

Writing knowledge milestones

Year Group	EYFS		
Knowledge Milestone	Autumn	Spring	Summer
Nursery Two - Three Year Writing Objectives Physical Development Objectives	<u>Birth to three</u> <ul style="list-style-type: none"> Enjoy drawing freely 	<u>Birth to three</u> <ul style="list-style-type: none"> Explore different materials and tools. (Fine motor skills) 	<u>Birth to three</u> <ul style="list-style-type: none"> Add some marks to their drawings; which they give meaning to for example. That says mummy. Develop manipulation and control. (Fine motor skills)
Nursery Three –Four Years Writing Objectives Physical Development and writing links	<u>Birth to three</u> <ul style="list-style-type: none"> Make marks on their picture to stand for their name. Develop manipulation and control. (Fine motor skills) 	<u>Three to four Years</u> <ul style="list-style-type: none"> Use one handed tools and equipment, for example, making snips in paper with scissors. (Fine motor skills) 	<u>Three to four Years</u> <ul style="list-style-type: none"> Write some of all of their name. Use a comfortable grip with good control when holding pens and pencils. (Fine motor skills) Show a preference for a dominate hand. (Fine motor skills)
Reception Writing and handwriting Writing Objectives Physical Development and writing links Phonics Objectives	<u>Three to four Years</u> <ul style="list-style-type: none"> Write some of all of their name. Write some letters accurately. Use a comfortable grip with good control when holding pens and pencils. (Fine motor skills) Use some of their print and letter knowledge in their early writing. For example; writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. <u>Reception</u> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2 secure CVC). Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Fine motor skills) 	<u>Reception</u> <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. (Fine motor skills) Spell words by identifying the sounds and then writing the sound with letter/s (Phase 3 secure CVC). 	<u>ELG</u> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others (Phase 4 secure). Write recognisable letters, most of which are correctly formed. Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. (Fine motor skills) Spell tricky words from phase 2 and phase 3

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Year Group	Year 1 – All previous milestones plus		
Knowledge Milestone	Autumn	Spring	Summer
Spelling <i>(please refer to Appendix 1 and 2 of the NC)</i>	<ul style="list-style-type: none"> Spell some Y1 common exception words correctly Spell words using previously taught phonemes from phase 2 and phase 3 Spell phase 2 and phase 3 tricky words correctly Spell cvcc and ccvc words correctly using previously taught phonemes Begin to apply taught phase 5 phonemes in spelling, for instance when completing dictation phrases and captions 	<ul style="list-style-type: none"> Spell many of the Y1 common exception words correctly Use phase 5 graphemes independently in spelling, for instance when completing dictation captions and sentences Name letters of the alphabet in order Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs e.g. cats, dogs, spends, thanks Use clapping to divide words into syllables to help with spelling 	<ul style="list-style-type: none"> Spell some common exception words correctly Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others Use letter names to distinguish between different spellings of the same sound Spell words ending in –y e.g. very, happy, family Use –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest Spell compound words e.g. football, playground Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>BOLD TEXT REPRESENTS THE KS1 WORKING TOWARDS THE EXPECTED STANDARD CRITERIA</p>
Handwriting	<ul style="list-style-type: none"> Orientate writing correctly (top to bottom, left to right) Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Begin to form capital letters Leave some spaces between words Begin to form digits 0-9. 	<ul style="list-style-type: none"> Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters mostly correctly Form lower-case letters of the correct size relative to one another in some of their writing Use spacing between words <p>BOLD TEXT REPRESENTS THE KS1 WORKING TOWARDS THE EXPECTED STANDARD CRITERIA</p>
Composition <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> Say out loud what they are going to write about before writing. Recognise letters and simple words and phrases are used to convey meaning Produce writing which may need to be mediated to be understood. Sequence several pictures and describe orally in sentences. Read/retell writing with an adult. 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Begin to write in different forms; e.g. lists, captions, simple stories Begin to use story language Re-read their own work and, with support, recognise if it makes sense. Write down ideas or key words, including some new vocabulary drawn from listening to and talking about whole books. Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher. Produce writing which can generally be read without mediation Write sentences that are sequenced to form a short narrative (real or fictional) Sequence ideas appropriately Begin to link some simple appropriate vocabulary to the context. Include some interesting descriptive language used, e.g. for appearance, feelings, characters and settings. Re-read what they have written to check that it makes sense.

