



## Writing Key Milestones

Aspect	Key Stage 1 Essential Skills		Lower Key Stage 2 Essential Skills		Upper Key Stage 2 Essential Skills	
	End of Year 1 Expectations	End of Year 2 Expectation	End of Year 3 Expectation	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
<b>Composition</b>  <b>Talk for Writing</b>	Talk to an adult or peer about what they are going to write.	Talk through the content of what they are going to write about, considering the sequence of sentences.	Orally rehearse sections of writing including the sequence of sections.	Orally plan the structure of the whole piece, including the supporting details in each section of writing.	Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing. Plan links between sentences within each paragraph.	Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas.
<b>Using writing models and checklists</b>	With adult support, recognise the main features of a given model and create simple checklists for their own writing.	With support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentences	Recognise and imitate the main features of a given model and create checklists for their own writing	Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level	Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for	Establish features of a selected form clearly, with some adaptation to purpose. Develop



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		e level features (e.g. commas in lists).	(including sentence level features).	features) for their own writing.	narratives drawn from their experience of reading books and watching plays.	ideas for narratives drawn from their experience of reading books and watching plays.
<b>Planning and making notes</b>	Draw pictures, write down keywords or ideas before writing.	Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.	Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.	Use a given variety of planning structures to make notes which summarise key ideas (of appropriate brevity, i.e. not full sentences).	Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.	Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.
<b>Drama and Role Play</b>	Use simple role play (e.g. puppets, small world) to explore writing ideas.	Take on roles as characters to understand the structure of narratives.	Adapt a range of roles in order to develop creative and imaginative writing,	Create and sustain a range of roles in order to develop creative and imaginative writing.	Create own scripted or improvised drama (including character development) in	Refine, share and respond to scripted or improvised drama (improving



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			responding appropriately to others in role.		order to develop creative and imaginative writing.	understanding of viewpoint) in order to develop creative and imaginative writing.
<b>Composition Sentences</b>	Say sentences out loud to an adult or peer before writing. Independently attempt to replicate what they have said out loud in their writing.	Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).	Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and prepositions.	Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures. Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use expanded noun phrases (e.g. 'the policeman', is	Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Include relative clauses (e.g. who, which, where, when, whose and that) and modal verbs (e.g. might, should, will	Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use passive verbs to affect the presentation of information



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				<p>expanded to, 'the co-operative policeman with polished shoes') and fronted adverbials (e.g. 'later that day') to develop ideas in more detail but communicate information in a concise way.</p>	<p>and must) in sentences. Use adverbs (e.g. perhaps and surely) to express degrees of possibility.</p> <p>Use adverbials of time, place, number or tense (e.g. later, nearby and secondly).</p> <p>Demonstrate awareness of devices used to build cohesion (e.g. then, after that, this, firstly).</p>	<p>in a sentence. Make choices appropriate for formal writing, including the use of the subjunctive form (e.g. 'If I were' or 'Were they to come') in some very formal writing.</p> <p>Use a broader range of cohesive devices (e.g. repetition of key words</p>
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						and phrases, ellipses and adverbials including 'on the other hand', 'in contrast' and 'as a consequence of').
<b>Sentence Structures</b>	Independently write simple phrases and clauses in series. Confidently write some sentence-like structures by chaining ideas/clauses together using 'and'. Begin to demarcate sentence-like	Write in simple and compound sentences, with a generally consistent use of past and present tense. Recognise and write statements, questions, exclamations and commands. Use capital letters, full stops,	Use a variety of simple structured and complex sentences for clarity and effect. Correctly demarcate most sentences with capital letters, full stops, question marks, exclamation marks and commas for lists.	Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms. Use direct speech to build up a picture and add interest for the reader. Use inverted commas accurately to demarcate direct	Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis. Use some features of sentence structure to build up detail or convey	Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently, and contribute to the overall



