correctly and consistently (eg. He **was getting** on the train; he **got** on the train)

Edit (add, revise and correct) own writing by evaluating their writing with adults and pupils.

Proof-read their own writing to check for errors in spelling, grammar and punctuation.

Be able read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - Y3

Transcription - Handwriting

Consistently and legibly join letters using diagonal and horizontal strokes.

Use clearly defined ascenders and descenders which are consistently formed throughout a piece of writing.

Composition

Plan their writing by discussing and recording ideas in a structured writing frame.

Write paragraphs which maintain a specific theme.

Discuss and plan a plot for a story with a clear beginning, middle and ending.

Create settings and characters

Use simple organisational devices (e.g. headings, sub-headings, bullets).

Edit and suggest improvements through self and peer-evaluation.

Evaluate and edit in order develop ambitious word choices.

Evaluate and edit grammar improve consistency, including the accurate use of pronouns in sentences. (E.g **they were** instead of **they was...**)

Proof-read their own writing to check for errors in spelling, grammar and punctuation.

Be able read aloud what they have written with appropriate intonation and expression make the meaning clear.

Writing - Y4

Transcription - Handwriting

Write in a clear neat and legible style.

Make the down-strokes of letters parallel and equal in height

Composition

Plan their writing by discussing and recording ideas in a given writing frame and also without.

Adapt writing for the intended audience.

Use the main features of adventures, traditional tales, fables, myths & legends, playscripts and poetry in their own writing.

Use the main features of diaries, letters, websites, cookbooks, blogs & leaflets in their own writing.

Link ideas together within paragraphs using conjunctions (e.g. also, in addition, another thing etc)

Write several stories with a clear beginning, middle and ending.

Create imaginative settings and characters, describing their feelings and emotions.

Use literary features (E.g. Alliteration, word play, similes and metaphors) to create effect.

Use organisational devices (e.g. headings, sub-headings, bullets) independently.

Edit and suggest improvements through self and peer-evaluation.

Evaluate and edit in order develop ambitious word choice and sentence structures.

Evaluate and edit grammar to improve consistency, including the accurate use of pronouns in sentences. (E.g **they were** instead of **they was...**)

Proof-read their own writing to check for errors in spelling, grammar and punctuation.

Writing - Y5

Transcription - Handwriting

Write neatly, fluently and with increasing speed.

Begin develop a personal style by choosing which shape of a letter to use when given choices. (E.g. F, Z, x, s, r)

Composition

Match the purpose and style of writing the intended audience

Use the main features of traditional stories from other cultures, myths, legends, fantasy and sci-fi in their own writing.

Use the main features of adverts, reports, balanced arguments and blogs in their own writing.

Plan ideas for writing, drawing on reading and research where necessary.

Draft and write narratives which describe settings, characters and atmosphere,

Consistently organize writing into paragraphs

Use dialogue to convey character and move the story forward.

Use some literary features to create effect (e.g. alliteration, similes and metaphors, personification, emotive language, persuasive language)

Write a condensed version of a text (a precis), keeping the main points of the original.

Use further organisational and presentational devices to structure text and guide the reader (e.g. diagrams, fact box)

Evaluate the effectiveness of their own and others' writing through self and peer-evaluation.

Enhance effects of writing through the evaluation and editing of vocab, grammar & punctuation.

Use correct subject and verb agreement when using singular and plural (e.g. The **men were** getting on the train, instead of the **men was** getting on the train)

Proof-read to ensure consistent and correct use of tense throughout a piece of writing

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Writing - Y6

Transcription - Handwriting

Be able to write fluently in a clear, joined script at pace (and maintain this throughout a piece of work)

Composition

Show purpose of writing and great awareness of the reader.

Maintain the reader's interest throughout a piece of writing.

Have a secure understanding of the features of a range of text types and apply these in their own writing.

Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Develop ideas around characters and settings by considering how published authors or actors have done this. (e.g. in books, film, TV and theatre)

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Use vivid description and emotive language to describe settings, characters and atmosphere.

Use a variety of strategies and techniques to engage the reader (e.g. asides, flashbacks, comments, observation, suspense and tension)

Use paragraphs to signal change in time, scene, action, mood or person.

Use literary features accurately to create effect (e.g. alliteration, figurative and emotive language, persuasive language)

Use dialogue to convey character and advance the action.

Write a condensed version of a lengthy piece of text (a precis), keeping the main points and order of the original.
Use further organisational and presentational devices to structure text and guide the reader (E.g. Quotes, hyperlinks)
Select vocabulary & grammatical structures that reflect the level of formality required (mostly correctly)
Evaluate and edit by assessing the effectiveness of their own and others' writing
Enhance effects and clarify meaning through the evaluation and editing of vocab, grammar & punctuation.
Ensure the consistent and correct use of tense throughout a piece of writing
Use standard and non-standard English (slang, colloquialisms) when appropriate.
Proof-read for spelling and punctuation errors

SPAG - Y1

Spelling

Spell words containing each of the 40+ phonemes already taught.

Spell at least half of the Y1/2 (red) tricky words

Spell the days of the week.

Name the letters of the alphabet individually and in order.

Spell a word with the correct letter names even in words where the sounds are different (e.g. spot = ess, pee, oh, tee)

Add the appropriate suffix when adding -s or -es (e.g. cats, dogs, thanks, catches)

Add the prefix un-

Add suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].

Write simple dictated sentences that include words using the gpcs and tricky (red) words taught so far.

Vocabulary, Grammar & Punctuation

Use standard forms of verbs (e.g. go, went)

Explain what adding -s or -es (eg, dog, dogs; wish, wishes), does to a word (e.g. makes it plural)

Explain which suffixes can be added to words (eg, helping, helped, helper) and how it changes the word.

Explain the meaning of the prefix un- and that it changes the meaning of a words.

Know how words can combine make sentences.

Join words and clauses using 'and', 'so' and 'but'.

Sequence sentences to form short narratives.

Separate words with finger spaces.

Begin to use capital letters and full stops to demarcate sentences.

Begin to use question marks and exclamation marks to demarcate sentences.

Begin to use capital letters for names and for the personal pronoun 'I'.

Use the following terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

SPAG - Y2

Transcription - Spelling

Spell by segmenting words into phonemes and writing these as graphemes.

Spell words containing different spellings (e.g. ay and a-e) for phonemes already learnt.

Spell many Y1/2 tricky (red) words

Spell words with contracted forms e.g can't; didn't; it's

Spell by learning the (singular) possessive apostrophe [for example, the girl's book].

Spell words with silent letters (k and g)

Spell by distinguishing between common homophones and near-homophones (e.g, there/their/they're; sea/see; quite/quiet; son/sun; blue/blew; knight/night; saw/sore, no/know; new/knew nose/knows; right/write; to/too; four/for; eight/ate; wait/weight; hole/whole)

Add suffixes and word endings to spell longer words, including: -ment, -ness, -ful, -less, -ly, -y, -ing, -ed, -er, -est, -le, -el, al, -tion, -es.

Write simple dictated sentences that include words using the gpcs, tricky (red) words and Y2 punctuation taught so far.

Vocabulary, Grammar & Punctuation

Understand how nouns are formed by using the suffixes -ness, and -er

Understand how new (compound) nouns can be formed by combining two or more other words (eg, whiteboard, lunchbox).

Form adjectives by adding the suffixes -ful, -less

Add the suffixes -er, -est to adjectives and understand the effect (e.g hot, hotter, hottest)

Use the suffix -ly to turn adjectives in to adverbs.

Write sentences including subordination (using when, if, that, because) and co-ordination (using or, and, but).

Write sentences with expanded noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon).

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Use the correct choice and consistent use of present and present tense throughout writing.

Use sentences with different forms (Statements, questions, exclamations & commands)

Use the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming)

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Use commas to separate items in a list.

Begin to use inverted commas to show direct speech.

Use apostrophes to mark where letters are missing in spelling (contractions & singular possession)

Use and understand the following terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma

SPAG - Y3

Transcription - Spelling

Use the prefixes: dis-, in-, im-, re-, anti-, super-, sub and understand how add them root words

Use the suffixes and word endings: -ous; -ly; -ture; -ation; -ion; -ian

Spell homophones which are often misspelt including: where/wear; meat/meet; great/grate; bear/bare; break/brake; weak/week; whether/weather; ball/bawl; knot/not; plain/plane; seen/scene; hear/here; be/bee; male/mail

Spell at least half of the Y3/4 orange words.

Understand the layout and organization of a dictionary

Write simple dictated sentences, that include Y3 words & punctuation taught so far.

Vocabulary, Grammar & Punctuation

Understand the formation of nouns using the prefixes, super-, anti-, auto-

Use accurate forms 'a' or 'an' according whether the next word begins with a consonant or a vowel (eg, a rock, an apple) or vowel *sound* (e.g an hour, a unicorn).

Identify how words are related in form and meaning through 'word families', (e.g. **solve**, solution, solver, dissolve, insoluble).

Experiment with adjectives to create impact.

