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| **Year 1**  Agreed Non-negotiables from EYFS – ready to write skills | * Write clearly * Write a range of simple sentences/captions/labels/Use CL and FS * Spell words using phase 4 graphemes and phonemes * Encode using phonic knowledge/Use story language | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Plan by talking about ideas | |  |  |  |  |  |  |
| 1. Record ideas | |  |  |  |  |  |  |
| 1. Oral rehearse sentences before writing down e.g. regularly assessed through talk for writing teaching – directly impacts the outcome at Year 1 | |  |  |  |  |  |  |
| 1. Read own writing aloud clearly | |  |  |  |  |  |  |
| 1. Form lower case letters capital letters and digits 0 – 9 correctly and understand which letters belong to which family. Leave spaces between words | |  |  |  |  |  |  |
| 1. Use names of people places and things e.g. identify nouns and that they are different from verbs/adjectives | |  |  |  |  |  |  |
| 1. Write sequences of linked sentences e.g. not always punctuation closely linked to oral retelling or known texts | |  |  |  |  |  |  |
| 1. Demarcate sentences using a capital letter e.g. mostly accurate esp. for simple sentences | |  |  |  |  |  |  |
| 1. Demarcate sentences using a full stop e.g. mostly accurate esp. for simple sentences | |  |  |  |  |  |  |
| 1. Join words using 'and' e.g. to list in a sentence | |  |  |  |  |  |  |
| 1. Use ‘and’ to join simple sentences e.g. I went to the park and I met my friend/compound sentences | |  |  |  |  |  |  |
| **Term 2 Milestone completed** | | | | | | | |
| 1. Generally use the present and past tense accurately e.g. subject verb agreement I was/we were | |  |  |  |  |  |  |
| 1. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. can include edited writing/with support | |  |  |  |  |  |  |
| 1. Begin to demarcate sentences using question mark e.g. sometimes accurate | |  |  |  |  |  |  |
| 1. Begin to demarcate sentences using exclamation mark e.g. sometimes accurate | |  |  |  |  |  |  |
| **Term 3 Milestone completed** | | | | | | | |
| 1. Sequence sentences to form short narratives e.g. beginning/middle/end from known texts | |  |  |  |  |  |  |
| 1. Sequence sentences to form simple non-fiction texts e.g. invitations/recounts/simple reports/letters/postcards | |  |  |  |  |  |  |
| 1. Use simple language features for fiction e.g. adjectives to describe, once upon a time, nouns and pro-nouns | |  |  |  |  |  |  |
| 1. Use simple language features for non-fiction e.g. precise nouns, bossy verbs for instructions, genre specific features from known texts | |  |  |  |  |  |  |
| **Term 4 Milestone completed** | | | | | | | |
| 1. Use simple organisational features in fiction and non-fiction e.g. headings, labels and captions, talk for writing structures linked to story maps | |  |  |  |  |  |  |
| 1. Spell common exception words and compound words e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Can spell adjectives ending in er and est e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Can spell words using the prefix un e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Can spell plural nouns by adding s and es e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Can spell words containing the range of Year 1 phonemes e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Reread writing to check it makes sense and make simple changes e.g. can include edited writing | |  |  |  |  |  |  |
| 1. Proof read and edit their writing e.g. using word banks, displays developed during talk for writing teaching sequence | |  |  |  |  |  |  |
| 1. Write for simple audiences and purposes based on real life experiences e.g. linked to topic/quality texts/wow days/opening experiences | |  |  |  |  |  |  |
| 1. Write so that other people can understand the meaning of sentences e.g. linked to audience and purpose | |  |  |  |  |  |  |
| **Term 6 Milestone completed** | | | | | | | |