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	structures, using some simple punctuation symbols.	<p>question marks and exclamation marks to demarcate sentences more consistently.</p> <p>Include, with prompts, commas to separate items in a list.</p> <p>Use a growing range of sentence openers to avoid repetition.</p> <p>Use adjectives, nouns, verbs and some adverbs with growing confidence and appropriateness in their writing.</p>	<p>Record direct speech in sentences, attempting to use inverted commas on occasions.</p> <p>Independently use present perfect forms of verbs (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Display some limited variation in use of tense and verb forms.</p> <p>Choose suitable adverbs to enhance their writing.</p>	<p>speech and some dialogue.</p> <p>Use a comma to introduce direct speech and separate dialogue from the rest of the sentence.</p> <p>Begin to use other punctuation (e.g. commas after fronted adverbials, apostrophes to mark plural possession).</p> <p>Make appropriate choice of pronouns and nouns, within and across sentences to aid cohesion and repetition.</p> <p>Make appropriate choice of pronouns and nouns, within</p>	<p>shades of meaning. Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to mark clauses, clarify meaning</p>	<p>effect on the reader. Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases). Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g.</p>
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				and across sentences.	or avoid ambiguity.	<p>'It's raining; I'm fed up').</p> <p>Use a colon to introduce a list.</p> <p>Use semi-colons within complicated lists to separate items.</p> <p>Begin to use hyphens to avoid ambiguity in writing (e.g. man-eating shark versus man eating shark).</p> <p>Begin to use punctuation</p>
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						of bullet points when listing information.
<b>Organising and Sequencing</b>	Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally'), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'A long, long time ago', 'One day', 'The end' or 'They lived happily ever after').	Group ideas into sections and sequence writing through the use of time connectives, headings and numbers.	Begin to use paragraphs to group related material. Use headings and sub-headings to aid presentation. Demarcate openings and endings and attempt to organise ideas of related points next to each other.	Use paragraphs to organise ideas around a theme. Organise ideas or material in a logical sequence and attempt to create links between paragraphs. Use paragraphs to organise whole texts at a basic level.  Write clear openings and closings for ideas, which are sometimes linked.  Use appropriate headings and sub-	Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns). Link ideas across paragraphs or verses using adverbials of time, place and number. Use layout devices to structure text (e.g. headings, sub-headings, columns,	Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis). Construct paragraphs to support meaning and purpose. Independently select and use the most appropriate





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				headings to make information clear and cohesive.	bullets or tables).	layout devices to structure a text effectively and guide the reader.
<b>Writing for different purposes</b>	Use simple vocabulary appropriate to the purpose for writing (e.g. simple science words). Show some indication of basic purpose or form in their writing.	Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Use largely appropriate ideas and content in their writing.	Incorporate the main features of a text type, showing awareness of the reader, and make specific vocabulary and style choices.	Establish a clear purpose throughout a piece of writing, using the main features of the genre appropriately. Write to interest, inform, entertain or engage the reader. Incorporate mainly relevant ideas and content in texts produced.	Maintain a clear purpose, across a range of writing, with all features of the chosen form used appropriately, to maintain readers' interest. Develop a generally appropriate style across most writing.	Identify the audience for/purpose of a range of text types, making features clear and establishing the appropriate style. Use accurate information and clearly expressed, appropriate ideas/cont



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						nt in their writing. Draw on reading and research where necessary to enrich their writing.
<b>Language</b>	Use some simple descriptive language (e.g. colour, size, simple emotion). Show evidence of vocabulary beginning to match the context.	Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases). Use new vocabulary gathered from their reading experiences.	Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).	Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary.	Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting-edge', 'new', 'latest', 'up-to-date').	Expand vocabulary and use subject-related words appropriately. Choose vocabulary to reflect shades of meaning (e.g. 'please', 'excited',



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						'enthusiastic', 'exuberant'). Draw on a wider range of experiences to inform their choice of vocabulary (e.g. first-hand experiences, listening, reading and discussions).
<b>Writing to entertain</b>	Compose sentences and record in order to form narratives. Use simple poetic techniques to substitute own	Write narratives (about real or fictional events) by developing a sequence of sentences, including	Write narrative structure to include a simple beginning, middle and end, and some development of	Write narrative structure using the main features, including an opening to establish setting and characters, a	Write narrative structure to include most elements (e.g. introduction, build up, main event,	Write narrative structure to include most elements appropriately (introduction