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<p>Composition Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Show an awareness of the use of full stops (not consistent or necessarily in the correct place) • Use capital letters for names and personal pronoun I • Begin to use capital letters at the start of sentences • Begin to use "and" to join clauses • Begin to use simple adjectives to describe a noun • Show an awareness of the use of finger spaces in their writing 	<ul style="list-style-type: none"> • Show a developing understanding of the correct use of full stops and capital letters (will not be consistent) • Leave spaces between words • Use adjectives to describe nouns • Begin to join ideas with 'and' • Use capital letters for places and personal pronoun I 	<ul style="list-style-type: none"> • Demarcate some sentences with capital letters and full stops • Show a beginning awareness of the use of question marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Use some expanded noun phrases • Write simple sentences that make sense • Use spacing between words which is mostly appropriate <p>BOLD TEXT REPRESENTS THE KS1 WORKING TOWARDS THE EXPECTED STANDARD CRITERIA</p>
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Year Group	Year 2 - All previous milestones <u>plus</u>		
Knowledge Milestone	Autumn	Spring	Summer
Spelling (please refer to Appendix 1 and 2 of the NC)	<ul style="list-style-type: none"> • All of end of Year 1 expectations, plus • Spell some words from Y2 common exception word list correctly • Spell words using suffixes where there is no change to the root word, or where the final consonant is doubled • Spell words with alternative spellings of long vowel sounds ai, ee, igh, oa and oo, increasingly using the correct one • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Spell some words from Y2 common exception word list correctly • Spell words using suffixes where there is no change to the root word, or where the final consonant is doubled, or where final e is replaced with the suffix • Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it e.g. copy – copied – copier, happy – happier – happiest to form comparative and superlative adjectives • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically –plausible attempts at others • Spell <u>many</u> common exception words <p>BOLD TEXT REPRESENTS THE KS1 EXPECTED STANDARD CRITERIA</p>
Handwriting	<ul style="list-style-type: none"> • All of end of Year 1 expectations, plus • Begin to use spacing between words which reflects the size of the letters • Begin to use the horizontal and diagonal join strokes • Form capital letters consistently correctly with their size relative to the lower case ones • Form numerals 0-9 correctly 	<ul style="list-style-type: none"> • Consolidate list from autumn term • Set work out neatly on lined paper • Begin to use sizing of letters to match purpose; for example larger font for headings 	<ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters • Use the diagonal and horizontal strokes needed to join some letters and understand which letters, when adjacent to one another, are best left not-joined • Chose and use the correct writing tool for the purpose (writing pens, pencils, colour) <p>BOLD TEXT REPRESENTS THE KS1 EXPECTED STANDARD CRITERIA</p>

