

# Writing Progression Milestones



| Key Concepts |   | Pre-Milestone 1<br>(EYFS)  | Milestone 1<br>(Year 1 & 2)  | Milestone 2<br>(Year 3 & 4)  | Milestone 3<br>(Year 5 & 6)   |
|--------------|---|--|--|--|---|
| Composition  | <p><b>Write with Purpose</b></p> <p>This concept involves understanding the purpose or purposes of a piece of writing.</p>                            | <p><b>ELG – Physical Development</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul> <p><b>DM – Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> </ul>   | <ul style="list-style-type: none"> <li>• Plan, write, edit and improve.</li> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul> |
|              | <p><b>Use Imaginative Description</b></p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p>    | <p><b>DM – Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Describe events in some detail.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>        |
|              | <p><b>Organise Writing Appropriately</b></p> <p>This concept involves developing an appreciation of how best to convey ideas through description.</p> | <p><b>DM – Literacy</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>   | <ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose</li> </ul>   | <ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>  |

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|--------------|--|---|--|---|--|
| Composition  | <p><b>Use Paragraphs</b></p> <p>This concept involves understanding how to group ideas so as to guide the reader.</p>                                    | <p><b>DM – Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>  |
|              | <p><b>Use Sentences Appropriately</b></p> <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> | <p><b>ELG – Literacy</b></p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>DM – Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin</li> </ul> | <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include:                             <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Write sentences that include:                             <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul> |

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|---------------|--|--|--|--|---|
| Transcription | <p><b>Present Neatly</b></p> <p>This concept involves developing an understanding of handwriting and clear presentation.</p> | <p><b>ELG – Literacy</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul> <p><b>ELG – Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>DM – Literacy</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> </ul> <p><b>DM – Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> | <ul style="list-style-type: none"> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> </ul> <p>Understand letters that are formed in similar ways.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> | <ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left unjoined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul> |

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|---------------|---|--|--|--|--|
| Transcription | <p><b>Spell Correctly</b></p> <p>This concept involves understanding the need for accuracy.</p> | <p><b>ELG – Literacy</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p><b>DM – Literacy</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> | <ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order. • Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and less).</li> </ul> | <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> | <ul style="list-style-type: none"> <li>• Use prefixes appropriately.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Spell the vast majority of words correctly.</li> </ul> |

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|---------------|---|--|--|--|--|
| Transcription | <p><b>Punctuate Accurately</b></p> <p>This concept involves understanding that punctuation adds clarity to writing.</p> | <p><b>ELG – Literacy</b></p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>DM – Literacy</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul> | <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Develop understanding of writing concepts by:</b></li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> <li>• <b>Indicate grammatical and other features by:</b></li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Develop understanding of writing concepts by:</b></li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• <b>Indicate grammatical and other features by:</b></li> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul> |

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|---------------------------|--|--|--|--|--|
| Analysis and Presentation | <p><b>Analyse Writing</b></p> <p>This concept involves understanding how grammatical choices give effect and meaning to writing.</p> | <p><b>ELG – Physical, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing:</li> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> | <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul> | <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul> |
|                           | <p><b>Present Writing</b></p> <p>This concept involves learning to reflect upon writing and reading it aloud to others.</p>          | <p><b>ELG – Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>   |