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	<p>ideas and write new lines/verses within an appropriate frame.</p>	<p>some variation in sentence openings. Draw on their experience of listening to and reading stories to develop their story writing style. Use poetic techniques including humour and word play independently.</p> <p>Write poems individually with support from a response partner to plan and evaluate.</p>	<p>setting and characters in one or more of the sections. Use poetic structures and techniques, more confidently.</p>	<p>complication and resulting events, a resolution and/or ending. Develop ideas and material in more detail (e.g. descriptions elaborated using expanded noun phrases and adverbials). Use an increasing range of poetic techniques (e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases).</p> <p>Use an increasing range of poetic structures (e.g. free verse, acrostic, calligrams, kennings,</p>	<p>resolution, ending). Develop character and settings, including within own scripted drama, using similar writing models to adapt own ideas. Use poetic structures in a range of forms, including narrative and performance poetry.</p>	<p>n, build up, main event, resolution, ending) in a range of genres. Use vocabulary to create appropriate atmosphere. Use dialogue effectively to create characters and move action forward in both scripted drama and narrative.</p> <p>Use poetic techniques in a</p>
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				soliloquies, song lyrics).		range of forms including the use of personification and metaphor.
<b>Writing to inform</b>	Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience. Write information in simple forms (e.g. captions, lists and labels) and within an appropriate frame (e.g. instructions, recounts or an information text).	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and reorientation (closing statement). Write simple non-fiction texts, with support, incorporating the main features of the genre (e.g.	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with some expanded detail in one or more sections. Use conjunctions, adverbs and	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and increasingly accurate use of temporal connectives. Write a range of non-fiction texts incorporating the main features of the genre (e.g.	Write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, where, when and why. Begin to précis longer passages. Independently select the appropriate	Write about real events using accurate and appropriate language, such as technical and formal language to recount a science investigation, powerful verbs and vivid descriptions.



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	Write simple texts linked to a topic of interest/personal experience.	instructions and information texts) .	prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of). Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.	explanations and non-chronological reports ).	features to include in their non-fiction writing (e.g. leaflets: clear and bold heading, factual and informative information, short messages/quotations and contact information).	tion to recount an adventure, or informal, personal language to recount humorous events. Competently précis longer passages. Draw on their knowledge and experience of reading non-fiction in order to produce a wider range of informative writing,
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						independent ly selecting the most appropriate features of the genre.
<b>Writing to persuade</b>	Use simple structures and writing frames to substitute own ideas and write new lines (e.g. producing own simple adverts/posters).	Make adventurous word choices and use detail to engage the reader. Give a simple viewpoint in their writing, using some words chosen for effect to promote this viewpoint (e.g. great/fun/healthy/unhealthy).	Choose appropriate logical connectives to link ideas (e.g. using word banks/walls) and include more features of persuasion in their writing (e.g. flattery, benefits, text in capitals and powerful verbs/adjectives). Indicate a clear viewpoint through choice of	Use appropriate logical connectives and include some features of persuasive writing (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics). Select appropriate positive or negative vocabulary to indicate differing viewpoints. Provide detail of opposing viewpoints	Use appropriate logical connectives and select the most appropriate features of persuasive writing for task (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, emotional appeal,	Use higher order, appropriate logical connectives and include all features in a widening range of persuasive writing (e.g. a report/formal letter to sway the reader, advert to persuade



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			negative or positive vocabulary.	in simple discussion texts.	exaggeration, statistics, questions and a one-sided argument). Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (listing points for/against).	people to buy something). Maintain a clear viewpoint and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure.
<b>Proof-reading</b>	Re-read their own writing to check that it makes sense.	Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences	Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.	Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation using a dictionary when required.	Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their	Proof-read for spelling and punctuation errors and consistent and correct use





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		punctuated correctly).			targets. Begin to check for correct subject and verb agreement, distinguishing between the language of speech and writing.	of tense/person. Edit to improve vocabulary, style and paragraph structure. Edit the content of their writing ensuring ideas/material are expressed coherently, logically and target the reader.  Check for correct subject and verb agreement
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						when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
<b>Evaluating and editing</b>	Talk about their writing with the teacher or a partner.	Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.	Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary.	Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency.	Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.	Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve