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<p>Composition planning drafting evaluating editing proof reading</p>	<ul style="list-style-type: none"> • All of end of Year 1 expectations, plus • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Begin to show characteristics of chosen written form based on the structure of known texts. • Write narratives about personal experiences and those of others (real and fictional/poetry) • Write about real events • Use the drafting process to gather ideas and key words drawn from reading 	<ul style="list-style-type: none"> • Group related ideas together • Write for different purposes attempting to maintain form • Use appropriate vocabulary, making choices between alternatives supplied, e.g. <i>word bank</i> 	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Use simple, appropriate text features • Use detail to engage the reader, such as expanded noun phrases and word choices • Make simple additions, revisions and corrections to writing <p>BOLD TEXT REPRESENTS THE KS1 EXPECTED STANDARD CRITERIA</p>
<p>Composition Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • All of end of Year 1 expectations, plus • Use full stops and capital letters more consistently • Begin to use commas in lists • Show some evidence of the use of other punctuation such as exclamation and question marks • Use simple sentences and compound sentences joined by 'and' • Begin to use subordination to show time and reason e.g. when, because • Begin to use the past and present tense correctly. • Expand noun phrases to describe and specify (for example, the blue butterfly) 	<ul style="list-style-type: none"> • Use full stops, capital letters, exclamation marks and question marks more consistently • Begin to experiment with apostrophise for contraction/possession • Use a range of conjunctions to make a compound sentence e.g. and, but, because, so • Use conjunctions or & that • Use pronouns to avoid repetition • Start some sentences in different ways e.g. subjects; pronoun • Use adjectives to describe • Use past and present tense 	<ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g., when/if/that/because) to join clauses • Use apostrophes for contracted forms and the possessive (singular) • Use commas for lists • Use sentences with different forms: statement, question, exclamation, command <p>BOLD TEXT REPRESENTS THE KS1 EXPECTED STANDARD CRITERIA</p>

Year Group	Year 3 - All previous milestones plus		
Knowledge Milestone	Autumn	Spring	Summer
Spelling (please refer to Appendix 1 and 2 of the NC)	<ul style="list-style-type: none"> Use further prefixes and understand how to add them: un- Spell words correctly when adding -en -ed and -ing suffix Spell verbs correctly when working in past and present tense Spell words correctly when adding the -ly suffix Spell ch words that make a k sound e.g. scheme, chorus, chemist, echo Spell ei, eigh and ey sounds e.g. obey, they, weigh 	<ul style="list-style-type: none"> Use further prefixes and understand how to add them: re-, sub- Spell words correctly when adding suffixes -sure -ture -sion , -ous where the root word does not change Spell ch words that make a sh sound e.g. brochure, chalet, chef, machine Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] 	<ul style="list-style-type: none"> Approximately ½ the common exception words from the year 3 and 4 list are spelled correctly. Is able to write from memory simple sentences dictated by the teacher that include words from appendix 1 and 2 and punctuation. Use further prefixes and understand how to add them: - inter- anti- Spell words with -ation suffix Spell words that make an U sound when spelt 'ou' e.g. touch, double, young, country Spell further homophones and homonyms
Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined. Handwriting is legible and joined using diagonal and horizontal strokes that are needed to join letters and understanding of which letters are best unjoined is evident. 		
Composition planning drafting evaluating editing proof reading	<ul style="list-style-type: none"> The drafting process is used to, compose and rehearse sentences orally. Narrative planning creates plot. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud. Writing is proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> The drafting process is used to, compose and rehearse sentences orally. Narrative planning creates plot and characters. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary. Writing is proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> The drafting process is used to make some choices of vocabulary, through composing and rehearsing sentences orally. Narrative planning creates settings, characters and plot. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary. Writing is proof-read for spelling and punctuation errors.
Composition structure and organisation	<ul style="list-style-type: none"> Show some attempts to organise and group related ideas together. Draft and write non-narrative material, using simple organisational devices [for example, headings and subheadings. Make adventurous word and language choices appropriate to the style and purpose of the text Sustain form in narrative, including use of person and time. Structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings. 	<ul style="list-style-type: none"> Organise ideas in sections or paragraphs, to distinguish between information, events or processes (links between paragraphs may be unclear) Use adverbs to add detail to actions. Begin to use technical language appropriate to text type. Include a beginning middle and end in narratives, with events sequenced logically and the main conflict resolved. 	<ul style="list-style-type: none"> Sequence ideas within paragraphs logically. Select nouns to be specific e.g. Ferrari instead of car. Express viewpoint (opinion, attitude, position) but this may not be maintained. Attempt to engage the reader through detail or word choices. Show balance and an attempt to create pace in narrative writing. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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	<ul style="list-style-type: none"> Evaluate the effectiveness of their own and others' writing and suggest improvements. 		<ul style="list-style-type: none"> Evaluate and edit by including the accurate use of pronouns in sentences.
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> Almost always accurately use full stops, capital letters, exclamation and question marks. Start sentences in a variety of ways e.g. prepositions Add details through use of noun phrases e.g. golden coins, and adverbs e.g. glistening brightly. Use conjunctions at the beginning and within sentences e.g. when, if. Use exclamation marks more effectively. Use commas in lists. Indicate the spoken word with speech marks. Use determiners a/an correctly. 	<ul style="list-style-type: none"> Almost always accurately use full stops, capital letters, exclamation and question marks. Choose nouns or pronouns appropriately for clarity and cohesion. Compose writing of mainly simple and compound sentences which are grammatically correct. Choose tense appropriate for the text – type. Use commas when listing more detailed ideas. Use 'who' and 'that' appropriately. Inverted commas are beginning to be used but not always accurately. 	<ul style="list-style-type: none"> Almost always accurately use full stops, capital letters, exclamation and question marks. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause e.g. after a while, eventually, because, the reason that, so. Indicate possession by using the possessive apostrophe with plural nouns. Use and punctuate direct speech. Use first and third person consistently. Inverted commas are used more accurately.

