

KS1 WRITING ASSESSMENT MILESTONES

Year 1			
Aspect	Autumn 40-60 S	Spring 1B	Summer 1W
Handwriting	<ul style="list-style-type: none"> ▪ I sit correctly at a table, holding a pencil comfortably and correctly. ▪ I form the digits 0-9 correctly. 	<ul style="list-style-type: none"> ▪ I form lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> ▪ I name the letters of the alphabet in order. ▪ I form capital letters. ▪ I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.
Spelling	<ul style="list-style-type: none"> ▪ I spell unknown words using my phonemes (sounds). (<i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i>) ▪ I can spell some CEWs. 	<ul style="list-style-type: none"> ▪ I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. ▪ I write from memory simple dictated sentences including the words taught so far. ▪ I can spell and apply many CEWs in writing. 	<ul style="list-style-type: none"> ▪ I use letter names to show alternative spellings of the same phonemes. ▪ I spell words that use suffixes for plurals or 3rd person. (<i>E.g.: adding s/es; box, fox, fix, pencil, pen</i>) ▪ To use the prefix -un.
Composition	<ul style="list-style-type: none"> ▪ I say a sentence out loud before I write it down. (<i>Hold a sentence</i>) 	<ul style="list-style-type: none"> ▪ I plan my writing by saying what I am going to write about. (<i>build a sentence</i>) ▪ I read my own writing aloud so it can be heard by others and check for sense. (<i>'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</i>) 	<ul style="list-style-type: none"> ▪ I sequence sentences to form short narratives. (<i>Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i>) ▪ I use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when-First, Then, Next, After that</i>)
Grammar	<ul style="list-style-type: none"> ▪ I use the personal pronoun 'I' 	<ul style="list-style-type: none"> ▪ I use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>) 	<ul style="list-style-type: none"> ▪ I may attempt to use other conjunctions. ▪ I make sure that word choices are relevant to the context and I use word banks to support this. ▪ I begin to use adjectives to add detail to my sentences.
Punctuation	<ul style="list-style-type: none"> ▪ I leave spaces between words. ▪ I use a capital letter for the start of a sentence. 	<ul style="list-style-type: none"> ▪ I begin to use other punctuation such as exclamation and question marks. ▪ I use a full stop accurately. 	<ul style="list-style-type: none"> ▪ I use capital letters for the names of people, places and days of the week. (<i>Aa</i>) ▪ I can use the grammatical terminology of Appendix 2.

Year 2

Aspect	Autumn 1S	Spring 2B	Summer 2W (TAF used)
Handwriting	<ul style="list-style-type: none"> ▪ I use some of the diagonal and horizontal strokes needed to join letters. ▪ I understand which letters, when adjacent to one another, are best left unjoined. ▪ I write capital letters (and digits) of the correct size/ orientation to one another. 	<ul style="list-style-type: none"> ▪ I use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> ▪ I form lower case letters of the correct size relative to one another.
Spelling	<ul style="list-style-type: none"> ▪ I segment spoken words into phonemes and record these as graphemes. ▪ <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)</i> 	<ul style="list-style-type: none"> ▪ I am beginning to explore spelling longer words using suffixes such as ment, ness, ful, less, ly. ▪ I spell common exception words (<i>door, because, sugar, people, - see Year 2 spelling list</i>) 	<ul style="list-style-type: none"> ▪ I can spell some longer words using suffixes such as ment, ness, ful, less, ly (<i>Root words ending in a consonant- merriment, happiness, plentifull, penniless, happily, quickly, thoughtless/ful/ly</i>) ▪ I use apostrophes for the most common contracted words. (<i>e.g. don't, won't, I'll, I'm, won't</i>) ▪ I spell words with different spellings (<i>multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader</i>) ▪ I identify and apply my knowledge of homophones/ near homophones (<i>There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night</i>)
Composition	<ul style="list-style-type: none"> ▪ I develop stamina for writing by writing for different purposes. (<i>Real and fictional/own and other's experiences- including simple narratives, poems and recounts</i>) 	<ul style="list-style-type: none"> ▪ I plan and discuss the content of my writing. (<i>Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence</i>) ▪ I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (<i>Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate'</i>) ▪ I write, from memory, simple dictated sentences. 	<ul style="list-style-type: none"> ▪ I proof-read to check for errors in spelling, grammar and punctuation. (<i>Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing'</i>) ▪ I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.
Grammar	<ul style="list-style-type: none"> ▪ My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. 	<ul style="list-style-type: none"> ▪ I use expanded noun phrases to describe, expand and specify. (<i>'the delicate, blue butterfly flew off into the humid, summer sky'</i>) 	<ul style="list-style-type: none"> • I use sentences with different forms: statements, questions, exclamations and commands. (<i>'The colourful butterfly flew from flower to flower' 'Where do clouds come from?'</i>)

		<ul style="list-style-type: none"> ▪ I use subordination (using when, if, that or because). <i>(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.)</i> 	<p><i>'What big eyes you have!' Sift the flour and mix the other ingredients')</i></p> <ul style="list-style-type: none"> • I use co-ordination (using or, and or but) <i>You remembered your book bag but forgot your packed lunch.)</i> • I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming')</i> • I use adjectives, adverbs and expanded noun phrases to add detail and specify.
<p>Punctuation</p>	<ul style="list-style-type: none"> • I use full stops and capital letters- most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i> ▪ I mostly use exclamation and question marks accurately to demarcate sentences. 	<ul style="list-style-type: none"> • I use capital letters for the personal pronoun I and for most proper nouns. 	<ul style="list-style-type: none"> • I begin to use commas to separate items in a list. • I sometimes use apostrophes for singular possession. • I can use the grammatical terminology of Appendix 2.

What the National Curriculum requires in writing at Y1

Writing - transcription

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- 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
 - 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, quicker, quickest]
- apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spelling

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting

Writing - composition

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Composition

Vocabulary,
grammar &
punctuation

What the National Curriculum requires in writing at Y2



Writing - transcription

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spelling

Handwriting

- form lower-case letters of the correct size relative to one another
- 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
- write 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.

Handwriting

Writing - composition

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Composition

Vocabulary,
grammar &
punctuation