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						clarity and effect.
<b>Performing compositions</b>	Read aloud their own writing clearly and audibly.	Read aloud their own writing clearly, audibly and with appropriate intonation.	Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.	Convey meaning through use of intonation and by controlling volume and tone.	Make choices about how to perform their own compositions effectively.	Make choices about performing their own compositions, taking the needs of the listener into account. Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
<b>HANDWRITING</b>						



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<b>Writing position and equipment</b>	With support, sit with the correct posture at the table, write using a comfortable pencil grip, position paper correctly and organise the writing space effectively.	Sit, without support, with the correct posture at the table, write using a comfortable pencil grip, position paper correctly and organise the writing space effectively.	Find own comfortable position for writing, ensuring that one hand is on the paper and that the paper is tilted to no more than 45 degrees. Where appropriate, use a pencil without a grip.	Check own writing position and equipment.	Select the appropriate writing implement for the task, to include use of a pen.	Select the appropriate writing implement for the task, mainly using a pen.
<b>Formation of lower case letters</b>	Form lower-case letters, using the correct movement sequence.	Form lower-case letters of the correct size relative to one another, with ascenders and descenders distinguished.	Keep lower-case letters a consistent and equal size.	Check own writing for consistent sizing and set own targets to improve.	Use consistent sizing on most occasions and continue to work on targets.	Use consistent letter sizing across all writing.
<b>Formation of capital letters</b>	Form capital letters of appropriate size,	Form capital letters, being aware	Ensure that capitals are the appropriate	Check own capitalisation.	Use capital letters to fill in forms.	Use capital letters with



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	starting and finishing in the correct place.	of orientation and relationship to one another and to lower-case letters.	size and do not join to lower-case letters.			ease to fill in forms.
<b>Formation of numbers</b>	Form numbers of appropriate size and orientation (0-9).	Form numbers of the correct size, orientation and relationship to one another.	Form numbers of the correct size, orientation and relationship to one another. Begin to use smaller grids in mathematics books/sheets, ensuring digits are placed correctly.	Check place value when writing numbers for calculations.	Use a range of numerals (e.g. Roman numerals for labelling).	Continue to form/recognise a wide range of numbers for different purposes (e.g. note-taking).
<b>Letter families</b>	Practise the handwriting 'families' (e.g. anticlockwise letters: a, d, g, q, c, e, o, s).	Recognise the handwriting families and use the correct formation for each independently.	Practise/improve letter strings in similar words (e.g. joining letters o and a in goal).	Self-check handwriting joins in many letter families and practise identified targets.	Practise correct formation of letters and identify own targets after checking.	Correctly form all letters.



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<b>Spacing</b>	Leave spaces between words, using their own finger as a guide if needed.	Leave appropriately sized spaces between words.	Leave line spaces when prompted (e.g. after a heading/before ruling off).	Independently leave line spaces (e.g. after a heading/before ruling off) and use a ruler to accurately underline.	Write ascenders and descenders to an appropriate length so that they do not touch within line spacings.	Check own or partner's ascenders and descenders are an appropriate length so that they do not touch within line spacings. Set own targets to improve.
<b>Joining</b>	Write letters with flicks, to prepare to join.	Use diagonal and horizontal strokes to join letters appropriately. Use diagonal strokes to join to letters without ascenders (ai, ar, un) and with	Join letters appropriately in independent writing, being aware that capital letters do not join.	Use diagonal and horizontal strokes, including leaving adjacent letters unjoined where necessary.	Use diagonal and horizontal strokes, including leaving adjacent letters unjoined where necessary.	Check own or partner's use of diagonal and horizontal strokes to include leaving