To express time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of) within a sentence.

Use the present perfect form of verbs (eg, He *has* gone out to play) instead of the simple past (He *went* out play).

Use inverted commas to punctuate direct speech.

Use and understand the following terms: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

SPAG - Y4

Transcription - Spelling

Use the prefixes: il-, mis-, un-, in-, dis-, auto-, inter-, ir- and understand how add them root words

Use the suffixes and word endings: -ly, -ion, *zhuh* spelt –sure, -ous, *zhun* spelt –sion, and understand how add them root words.

Spell further homophones and other words that are often confused: groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury, heal/heel, missed/mist, who's/whose; meddle/medal; fair/fare

Spell all Y3/4 orange words

Use the first two or three letters of a word check its spelling in a dictionary.

Write simple dictated sentences that include Y4 words and punctuation taught so far.

Vocabulary, Grammar & Punctuation

Understand the grammatical difference between plural and possessive -s.

To speak and write using Standard English forms instead of local spoken forms (eg, we *were* instead of we *was*)

To identify and write noun phrases which are expanded by the addition of modifying adjectives¹, nouns² and preposition phrases³ (eg, the teacher → the strict¹ maths² teacher with curly hair³).

Identify and use fronted adverbials (eg, Later that day, I heard the bad news.) demarcated with a comma.

Vary sentence structure, using different openers

Use appropriate pronouns and/or nouns in sentences to aid cohesion and avoid repetition.

Use a variety of conjunctions to link sentences and paragraphs.

Use inverted commas to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas incorporating other punctuation (eg, The teacher shouted, "Sit down!")

Identify and use apostrophes to mark both singular and plural possession (eg, the girl's name, the girls' names).

To identify and use appropriate determiners (e.g. the, a, some, two, her) before nouns

Use and understand the following terms: determiner; pronoun, possessive pronoun; adverbial.

SPAG - Y5

Transcription - Spelling

Use the suffixes and word endings: -ible; -able; -ibly; -ably; -ent; -ence; -ant; -ance; -ancy; -cious, -tious; -cial; -tial and understand how add them root words (rules)

Spell some words with 'silent' letters (b and t) e.g. Climb, tomb, listen, castle etc.

Continue distinguish between homophones and other words which are often confused such as: allowed/aloud; guest/guessed; past/passed; lead/led; accept/except; effect/affect; advice/advise

Be able spell at least half of the Y5/6 tricky (orange) words

Use dictionaries check the spelling and meaning of words.

Use a thesaurus find alternative words

Vocabulary, Grammar & Punctuation

To understand that by adding the suffixes -ate; -ise; -ify, nouns and adjectives can be converted into verbs

To understand that some prefixes go in front of a verb (eg, disengage, deselect, mislead, overeat and reread) and that these are called *verb prefixes*.

To identify and use relative clauses beginning with who, which, where, when, whose or that.

Indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).

To use conjunctions to link ideas in and across paragraphs (eg, *time* - then, after that, *number* - firstly, *place* - nearby)

Use brackets, dashes or commas indicate parenthesis.

To use commas to clarify meaning or avoid ambiguity.

Use and understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

SPAG - Y6

Transcription - Spelling

Consistently use all suffixes and word endings and articulate spelling rules support them do this.

Spell further words with 'silent' letters (k) e.g. Know, knife

Continue distinguish between homophones and other words which are often confused such as: practice/practise; licence/license; device/devise; morning/mourning; compliment/complement; ascent/assent; draught/draft;

Be able spell most of the Y5/6 tricky (orange) words

Use a range of dictionaries and thesauruses check the spelling and meaning of words.

Vocabulary, Grammar & Punctuation

Understand the difference between formal and informal vocabulary in speech and writing (e.g. find out - discover; ask for - request; go in - enter).

Understand how words are related by meaning as synonyms and antonyms (eg, big, large, little).

To identify and understand the active and passive voice (eg, the glass was smashed versus I smashed the glass.

Use a wide range of clause structures, sometimes varying their position within the sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as 'If I were you...' or 'were they to come...')

Use a wide range of devices to build cohesion within and across paragraphs (e.g.repetition of a

word or phrase, grammatical connections (eg, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.

Use adverbs, preposition phrases & expanded noun phrases effectively to add detail, qualification & precision.

Use semi-colons, colons and dashes to mark the boundary between independent clauses (eg, It's raining; I'm fed up).

Use colons to introduce a list and use semi-colons within lists.

Understand how hyphens can be used to avoid ambiguity (eg, man eating shark versus man-eating shark)

Use and understand the following terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements.