

Year 1—Text Structure and Features

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To organise writing appropriately	<ul style="list-style-type: none"> Re-read writing to check it makes sense. Use the correct tenses. Organise writing in line with its purpose. Convey ideas, sentence by sentence. 	<p>There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.</p> <p>Tenses are used inconsistently.</p> <p>When help and structure are provided, writing is organised in line with its purpose.</p>	<p>Writing generally makes sense to the reader.</p> <p>Tenses are generally used correctly.</p> <p>Writing is generally organised appropriately.</p>	<p>Writing is re-read and changed, if necessary, so that it makes sense to the reader.</p> <p>Tenses are used correctly and consistently throughout.</p> <p>Writing has a clear organisational structure. Prompts and guidance are not required.</p>
To use paragraphs	<ul style="list-style-type: none"> Write about more than one idea. Group related information. 	<p>When guides or prompts are provided, writing includes more than one idea or step.</p>	<p>When reminders are provided, ideas are split into paragraphs.</p> <p>Paragraphs contain clearly related information.</p>	<p>Writing is clearly organised into paragraphs that contain a definite theme.</p> <p>A number of themes are developed.</p>

Year 1—Language and Vocabulary

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To use imaginative description	<ul style="list-style-type: none"> Use well-chosen adjectives to add detail. Use names of people, places and things. Use nouns and pronouns for variety. Use adverbs for extra detail. 	<p>There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb).</p> <p>Writing may include some of the features listed.</p> <p>Structure and help may be required.</p>	<p>When reminders are provided, well chosen descriptive language is used.</p>	<p>A good range of descriptive language is used independently, without prompts or guidance.</p>

Year 1—Grammar and Punctuation

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
<p style="text-align: center;">To use and to write sentences appropriately</p>	<ul style="list-style-type: none"> • Sequence sentences to form a clear narrative. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. • Write simple sentences. • Use co-ordination (or, and, but) • Use subordination (when, if, that, because, then) • Use connecting adverbs to explain (because, as) • Use connecting adverbs to order (next, then, after) • Understand the difference between clauses and phrases. • Understand that a compound sentence is two main clauses joined together by a co-ordinating conjunction. 	<p>When help or structure is provided, writing includes a number of related sentences.</p> <p>When help or structure is provided, sentences are linked with conjunctions and connectives.</p> <p>When modelled or a frame provided, begins to use simple adverbs to start sentences, e.g. then or first.</p> <p>When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.</p> <p>With help, identifies a noun and verb within a sentence and begins to understand that there is a difference between a phrase, a clause and a simple sentence.</p> <p>Beginning to use simple connecting adverbs to order or to explain.</p>	<p>When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.</p> <p>When reminders are provided, sentences are linked with a good range of conjunctions and connectives.</p> <p>With reminders, begins to use a wider variety of sentence starters, such as suddenly, quickly, after, before etc.</p> <p>When reminders and ideas are provided, sentences begin in a variety of ways.</p> <p>Understand the difference between clauses and phrases.</p> <p>With reminders, understands how to write a simple sentence and begins to add interest to the sentence by adding phrases.</p> <p>With support, understands that a compound sentence is made up of two main clauses joined together by a co-ordinating conjunction.</p> <p>With guidance, connecting adverbs are used to link sentences and paragraphs.</p>	<p>Writing is fluent and includes a series of well-constructed sentences that engage the reader.</p> <p>Sentences are linked with a good range of conjunctions and connectives.</p> <p>Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.</p> <p>Independently using a range of adverbs to suit the purpose. Evidence of more complex sentence starters emerging such as adverbial phrases.</p> <p>Independently, writes a variety of simple sentences; chooses words carefully.</p> <p>Independently, uses compound sentences.</p> <p>Connecting adverbs are used to link sentences and paragraphs.</p>
<p style="text-align: center;">To punctuate accurately</p>	<ul style="list-style-type: none"> • Leave spaces between words. • Begin to use a capital letter for the names of people, places, the days of the week and I. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use subordination (when, if, that, because) and Use coordination (or, and, but). • Use extended noun phrases to describe and specify. • Use sentences with different forms: statement, questions, exclamation and command. 	<p>When word banks and reminders are provided, capital letters are beginning to be used appropriately.</p> <p>When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.</p> <p>When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.</p>	<p>When reminders are provided, capital letters are generally used appropriately.</p> <p>When reminders are provided, most sentences are punctuated and include a range of punctuation.</p> <p>Apostrophes for the contracted form of words are generally used correctly.</p> <p>Subordination and coordination are generally used in writing.</p>	<p>Capital letters are used consistently and appropriately.</p> <p>Punctuation is accurate.</p> <p>Apostrophes for the contracted form of words are understood and used correctly.</p> <p>Subordination and coordination are used effectively to give extra meaning and clarity to writing.</p>

Year 1—Planning, Re-drafting and Editing Skills

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To analyse writing	<p>Year 1:</p> <ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing: <i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i> <p>Year 2:</p> <ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing: <i>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</i> Discuss writing with the teacher and other pupils. Re-read writing to check it makes sense. Proof read to check for errors in spelling, grammar and punctuation. Evaluate writing to make additions, revisions 	<p>When help is provided, some of the terminology listed is beginning to be used correctly.</p> <p>Some of the features listed can be identified in questions about writing.</p> <p>With prompts and discussions with the teacher, writing can be improved.</p>	<p>When reminders are provided, most of the terminology listed is used correctly.</p> <p>Most of the features listed can be identified in questions about writing.</p> <p>Obvious mistakes are noticed independently.</p>	<p>A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.</p> <p>Evaluation occurs and writing improves.</p>
To present writing	<ul style="list-style-type: none"> Read aloud clearly enough to be heard by peers and the teacher. Read aloud with some intonation. 	<p>When support and encouragement are given, reading aloud is audible to others.</p> <p>When support and encouragement are given, there is some intonation when reading aloud.</p>	<p>When reminders are provided, reading aloud is clear and audible to others.</p> <p>There is generally good intonation.</p>	<p>Reading aloud is confident and fluent.</p> <p>There is good control and intonation.</p>
To plan and to write with purpose	<ul style="list-style-type: none"> Use some of the characteristic features of the type of writing used. Say first and then write to tell others about ideas. Plan by talking about ideas and writing notes. 	<p>A writing frame or structure provided by the teacher is used.</p>	<p>When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.</p>	<p>Knowledge of characteristic features is applied independently without prompts or guidance.</p>

Year 1—Transcription

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To present neatly	<ul style="list-style-type: none"> Join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. Lines of writing are spaced so that ascenders and descenders of letters 	<p>Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined.</p> <p>Writing is beginning to show parallel downstrokes and appropriate spacing.</p>	<p>Writing generally shows appropriately and consistently joined letters.</p> <p>Writing generally shows accurate spacing and well-formed letters.</p>	<p>Writing almost always shows fluent, joined letters.</p> <p>Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.</p>
To spell correctly	<ul style="list-style-type: none"> Use prefixes and suffixes, and understand how to add them. Spell homophones correctly. Spell correctly often misspelled words. Place the possessive apostrophe in words with regular and irregular 	<p>When examples are provided, prefixes and suffixes are used.</p> <p>Some homophones are used correctly, while others may be misused.</p>	<p>Prefixes and suffixes are often used.</p> <p>Most homophones are used correctly.</p> <p>When reminders are provided, the possessive apostrophe for both regu-</p>	<p>Well-chosen prefixes and suffixes are used correctly.</p> <p>Almost all homophones are used correctly.</p>