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		<p>ascenders (ab, ul, it).</p> <p>Use horizontal joins to letters without ascenders (ou, vi, wi) and with ascenders (ol, wh, ot).</p> <p>Identify the letters which when adjacent to one another are best left unjoined.</p>			<p>Use printing for labelling a diagram.</p>	<p>adjacent letters unjoined where necessary. Set own targets to improve.</p>
<b>Presentation</b>	<p>Write from left to right and top to bottom on the page.</p>	<p>Independently, write within broad lines to organise work.</p>	<p>Develop their own fluent, joined style, using a ruler to underline or rule off and to improve the appearance of their work.</p>	<p>Continue to develop a fluent joined style, using a ruler to underline and rule off, and to improve the appearance of their work.</p>	<p>Recognise when to write quickly but legibly (e.g. note-taking) and when to focus on presentation.</p>	<p>Use different styles of handwriting for different purposes with a range of media, developing a consistent a</p>



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						nd personal legible style.
<b>TRANSCRIPTION (SPELLING)</b>  <b>Phoneme/ Grapheme correspondence</b>	Segment words into sounds before choosing graphemes to represent the sounds. Write words in a phonetically plausible way. Write words containing the vowel digraphs and trigraphs for Year 1 with accuracy (English Appendix 1).	Segment words into phonemes and represent these by graphemes, spelling many correctly. Write phonetic and irregular words with increasing accuracy and confidence. Draw on knowledge of previously taught vowel digraphs and trigraphs to tackle new words.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly from the Year 3 and 4 guidance.	Segment many words competently to spell correctly.	Segment more complex words with increasing accuracy, and apply spelling rules.	Segment complex words successfully as one of a growing range of strategies.
<b>Apply</b>	Write words containing each of the 40+ phonemes already taught.	Write words containing phonemes taught, including	Write a range of root words, recognising the link between	Understand the relationship between words to assist spelling (e.g.	Begin to understand morphology and the history	Apply their knowledge of morphology





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		alternate spelling patterns for some phonemes.	sounds and letters.	medicine is related to medic so the /s/sound is spelt as c).	of words and relationships between them to assist spelling (e.g. the word 'conscience' is related in origin to the word 'science').	and etymology and the relationships between words in spelling, writing all words on the Y5/6 word list correctly.
<b>Letter names and alphabetical order</b>	Name the letters of the alphabet in order.	Use letter names when orally spelling a word.	Understand the difference between using letter names and sounds.	Use letter names consistently, referring to a dictionary when necessary to spell the words correctly.	Use letter names consistently when spelling words and recognise alphabetic order to find words in a dictionary.	Use letter names consistently and effortlessly when spelling words and quickly recognise alphabetic order, applying



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						when necessary.
<b>Alternative Spelling patterns</b>	Use letter names to distinguish between alternative spellings of the same sound.	Use alternative spelling patterns for words where one or more spelling pattern is already known.	Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy.	Apply a growing range of more complex spelling patterns to writing.	Write words containing common letter strings which can represent different phonemes, though not always accurately (e.g. rough, plough).	Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual (e.g. yacht).
<b>Syllables</b>	Clap and count the syllables in words. Spell two-syllable compound words by segmenting each part of the word (e.g.	Discriminate syllables in multisyllabic words independently to aid spelling. Spell three and four-syllable	Discriminate syllables in complex polysyllabic words independently to aid spelling.	Discriminate between a stressed/unstressed syllable. Embed knowledge of complex polysyllabic words.	Routinely split words into syllables to spell words from the Y5/Y6 list.	Apply their knowledge of syllables alongside morphology and etymology to spell all



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	farmyard, football).	compound words by segmenting each part of the word (e.g. strawberry and anybody).				words on the Y5/6 word list.
<b>Suffixes</b>	Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper). Add -er and -est to adjectives.	Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. copied, copying). Add -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (e.g. hiking, hiked). Use the suffixes: -ment, -ness, -ful, -less, -ly (e.g. playful).	Use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb, beginning to apply the associated spelling rule.	Use further suffixes (e.g. -ous), knowing the associated rule for changing root words ending in 'our' to 'or' (e.g. humorous) and where the final e of the root word is kept (e.g. courageous) whether the /i:/ sound before the 'ous' is spelt 'ious' or 'eous'.	Use further suffixes (e.g. -able, -ible, -ably, -ibly), applying knowledge of root word endings. Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r should be doubled (e.g. referred, reference).	Use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), applying knowledge of root word endings.



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<b>Prefixes</b>	Add the prefix un- to root words, explaining why.	Use any known prefixes confidently.	Use further prefixes (e.g. sub-, super-, anti- and auto-) in a growing range of words.	Use further prefixes (e.g. dis-, mis-, re-, in-, im- and il-) in a growing range of words. Understand that the start letter of a word can change the prefix: before l it becomes il (e.g. illegal), before m or p it becomes im (e.g. immature), before r it becomes ir (e.g. irregular).	Write/apply in context, words with further prefixes (e.g. dis-, over-, de-, mis- and re-). Use a hyphen to join a prefix to a word (e.g. co-ordinate and co-operate).	Apply all knowledge of prefixes readily.
<b>Plurals</b>	Use the spelling rule adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	Add -es to words ending in -y by changing the y to i before adding -es (e.g. carry becomes carries). Add -s to words ending in a vowel plus -y, including -ey, -oy,	With support, place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').	Place apostrophes in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's).	Use plurals correctly in context.	Apply plurals correctly in a range of writing contexts.



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		-ay, -uy (e.g. donkeys).				
<b>High Frequency Words</b>	Spell the days of the week and common decodable words. Spell simple common exception words (e.g. said, was, where).	Spell decodable high frequency words correctly. Spell common exception words (e.g. Mrs, people, Christmas, beautiful).	Continue to spell decodable high frequency words correctly, applying them in context and beginning to notice errors.	Extend the range of decodable high frequency words used when writing, spelling them accurately (English, Appendix 1).	Extend the context and range of high frequency words to include those needed for specific subject areas (e.g. investigate and predict). Notice and collect common exception words from their own reading and learn to spell some of these words.	Use a wide range of high frequency words accurately in all curriculum areas. Write all words on the Y5/6 list accurately.



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<b>Contractions</b>	Spell simple words with contractions (e.g. I'm and I'll).	Spell more common words with contracted forms (e.g. 'couldn't' and 'can't'. Note that 'it's' means 'it is' or 'it has').	Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s.	Apply many words with contracted forms, in context when writing, beginning to know where this is appropriate.	Use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).	Know when to use contracted forms across a wide range of texts written for different purposes.
<b>Homophones</b>	Recognise that homophones have different spellings but the same sound.	Distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they're).	Spell further homophones and near homophones (e.g. meat/meet, fair/fare, knot/not and here/hear).	Spell further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen).	Write homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice).	Recall and write an extended range of homophones. Distinguish between homophones and other words which



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						are often confused.
<b>Spelling Rules</b>	Apply simple spelling rules and guidance for Year 1 (English Appendix 1).	Apply spelling rules and guidance for Year 2 (English Appendix 1). Use the possessive apostrophe for singular nouns.	Apply rules and guidance for Years 3/4 (English Appendix 1).	Apply rules and guidance for Years 3/4 (English Appendix 1).	Apply rules and guidance for Years 5/6 (English Appendix 1).	Apply rules and guidance for Years 5/6 (English Appendix 1). Spell words with silent letters (e.g. psalm).
<b>Using a dictionary</b>	Use wall charts and picture dictionaries which identify initial sounds, graphemes and words.	Use wall charts and picture dictionaries to identify initial sounds, graphemes and words, becoming more aware of alphabetical order.	Use the first letter of a word to check its spelling in a simple dictionary.	Use the first two or three letters of a word to check its spelling in a dictionary. Use a dictionary to collect word lists for prefixes and suffixes.	Use the first three or four letters of a word to check the spelling and meaning in a dictionary. Use a thesaurus.	Use a dictionary, thesaurus and spell checker competently in all curriculum areas.



