

YEAR 1 RECOVERY MILESTONES

Add day to day assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing

GUIDING PRINCIPLES:

'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example)

Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured.

Specific word level skills e.g. modal verbs can be taught through modelling and games.

Term 2		1	2	3	4	5	6
1	Demarcate sentences using capital letters e.g. use editing evidence also						
2	Demarcate sentences using full stops e.g. use editing evidence also						
3	Use spacing between words e.g. linked to the school's handwriting policy but this is a minimum						
4	Form lower-case letters, capital letters and digits correctly e.g. linked to the school's handwriting policy but this is a minimum						
5	Use capital letters for names of people, places, days of the week and I e.g. can be corrected by the child during editing (with support from CT)						
6	Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout.						
7	Use the names of people, places and things e.g. dragon, castle, butterfly						
Term 4							
8	Write sequences of linked sentences to form narratives and non-fiction that others can understand e.g. link sentences using story/non-fiction language developed in Tfw build up						
9	Generally use verb/tense e.g. we were <i>not</i> we was and subject /verb e.g. the trees are <i>not</i> the trees is agreement e.g. may edit after/during support or oral rehearsal						
10	Begin to use question marks and exclamation marks e.g. can be after oral rehearsal/support						
11	Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over.						
12	Describe character and setting using: noun, adjectives, verbs, story language from known stories e.g. Little red riding hood walked through the deep dark forest.						
Term 6							
13	Use some narrative language feature e.g. adjectives /story language borrowed from the original text - genre specific language features						
14	Use some non-fiction language feature e.g. imperative verbs for instructions – genre specific language features						
15	Use main narrative and non-fiction organisational features e.g. beginning/middle/end narratives, structures from Tfw texts, title, labels– genre specific organisational features – consider setting expectations for quantity of writing						
16	Spell many words correctly including common exception words, words ending in ing/ed/er and plurals ending in s and es						
17	Can spell words containing the range of Y1 phonemes						

Skills removed from milestones can be merged into other parts of the English provision

Spelling sessions (apply to writing)	Greater Depth boosters or editing
<ul style="list-style-type: none"> ● Can spell compound words and the Y1 common exception words ● Can spell verbs ending in -ing, -ed and -er ● Can spell adjectives ending in -er and -est e.g. use word banks, displays, editing ● Can spell words using the prefix -un e.g. use word banks, displays, editing ● Can spell plural nouns by adding -s and -es e.g. use word banks, displays, editing 	<ul style="list-style-type: none"> ● Begin to use diagonal and horizontal strokes needed to join appropriate letters e.g. linked to school's programme