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Year Group	Year 4 - All previous milestones plus		
Knowledge Milestones	Autumn	Spring	Summer
Spelling <i>(please refer to Appendix 1 and 2 of the NC)</i>	<ul style="list-style-type: none"> Spell sc words that make an s sound Spell words with prefixes dis- mis – in Add im- to root words beginning with m or p e.g. immature, impossible 	<ul style="list-style-type: none"> Spell further suffixes and understand how to use them: tion, sion ian Spell words with the 'i' sound spelt with a 'y' elsewhere than at the end of words. E.g. myth, Egypt, mystery Place the possessive apostrophe accurately in words with in words with irregular plurals [for example, children's] Spell words with il- ir- prefixes 	<ul style="list-style-type: none"> Spell further homophones and homonyms Use the first two or three letters of a word to check its spelling in a dictionary Spell words with -gue -que suffixes Spell words with -sion -ssion suffixes Spell words with super- auto- prefixes Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		
Composition <i>planning drafting evaluating editing proof reading</i>	<ul style="list-style-type: none"> The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally. Evaluation of the effectiveness of own and others' writing is used to improve consistency in tense. Writing is proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary. Writing is proof-read for spelling and punctuation errors. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency in punctuation. 	<ul style="list-style-type: none"> The drafting process is used to make some choices of grammar, vocabulary and structure, through composing and rehearsing sentences orally. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary. Proof reading ensures accurate use of pronouns Writing is proof-read for spelling and punctuation errors. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Composition <i>structure and organisation</i>	<ul style="list-style-type: none"> Make some links between paragraphs. Begin to use a range of technical and descriptive and figurative language; for example simile, metaphor and/ or personification. Vary the use of words and phrases to achieve impact. Create settings, characters and plot. Simple organisational devices, including headings and sub-headings to aid presentation are used. 	<ul style="list-style-type: none"> Use paragraphs to organise narrative and non-fiction writing. Choose vocabulary to add interest or clarity or to introduce opinion or persuasion. Use a range of sentence types in narrative. Carefully select and include detail to support purpose and engage reader's interest. 	<ul style="list-style-type: none"> Organise paragraphs around a theme with related ideas and information together. Write narrative with a build-up and problem/climax towards a defined ending. Include features of appropriate text types with increasing confidence. Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition