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<b>Fluency</b>	Write, from memory, simple sentences dictated by the teacher that include common exception words, GPC words and punctuation from Year 1.	Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation from Year 2.	Write, from memory, simple sentences dictated by the teacher that include words and punctuation from Year 3.	Write, from memory, simple sentences dictated by the teacher that include words and punctuation taught so far, paying attention to accuracy.	Write more complex sentences and sequences of sentences, dictated by the teacher.	Write dictated passages, fluently and correctly.
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>  <b>Plurals</b>	Use regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes on the meaning of the noun.	Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth).	With support, place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').	Recognise the grammatical difference between plural and possessive -s. Place the possessive apostrophe accurately in words with irregular plurals (e.g. children's, women's and men's).	Use pluralisation and apostrophes accurately, on most occasions.	Apply pluralisation and apostrophes consistently across all writing.





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<b>Prefixes</b>	Explain how the prefix 'un' changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie).	Independently use simple prefixes to assist spelling (e.g. happy, unhappy; like, dislike; tidy, untidy).	Recognise the term 'prefix' and form nouns using a range of prefixes such as 'sub' and 'super', spelling with increasing accuracy (e.g. submarine and supermarket ).	Recognise and begin to use further prefixes (e.g. inter, anti, auto, dis-, mis-, re-, in-, im-, il-).	Use verb prefixes (e.g. dis-, de-, mis-, over- and re- ).Where appropriate, use a hyphen to join a prefix to a word (e.g. co-ordinate, co-operate).	Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary.
<b>Suffixes</b>	Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper).	Form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman).Form adjectives using suffixes such as -ful and -less. Use suffixes -er and -est in adjectives and -ly to turn adjectives	Use further suffixes, such as -ation, adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb.	Use further suffixes (e.g. -ous and -ious, -tion, -ssion, -sion and -cian), and add suffixes to nouns to make adverbs, sometimes where there is no obvious root word.	Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).Use further suffixes (e.g. -able, -ible, -ably and -ibly) effectively to improve vocabulary.	Use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious and -fer) appropriately to extend vocabulary.



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		into adverbs, recognising the term 'suffix'.				
<b>Words</b>	Use rhymes and word games to extend knowledge of words.	Begin to use word families based on common words.	Recognise and use word families based on common words, demonstrating an awareness of how words are related in form and meaning (e.g. solve, solution, solver, dissolve and insoluble).	Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas.	With support, investigate how words are related in meaning as synonyms and antonyms (e.g. big, large and little).	Explain how words are related by meaning as synonyms and antonyms. Use vocabulary typical of informal speech and vocabulary appropriate for formal speech/writing (e.g. find out – discover; ask for –



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						request; go in – enter). Use subjunctive forms (e.g. 'If I were' or 'Were they to come') in some very formal writing and speech.
<b>Sentence Construction</b>	Independently combine words to make simple sentences, leaving spaces between words.	Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.	Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.	Use fronted adverbials (e.g. Before we begin, make sure you have a pencil). Express time, place and cause using conjunctions, adverbs or prepositions.	Independently use relative clauses beginning with: 'who', 'which', 'where', 'when', 'whose' and 'that'.	Use the passive form to affect the presentation of information in a sentence (e.g. 'I broke the window', versus, 'The window was broken').



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<b>Sentence Development</b>	Use the passive form to affect the presentation of information in a sentence (e.g. 'I broke the window', versus, 'The window was broken').	Use expanded noun phrases to describe and specify in independent writing.	Independently choose nouns or simple pronouns to avoid repetition.	Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'The teacher' expanded to 'The strict English teacher with curly hair').	Link ideas across paragraphs, using adverbials of: time (e.g. later); place (e.g. nearby); number (e.g. secondly); or tense choice (e.g. he had seen her before).	Use expanded noun phrases to convey complicated information concisely. Use adverbials (e.g. 'in contrast to' or 'as a consequence of').
<b>Grammatical components</b>	Join words and clauses using 'and' appropriately.	Use subordination (e.g. when, if, that, because) and co-ordination (e.g. or, and, but).	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Use conjunctions, adverbs	Confidently and consistently express time and cause by using both prepositions and adverbs, independently (e.g. before, after, during, in, because of, then, next, soon, therefore).	Indicate degrees of possibility using adverbs (e.g. perhaps and surely) or modal verbs (e.g. might, should, will and must).	Use the perfect form of verbs to mark relationships of time and cause.



