



End of Year Milestones

	Strand	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Plan		Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Write down or say what they want to write about before beginning, including ideas and new vocabulary.	Plan, discuss and record ideas, using similar writing to support with structure and vocabulary	Make increasingly detailed notes, using similar writing to support with structure, vocabulary and grammar.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. Independently identify the audience, purpose, form and style of writing
	Draft	Provide words to complete unfinished sentences. Compose a sentence orally. Retell all or part of a story.	Compose a sentence orally before writing it. Write a sentence or sequence of sentences for a given purpose (e.g. narrative).	Explain, one sentence at a time, what they want to write. Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry. Write longer sequences of sentences about personal experiences and those of others	Orally compose and write sentences (including dialogue) specific to the genre/text type using an increasing range of vocabulary and sentence structures begin to organise their writing into paragraphs around a theme. Create settings, characters and plots in narratives In non-narrative material, use simple organisational	To compose and rehearse sentences orally specific to the genre/text type (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Secure the use of paragraphs to organise ideas around a theme. Some attempt to link paragraphs together across a text. Describe settings and characters in detail and create well-developed plots, using inverted commas and other	Select increasing appropriate vocabulary and sentence structures for the genre of writing To consistently make links across paragraphs to effectively control text. Use a wide range of devices to build cohesion within paragraphs Use a wider range of presentational and organisational devices to structure texts (headings bullet points. Describe settings in detail and use dialogue to convey character and advance the action.	Select appropriate grammar and vocabulary to change and enhance meaning Link ideas within and across paragraphs using a wider range of cohesive devices. use a range of organisational devices effectively to guide the reader. Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.

					devices (e.g. headings and sub-headings).	punctuation to indicate direct speech		Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
Revise	Check for correct spelling or phonetically plausible attempts at unknown words.	Check for correct spelling of words and sentence punctuation with capital letters and full stops.	Check correct and consistent verb tense and forms (singular/plural). Check for spelling and punctuation with capital letters, full stops and other punctuation.	Check correct and consistent verb tense and forms. Check spelling and punctuation.	Check correct and consistent verb tense and forms. Check spelling, punctuation and grammar and suggest ways to improve consistency including the use of pronouns in sentences.	Check correct and consistent verb tense and forms. Check accurate spelling punctuation and grammar.	Check correct and consistent verb tense and forms. Ensure accurate spelling punctuation and grammar.	
Edit and evaluate	Re read to check that writing says what was intended.	Re read to check that writing makes sense.	Re read to check that writing makes sense and fits the purpose intended.	Notice some ways to improve the grammar or vocabulary to suit the purpose. Re read to check that writing makes sense and is structured correctly for the purpose intended.	Assess the effectiveness of their own and other's writing. Re read to check that writing makes sense and is structured correctly for the purpose intended.	Re read to check for sense, structure and purpose. Assess effectiveness of their own and other's writing and suggest improvements.	Re read to check for sense, structure and degree of formality. Assess effectiveness of writing and make improvements.	
Perform and Present	Read aloud their words or sentences so that an adult can hear and check that what is being read is correct.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.	

Grammar	Varying sentence structures	<p>Know that you need more than one word to make a sentence and compose sentences orally.</p> <p>Write a simple sentence.</p>	<p>Combine words to make sentences</p> <p>Join words and clauses using and</p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Begin sentences with adverbial phrases.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Vary position of main, subordinate and relative clauses within a sentence.</p> <p>Build more complex, multi-clause sentences to add detail, description and make links across writing.</p>
	Detail for description		<p>Write noun phrases (a noun and an article) e.g. the dog, a man, my dad.</p>	<p>Use adjectives to write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p>		<p>Write expanded noun phrases using a wider range of adjectives (size, colour, age, personality, feeling, texture, appearance etc) and prepositional phrases for time or place (at midnight, in the corner, with the red hair).</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>
	Verbs and Tenses			<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she</p>	<p>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use tense choices to link ideas across sentences and paragraphs (e.g. Past perfect: he had seen her before).</p>	<p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Use the passive to affect the presentation of information in a sentence [for example, I broke</p>

				is drumming, he was shouting]				the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
	Paragraphs				To introduce paragraphs as a way to group material. To use headings and subheadings to aid presentation.	Use paragraphs to organise ideas around a theme.	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices – headings, subheadings, bullet points, colons.
	Cohesion within Paragraphs and across paragraphs				Express time using conjunctions (when, while, before, after), adverbs (then, next soon) and prepositions (at, on before, after). Express place using prepositions (on, in, at), adverbs (in the back, at the front). Express cause using conjunctions	Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use a wide range of devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions, pronouns (he, she, they, his, hers, their etc), determiners (the, a, that, this, those), relative pronouns (which, who, what) and adverbials for where, when and how.	Use devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions

					(because, since, so)			
Punctuation / Transcription	Sentence demarcation	Start to demarcate a sentence with a capital letter and end it with a full stop.	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences				Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]

	Commas			Use commas to separate items in a list		Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use brackets, dashes or commas to indicate parenthesis
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	Inverted commas				Begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use dialogue to show character and advance the action.	Use dialogue to show character and advance the action.
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	Apostrophes			<p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<p>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>		
Spelling / Transcription	Prefixes & Suffixes		<p>Add suffixes to verbs where no change is needed to the root word</p> <p>Add prefixes and suffixes: Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Form adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p>	<p>use further prefixes and suffixes and understand how to add them. (See appendix 1)</p> <p>Form nouns with a range of prefixes (for example: super- anti-auto-)</p>	<p>Use further prefixes and suffixes and understand how to add them. (See appendix 1)</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use verb prefixes (for example dis- de- mis-over- re-)</p>	

			Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs				
Etymology					Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /j/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin)	Understanding the relationships between words can also help with spelling. Examples: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.		

Handwriting/ transcription	Handwriting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Sit correctly at a table, holding a pencil comfortably and correctly.	Form lower-case letters of the correct size relative to one another.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Write legibly, fluently and with increasing speed by:	Write legibly, fluently and with increasing speed by:
		Use a range of small tools, including scissors, paint brushes and cutlery.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
		Write recognisable letters, most of which are correctly formed.	Form capital letters and digits 0-9.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters,			- choosing the writing implement that is best suited for a task.	- choosing the writing implement that is best suited for a task.
			Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	Use spacing between words that reflects the size of the letters				