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<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense. • Use complex sentences with adverbial starters e.g. <i>slowly, carefully, sometime later.</i> • Use inverted commas to punctuate direct speech. • Writing demonstrates a use of nouns and noun phrases, modified by adjectives and other nouns to add detail. 	<ul style="list-style-type: none"> • A range of punctuation is increasingly used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use fronted adverbials. • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • A wide range of punctuation is increasingly used including possessive apostrophes for plural nouns and other punctuation to indicate direct speech. • Know and use the grammatical difference between plural and possessive. • Standard English forms for verb inflections are used e.g. <i>we were not we was, I did instead of I done.</i> • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition • Use complex sentences with relative clauses e.g. e.g. <i>The boy, who was caught stealing apples, was chased by the angry man</i> • Apostrophes are used to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>). • Use expanded noun phrases to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.</i>
<p>Criteria below are WT for end of KS2. Children should be achieving these at the end of Y4</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly. 1 			

Year Group	Year 5 - All previous milestones plus		
Knowledge Milestones	Autumn	Spring	Summer
Spelling (please refer to Appendix 1 and 2 of the NC)	<ul style="list-style-type: none"> Use the letter-string -ough Spell words with the -tious and -cious suffixes 	<ul style="list-style-type: none"> Spell words with -tial and -cial suffixes Spell more words with the mis- prefix 	<ul style="list-style-type: none"> Spell words with -able, -ably -ible -ibly suffixes Use a hyphen correctly to join words Continue to distinguish between homophones and other words which are often confused
Handwriting	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed. Choose which shape of a letter to use and whether or not to join specific letters. Choose the writing implement that is best suited for a task. 		
Composition <i>planning</i> <i>drafting</i> <i>evaluating</i> <i>editing</i> <i>proof</i> <i>reading</i>	<ul style="list-style-type: none"> When planning narratives, consideration is made of how authors have developed characters and settings in what has been read, listened to or performed. Evaluation is made of the effectiveness of own and others' writing in terms of use of vocabulary Writing is proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> The drafting process draws upon a progressively varied and rich vocabulary. Evaluation of the effectiveness of own and others' writing is made to propose changes to grammar and vocabulary to improve consistency. Writing is used to proof read for spelling and punctuation errors, including some use of a dictionary to check spelling. Make notes for initial ideas from across a range of texts. 	<ul style="list-style-type: none"> The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures. Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Writing is used to proof read for spelling and punctuation errors, including use of a dictionary to check spelling.

<p>Composition structure and organisation</p>	<ul style="list-style-type: none"> • Identify the purpose of writing. • Use some appropriate layout features to enhance organisation. • Begin to create their own layouts to present information on paper or screen. • Describe real and narrative settings and characters in some detail. • Create characters with some interaction to reveal feelings. 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing. • Use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, underlining) • Sustain ideas within and between paragraphs and sections • Select appropriate grammar and vocabulary. • Comment upon the characters 'thoughts and feelings as a writer. • In narrative attempts are made to vary the pace. • Use causal and logical connectives in addition to those that signal time e.g. However, therefore. • Ensure the consistent and correct use of tense throughout a piece of writing. • Use a range of sentence types in narrative effectively 	<ul style="list-style-type: none"> • Use examples of similar writing as models for their own. • Develop initial ideas drawing on reading and research where necessary. • Start sentences in a variety of ways. • Extend and develop paragraphs usually around a topic, main point, event or idea • Use paragraphs to signal a change of time, scene, action, mood or person. • Use a range of connecting words and phrases appropriate to text type. • Experiment with language including the use of imagery, similes and metaphors • Ensure correct subject and verb agreement when using singular and plural, • Assess the effectiveness of their own writing considering purpose and audience
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship. • Relative clauses used beginning with who, which, where, whose, why, that or an omitted relative pronoun. • Commas are used to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Use a colon to introduce a list. • hyphens used to avoid ambiguity. • Adverbs used within writing. • Show general accuracy of punctuation within dialogue and sentences, throughout a piece of writing. • Devices to build cohesion within a paragraph are used (e.g. then, after that, this, firstly). • Can convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). 	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use the perfect form of verbs to mark relationships of time and cause. • Ideas are linked across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • a colon introduces a list. • Experiments with the language of imagery including similes and metaphors. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Year Group	Year 6 - All previous milestones plus		
Knowledge Milestone	Autumn	Spring	Summer
Spelling (please refer to Appendix 1 and 2 of the NC)	<ul style="list-style-type: none"> • Spell words with silent letters • Spell words with –fer suffix correctly 	<ul style="list-style-type: none"> • Know when to use ie, and when to use ei and spell these words correctly • Use a hyphen correctly in all contexts • Spell words using suffixes –ily ally 	<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Spell words using the suffixes: -ant, -ent, -ance –ence, -ancy and -ency
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Choose which shape of a letter to use and whether or not to join specific letters. • Choose the writing implement that is best suited for a task. 		

