

KS1 Writing Milestones

Expectation when writing (environment)	Text Type Features - through the teaching sequence; over the year
Read own writing aloud clearly Oral rehearse sentences before writing down e.g. regularly assessed through talk for writing teaching – directly impacts the outcome at Year 1 Record ideas Plan by talking about ideas Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. <i>can include edited writing/with support</i>	Sequence sentences to form short narratives e.g. <i>beginning/middle/end from known texts</i> Sequence sentences to form simple non-fiction texts e.g. <i>invitations/recounts/simple reports/letters/postcards</i> Use simple organisational features in fiction and non-fiction e.g. <i>headings, labels and captions, talk for writing structures linked to story maps</i> Write for simple audiences and purposes based on real life experiences e.g. <i>linked to topic/quality texts/wow days/opening experiences</i>

Year 1	Year 2
Term 1	Term 1
Use names of people places and things e.g. <i>identify nouns and that they are different to verbs/adjectives</i>	Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i>
Captions to communicate ideas	
Write a range of simple sentences	
Demarcate sentences using a capital letter e.g. <i>mostly accurate esp. for simple sentences</i>	Use full stops and capital letters consistently e.g. <i>include edited writing</i>
Demarcate sentences using a full stop e.g. <i>mostly accurate esp. for simple sentences</i>	
Term 2	Term 2
Join words using 'and' e.g. <i>to list in a sentence</i>	Use co-ordination (but/and/or/so) e.g. <i>I was wet but we still had to go outside.</i>
Use 'and' to join simple sentences e.g. <i>I went to the park and I met my friend/compound sentences</i>	
Demarcate sentences using a capital letter e.g. <i>mostly accurate esp. for simple sentences</i>	Use full stops and capital letters consistently e.g. <i>include edited writing</i>
Demarcate sentences using a full stop e.g. <i>mostly accurate esp. for simple sentences</i>	Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i>
Term 3	Term 3
Use past tense accurately e.g. <i>subject verb agreement I was/we were</i>	Use the present and past tenses correctly and consistently e.g. <i>include edited writing</i>
Use the present tense accurately e.g. <i>subject verb agreement I am/we are</i>	
Begin to demarcate sentences using question mark e.g. <i>sometimes accurate</i>	Use exclamation marks, question marks mostly accurately e.g. <i>! as a punctuation mark as well as to end an exclamatory phrases</i>
Begin to demarcate sentences using exclamation mark e.g. <i>sometimes accurate</i>	
Demarcate using capital letters and full stops	Use full stops and capital letters consistently e.g. <i>include edited writing</i>
Term 4	Term 4
Use simple language features for fiction .g. <i>use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, adjectives, nouns, narrative devices)</i>	Use simple <i>expanded</i> noun phrases to describe and specify e.g. <i>the blue butterfly</i> Use commas to list e.g. <i>I was cold, wet and miserable.</i>

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	Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats.
Use simple language features for non-fiction e.g. use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, non-fiction devices such as imperatives for instructions)	Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!
Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing	Apply spellings of Y2 common exception words and homophones e.g. include edited writing
Apply spellings of common exception words and compound words	
Term 5	Term 5
Use simple language features for fiction .g. use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, adjectives, nouns, narrative devices)	Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions
Use simple language features for non-fiction e.g. use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, non-fiction devices such as imperatives for instructions)	Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions
Apply spellings of adjectives ending in er and est e.g. can include edited writing	Use apostrophes for singular possession e.g. Tom's coat
Apply spellings of plural nouns by adding s and es e.g. can include edited writing	
Term 6	Term 6
Use simple language features for fiction .g. use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, adjectives, nouns, narrative devices)	Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs\ NOTE: use this time to revisit any previously taught skill
Use simple language features for non-fiction e.g. use this term to revisit previous grammar skill not yet secured (complete sentences, accurate tense, non-fiction devices such as imperatives for instructions)	Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time NOTE: use this time to revisit any previously taught skill
Apply spellings of words using the prefix un e.g. can include edited writing	Apply spellings of longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing