

# WRITING MILESTONES

## Year 1

### Spelling

The child makes phonetically plausible attempts at spelling words.

The child spells year 1 common exception words.



### Sentence Construction

The child writes and accurately punctuates simple and compound sentences using co-ordinating conjunctions.

The child experiments with writing questions, statements, exclamations and commands, attempting to punctuate them correctly.

### Vocabulary

The child experiments with vocabulary to add detail.

### Structure

The child sequences sentences to form short narratives.

### Handwriting

The child forms lowercase and capital letters correctly.

### Editing

The child re-reads what they have written to check it makes sense.

## Reach2 Milestones

In order to achieve the Reach2 Milestones, the child needs to demonstrate that they can write for a purpose in a wide range of genres within all areas of the curriculum for enjoyment and meaning. The child reflects on their writing enabling them to draft edit and improve, allowing the child to publish their work and celebrate their writing.

## ASSESSING ATTAINMENT

**Working towards** is for those children who are working well below age related expectations (SEN). Staff will look to previous year group objectives to inform the pupil's IEP.

**Aspiring to meet** children who are accessing the expectations of their year group, however are not deemed to be 'on track without significant additional support and intervention'. (TARGET GROUP)

**On track to meet:** children who are on track to comprehensively attain the SKU of the assessment criteria by end of the year.

**Met** is for those children who demonstrate they have mastered the SKU of the assessment criteria and can apply them across a broad range of contexts.

## Genre Coverage - Writing Opportunities (Key Stage 1)

### **Narrative**

- Write stories set in places pupils have been.
- **Write stories with imaginary settings.\***
- **Write stories and plays that use the language of fairy tales and traditional tales.\***
- **Write stories that mimic significant authors.\***
- **Write narrative diaries.\***

### **Non-Fiction**

- Write labels
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

### **Poetry**

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

### **Only the following are statutory at KS1:**

- ⇒ personal experiences
- ⇒ real events
- ⇒ poetry
- ⇒ different purposes.

**\* Non-statutory**

### **COVERAGE OF LEARNING OBJECTIVES**

Please highlight the LO as they are covered.

#### **Key**



Covered once



Covered twice



Covered three times



Covered more than three times

E.g.: **Use well-chosen adjectives to add detail.**

## Writing Assessment: Year 1

### Transcription

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<b><u>Handwriting</u></b>  <b>LO: To present neatly</b>  <b>By end of the learning journey:</b>  <b>"The child forms lowercase and capital letters correctly."</b>	Sit correctly at a table, holding a pencil comfortably and correctly	When help & support are provided writing posture and pencil grip are beginning to be used correctly.	Writing posture and pencil grip are generally correct.	Writing posture and pencil grip are always correct.
	<b><i>Begin to form lower-case letters correctly and of consistent size, starting and finishing in the right place.</i></b>	When help & support are provided, some lowercase letters are beginning to show correct formation.	Lowercase letters are generally formed correctly and consistently.	Lowercase letters are correctly formed, with a definite sense of control.
	<b>Form capital letters correctly and of consistent size.</b>	When help & support are provided, some capital letters are beginning to show correct formation.	Capital letters and digits are generally formed correctly and consistently.	Capital letters are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size.	There may be inconsistencies in the size of letters.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Use spacing between words that reflects the size of the letters	When help & support are provided, words are beginning to be spaced appropriately.	Words are usually spaced appropriately.	Words are spaced evenly and letters are well spaced both above and below the line.
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Is beginning to understand that different letters belong to different 'families'.	Generally understands that different letters belong to different 'families'..	Understands that different letters belong to different 'families' and forms them correctly.

# Writing Assessment: Year 1

## Transcription

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b><u>Spelling</u></b></p> <p><b>LO: To spell correctly</b></p> <p>By end of the learning journey:</p> <p>“The child makes phonetically plausible attempts at spelling words. The child spells Y1 common exception words.”</p>	Spell words containing 40+ learned phonemes.	When help is provided, some of the 40+ learned phonemes are applied in writing.	Most of the 40+ learned phonemes are applied correctly in writing	Almost all simple words are spelled correctly.
	Name the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound .	Can name some of the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound.	Can name most of the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound.	Can name the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound .
	<b>Spell common exception words, including the days of the week.</b>	Some of the days of the week are attempted & the words ‘said’ & ‘the’ are sometimes written correctly	Most of the common exception words, including the days of the week, are spelled correctly.	All age appropriate common exception words, including the days of the week, are spelled correctly.
	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Is beginning to use the spelling rule for adding –s or –es, with support.	When reminded, can use using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	Use the prefixes un-	Is beginning to use the prefix un-, with support.	Some prefixes (such as un-) are generally used, mostly correctly.	Writing includes the correct use of the prefix un-
	Add suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words	Is beginning to use the suffixes -ing, -ed, -er, -ing, -er and -est), with support.	When reminded, suffixes ing, -ed, -er, -ing, -er and -est are generally used, mostly correctly.	Writing includes a range of suffixes, used correctly, where there is no change needed in the root word.
	Write from memory simple sentences dictated by the teacher that include words taught so far.	Is beginning to write from memory simple sentences dictated by the teacher that include words taught so far, although support may sometimes be required.	Can mostly write from memory simple sentences dictated by the teacher that include words taught so far.	Can write from memory simple sentences dictated by the teacher that include words taught so far.
	Apply simple spelling rules and guidelines, as listed in Appendix 1 of English Programme of Study. (see <i>Spelling Rules</i> )	Some of the simple spelling rules are used.	Most of the simple spelling rules are used.	All or almost all of the simple spelling rules are used.

# Writing Assessment: Year 1

## Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b><u>Purpose</u></b></p> <p><b>LO: To write for purpose</b></p> <p>By end of the learning journey:</p> <p>“The child writes for a range of genres.”</p>	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance
<p><b><u>Vocabulary</u></b></p> <p><b>LO: To use imaginative description</b></p> <p>By end of the learning journey:</p> <p>“The child experiments with vocabulary to add detail.”</p>	Use adjectives to add detail.	With the support of a teacher adjectives are used.	With reminders, can identify and correctly use adjectives.	Adjectives are used to add detail.
	Uses nouns and pronouns	With the support of a teacher, can begin to identify and use nouns and pronouns	With reminders, can identify and use nouns and pronouns.	Can identify and use nouns and pronouns correctly.
	Uses verbs	With the support of a teacher can begin identify and use verbs.	With reminders, can identify and correctly use verbs.	Can identify and use verbs correctly.
	Begin to experiment with adverbs for extra detail.	<i>With the support of a teacher, adverbs are recognised.</i>	<i>With reminders, is beginning to experiment with adverbs.</i>	<i>Experiments with simple adverbs to add relevant information for the reader.</i>
	Begin to experiment with similes for extra detail.	<i>With the support of a teacher, can start to identify similes.</i>	<i>With reminders, similes are identified and used.</i>	<i>Experiments with similes for extra detail.</i>
	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, & exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	When reminders are provided, most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.

# Veritas Writing Assessment Milestone 1 : Year 1

## Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b><u>Sentence Construction</u></b></p> <p><b>LO: To structure and punctuate sentences appropriately</b></p> <p>By end of the learning journey:</p> <p>“The child writes and accurately punctuates simple &amp; compound sentences using co-ordinating conjunctions. Experiments with writing questions, statements, exclamations and commands, attempting to punctuate them accurately.</p>	<b>Writes correctly punctuated simple sentences.</b>	<i>When help or structure is provided, simple sentences are attempted.</i>	<i>Simple sentences are generally written and punctuated accurately.</i>	<i>Simple sentences are written and punctuated accurately.</i>
	<b>Writes correctly punctuated compound sentences.</b>	<i>When help or structure is provided, compound sentences are attempted.</i>	<i>With reminders, compound sentences are written and punctuated accurately.</i>	<i>Compound sentences are written and punctuated accurately.</i>
	<b>Join words and join clauses using ‘and’</b>	When help or structure is provided, words and clauses are starting to be joined by ‘and’.	With reminders, words and clauses are joined using ‘and’.	Words and clauses are joined by ‘and’.
	Uses coordinating conjunction ‘and’ ; begins to experiment with ‘or’ & ‘but’.	When support is provided, simple coordination with ‘and’ is used.	With reminders, co-ordination is used in compound sentences.	Co-ordination is used in compound sentences.
	Begin to use a capital letter for the names of people, places, the days of the week and I.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	When reminders are provided, capital letters are generally used appropriately.	Capital letters are used consistently and appropriately.
	<b>Begin to experiment with and punctuate different sentence types using: ! ? .</b>	When help or structure is provided, full stops and capital letters are beginning to be used.	With reminders, begins to experiment with and punctuate different sentence types using: ! ? .	Experiments with and punctuates different sentence types using: ! ? .

# Writing Assessment: Year 1

## Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<b><u>Structure</u></b>  <b>LO: To organise writing appropriately</b>  By end of the learning journey:  “The child sequences sentences to form short narratives.”	Say out loud what they are going to write about & compose a sentence orally before writing it	When help or structure is provided, can say out loud and compose a sentence before writing.	Generally can say out loud and compose a sentence before writing.	Can say out loud what they are going to write about & compose a sentence orally before writing it
	<b>Sequence sentences to form a short narrative.</b>	When help or structure is provided, writing includes a number of related sentences.	When reminders are provided, writing includes a number of related sentences that flow & make sense as a short narrative.	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Discuss what they have written with the teacher or other pupils	With adult support can begin to discuss what they have written with others.	With some guidance, can generally discuss what they have written with the teacher or other pupils	Can discuss what they have written with the teacher or other pupils.
	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	When reminders are provided, reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
<b><u>Editing</u></b>  <b>LO: To check and edit writing</b>  By end of the learning journey:  “The child re-reads what they have written to check it	<b>Re-read writing to check it makes sense.</b>	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.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.

# Oracy Assessment: Year 1

## Oracy

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<b>Oracy</b>  <b>LO: To use spoken language effectively</b>  By end of the learning journey:  “The child uses spoken language to express, to understand, to communicate socially for a purpose, and to listen.”	Expressive	Says sentences with a range of clauses.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Recounts their experiences and stories in sequence.			
		Gives simple commands and statements and asks questions.			
		Says polysyllabic words.			
		Recites simple rhymes.			
	Receptive	Understands prepositions and opposites.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Begins to understand figurative language.			
		Listens and follows simple two-step instructions.			
	Pragmatic	Expresses simple opinions.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Takes turns to talk, listen and respond in conversations.			
		Joins in with imaginative play taking on the role of different/familiar			
		Changes their language when speaking to different listeners.			
		Socialises with their peers.			
	Listening	Selects relevant information.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ...
		Shows listening behaviours.			