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			and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).			
<b>Tense</b>	Use past and present tense correctly in speech.	Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the present and past tense, to mark actions in progress.	Find/use examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play', instead of, 'He went out to play').	Generally choose accurate tense and verb forms.	Select the appropriate tense for a range of speech and writing (e.g. diary, story, recount, letters) and use consistently.	Vary tense within a piece of writing, sometimes accurately.



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<b>Layout</b>	Use simple writing frames to support the layout of text.	Use headings to group ideas into sections and to structure text.	Begin to use paragraphs independently to group related material, using headings and sub-headings to aid presentation. Use headings, sub-headings and labelled diagrams to structure text and aid presentation.	Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences, to aid cohesion and avoid repetition. Use appropriate layout devices (e.g. headings, sub-headings, bullets and labelled diagrams) to structure text and make information clear and cohesive.	Use increasingly complex layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) to structure text. Use devices within a paragraph to build cohesion (e.g. 'then', 'after that' and 'firstly'), ensuring consistency throughout. Use adverbials of time, place and number or tense choice to	Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections (e.g. 'on the other hand' or 'in contrast to') and ellipses. Select layout devices, (e.g. headings, sub-headings, columns, bullets, tables and
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					link ideas across paragraphs.	labelled diagrams) a pppropriate to the text type, in order to structure text and guide the reader.
<b>Capital letters</b>	Begin to independently use capital letters at the start of sentences.	Use a capital letter at the beginning of most sentences.	Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns.	Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.	Use capitalisation in factual writing to improve layout .	Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasize words or phrases).
<b>Punctuation Marks</b>	Begin to use full stops, exclamation marks and question marks at the end of sentences.	Use full stops, question marks or exclamation marks appropriately at the end of sentences; commas to separate	Attempt to use inverted commas to indicate direct speech.	Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, 'The	Use brackets, commas or dashes to indicate parent hesis. Use commas deliberately to	Apply commas accurately to separate clauses in some sentences. Notice



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		items in a list and apostrophes for contracted forms and the possessive (singular).		conductor shouted,' and end punctuation within the inverted commas, such as '...sit down!').Use commas after fronted adverbials (e.g. Eventually, the waiter arrived at the table). Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names)	clarify meaning or avoid ambiguity.	how hyphens can be used to avoid ambiguity (e .g. recover/re-cover) and use in context. Accurately use ellipses to indicate missing information.  Use semi-colons, colons or dashes to mark boundaries between independent clauses.
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						Use a colon to introduce a list and use semi-colons within lists.  Punctuate bullet points to list information.
<b>Proper nouns and personal nouns</b>	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	Use the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).	Begin to make greater use of pronouns or nouns within and across sentences to avoid repetition.	Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition. Use nouns/pronouns to aid cohesion across a text.	Independently use relative clauses with an implied (omitted) relative pronoun.	Use pronouns effectively to make secure links between paragraphs (e.g. this, that, these, those), ensuring that what is being referred



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						back to is clear.
<b>Technical Terms</b>	Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural.	Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma.	Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Use the terms: determiner, pronoun, possessive pronoun and adverbial.	Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.
<b>Standard English</b>	Use some distinctive features of Standard English in their writing (e.g. words	Use some conventions and terminology for the punctuation, word structure/spelling	Demonstrate knowledge of some of the differences between Standard and	Begin to apply Standard or non-standard English when writing dialogue. Use Standard English	Apply Standard or non-standard English to a wide range of texts, making	Apply Standard or non-standard English across



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	combined to make sentences, past/present tense evident and some accurate examples of singular and plural).	and sentence structure of written Standard English.	non-standard English.	forms for verb inflections instead of local spoken forms (e.g. 'we were', instead of, 'we was', or 'I did' instead of, 'I done').	appropriate choices for text type.	all text types.
<b>Vocabulary range</b>	Use mostly simple vocabulary and communicate meaning through repetition of keywords.	Use simple, speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary.	Use generally appropriate vocabulary with some words chosen for effect, on occasions.	Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic.	Use a reasonably wide range of vocabulary for effect, though not always appropriately.	Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.