<p>Composition <i>planning</i> <i>drafting</i> <i>evaluating</i> <i>editing proof</i> <i>reading</i></p>	<ul style="list-style-type: none"> • Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features • In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed. • Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation. • The grammatical terminology in Appendix 2' is beginning to be used when discussing and evaluating writing. • A dictionary and thesaurus are used to check word meaning and appropriateness. • Précis short passages focussing on key facts. 	<ul style="list-style-type: none"> • Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing. • In narratives, description of settings, characters and atmosphere is used appropriately. • Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register. • The grammatical terminology in Appendix 2' is increasingly used when discussing and evaluating writing. • A dictionary and thesaurus are used to check word meaning and appropriateness. • Précis short passages focussing on key messages (what is being inferred) • Select vocabulary to reflect shades of meaning • Use a variety of sentence lengths for effect 	<ul style="list-style-type: none"> • Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research. • The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus. • In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action. • When required, longer passages are précised appropriately. • Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning. • The grammatical terminology in– Appendix 2' is used when discussing and evaluating writing. • A dictionary and thesaurus are used to check word meaning and appropriateness. • Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.
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<p>Composition structure and organisation</p>	<ul style="list-style-type: none"> • Adapt given texts for different audiences • Manage the development of ideas across the text e.g. closing refers back to opening. • Sustain and develop ideas within and between paragraphs or sections. • Use paragraphs of varying length to achieve pace and emphasis and to structure the plot. • Use e.g: pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs. • Use the passive and active voice to enhance meaning. • Précis short passages focusing on key facts 	<ul style="list-style-type: none"> • Select the appropriate form using other similar writing as models for their own. • Acknowledge sources of information in a bibliography. • Use a range of devices to support cohesion throughout a text e.g .secure use of pronouns and connectives. • Develop the topic sentence of a paragraph across a range of writing. • Begin to experiment with the order of sections. • Select vocabulary to reflect shades of meaning. • Integrate dialogue into writing to convey character and advance action. • Précis short passages focusing on key messages e.g. what is being inferred • Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. • Make language choices to change and enhance meaning 	<ul style="list-style-type: none"> • Adapt writing for different audiences and purposes. • Use a wider range of devices to build cohesion within and across paragraphs. • Transcribe notes from different texts including ICT • Maintain chronology /sequencing throughout a text. • Balance the use of dialogue, actions and description in narrative to engage the reader. • Précis longer passages. • Distinguish between the language of speech and writing and choose the appropriate register – edit writing for inconsistencies. • Create IT presentations that are clear, effective and have impact. • Create atmosphere in narrative.
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • A range of punctuation is used accurately including brackets, dashes and commas. • Punctuate bullet points consistently. 	<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence • Use the subjunctive mood correctly in writing 	<ul style="list-style-type: none"> • Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms e.g. <i>said versus reported, alleged, or claimed in formal speech or writing.</i>

Teacher assessment framework statements:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed. 2

Year One Common Exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year Two Common Exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year Three and Four Word list:

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year Five and Six Word List: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise) curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht