



English Writing

Progression of Skills Milestones

| | EYFS | Milestone 1 End of Key Stage 1 (Years 1 - 2) | Milestone 2 End of LKS2 (Years 3 - 4) | Milestone 3 End of UKS2 (Years 5 - 6) |
|---|---|--|--|--|
| <p>Write with purpose</p> <p><i>(This concept involves understanding the purpose or purposes of a piece of writing.)</i></p> | <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • 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 | <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. | <ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Orally compose and rehearse sentences. • Plan, write, edit and improve. | <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. |
| <p>Use imaginative description</p> <p><i>(This concept involves developing an appreciation of how best to convey ideas through description.)</i></p> | | <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. | <ul style="list-style-type: none"> • Create characters, setting and plot. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. | <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. |



Organise writing appropriately

(This concept involves developing an appreciation of how best to convey ideas through description.)

- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.

- Use organisational devices such as headings and sub-headings.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use conjunctions that signal time, shift attention, inject suspense and shift the setting.

- Guide the reader by using a range of organisational devices, including a range of conjunctions.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.



| | | | | |
|---|---|---|---|--|
| <p>Use paragraphs</p> <p><i>(This concept involves understanding how to group ideas so as to guide the reader.)</i></p> | | <ul style="list-style-type: none"> • Group related information. • Write about more than one idea. | <ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. | <ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. |
| <p>Use sentences appropriately</p> <p><i>(This concept involves using different types of sentences appropriately for both clarity and effect.)</i></p> | <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions. • Use a variety of sentence openers. | <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include:- • conjunctions; • adverbs; • direct speech (punctuated correctly) • clauses • adverbial phrases | <ul style="list-style-type: none"> • Relative clauses; • modal verbs; • relative pronouns; • parenthesis; • a mixture of passive and active voice; • a clear subject and object; • hyphens, colons and semi-colons; • bullet points. |
| <p>Present neatly</p> <p><i>(This concept involves developing an understanding of handwriting and clear presentation.)</i></p> | <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. | <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Form lower-case letters correctly. • Form capital letters correctly. • Form digits 0-9 correctly. • Understand letters that are formed in similar ways. • Form lower-case, capital letters and digits of a consistent size. • Begin to join some letters. • Use spacing between words that reflect the size of letters. | <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstroke of letters are parallel and letters are spaced appropriately. | <ul style="list-style-type: none"> • Write fluently and legibly using cursive script. |



Spell correctly

(This concept involves understanding the need for accuracy.)

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters. | <ul style="list-style-type: none">• Spell by segmenting words into phonemes and represent them with new ways to represent phonemes.• Spell common exception words.• Spell words containing 40+ learned phonemes.• Spell common exception words (the, said, one, two, and the days of the week).• Write simple sentences dictated by the teacher.• Use letter names to describe spelling words.• 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).• Use the prefix 'un'.• Use suffixes where no change to the spelling of the root word is needed (e.g. helped, helping, helper; quick, quicker, quickest).• Add suffixes to spell longer words (-ment, -ness, -full and -less).• Use spelling rules.• Spell contraction words (can't don't) | <ul style="list-style-type: none">• Use prefixes and suffixes and understand how to add them.• Spell homophones correctly.• Correctly spell commonly misspelt words.• Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).• Use the first two or three letters of a word to check its spelling in a dictionary.• Write simple dictated sentences, from memory, that include words and punctuation taught so far. | <ul style="list-style-type: none">• Use prefixes appropriately.• Spell some words with silent letters (knight, psalm and solemn).• Distinguish between homophones and other words that are often confused.• Use knowledge or morphology and etymology in spelling and understand that some words need to be learned specifically.• Use dictionaries to check spelling and meaning of words.• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.• Use a thesaurus.• Spell a vast majority of words correctly. |
|---|--|---|---|



| | | | | |
|---|--|--|---|--|
| | | <ul style="list-style-type: none"> • Use the singular possessive apostrophe (e.g. the boy's book). • Distinguish between homophones and near homophones. | | |
| <p>Punctuate accurately</p> <p><i>(This concept involves understanding that punctuation add clarity to writing.)</i></p> | | <ul style="list-style-type: none"> • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for proper nouns and 'I'. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions. • Use sentences with different forms: statement, questions, exclamation and command. • Use extended nouns phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that, because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. | <ul style="list-style-type: none"> • Develop understanding of writing concepts by:- • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when, if, because, although'. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to expression time and cause. • Using fronted adverbials. • Indicate grammatical and other features by using commas after fronted adverbials. • Indicate possession by using the apostrophe with plural nouns. • Use and punctuate direct speech. | <ul style="list-style-type: none"> • Develop understanding of writing concepts by:- • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that or with an |



| | | | | |
|--|--|--|--|--|
| | | | | <p>implied relative pronoun.</p> <ul style="list-style-type: none"> • Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. • Use hyphens to avoid ambiguity. • Use brackets, dashes or commas to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. |
|--|--|--|--|--|

| | | | |
|--|---|---|---|
| <p>Analyse Writing</p> <p><i>(This concept involves understanding how grammatical choices give effect and meaning to writing)</i></p> | <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> • Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing. • Verb, tense (past and present), adjective, noun, suffix, apostrophe, comma. | <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p> <ul style="list-style-type: none"> • Pronoun, possessive pronoun, adverbial | <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • Relative cause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> • Active and passive voice, subject and object, hyphen synonym, coon, semi-colon, bullet points. |
|--|---|---|---|



Present Writing

(This concept involves learning to reflect upon writing and reading it aloud to others.)

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Read aloud writing clearly enough to be heard by peers and the teacher.• Read aloud writing with some intonation. | <ul style="list-style-type: none">• Read aloud writing to a group or whole class using appropriate intonation. | <ul style="list-style-type: none">• Perform compositions, using appropriate intonation and volume. |
|--|--|--|