

## Writing Milestones Year 1

Expected Standar	d at tl	ne End	l of Yea	ar 1				
Genre/ Text								
Purpose & Impact		<u> </u>	<u> </u>		I	I	I	<u> </u>
Write whole texts that are interesting, engaging and thoughtful								
Form short narratives/ retell short recounts								
Use relevant words that are about my topic/ story								
Produce texts which are appropriate to reader and purpose								
Know the purpose and the forms of some simple								
writing (labels, message and invitation)								
Structure and Shape Organise and present whole texts effectively that sequence and st	ructuro	informat	ion		 			
Include familiar storytelling language		njormal						
e.g. Once upon a time, One day, The end								
Order some events using number/ time sequence								
indicators e.g. Then I had lunch.								
Construct a cohesive piece with logical links/ breaks			1		1	1	1	
Repeat key words to show meaning								
Sentence Structure								
Vary sentences for clarity, purpose and effect								
Write in simple phrases and clauses								
Start sentences with the pronoun, 'I'								
Start sentences with the pronoun, 1								
Start sentences with a name								
Start Sentences with a nume								
Start sentences in a different way,								
e.g. Naughty Goldilocks ate the porridge								
Tense								
Sometimes use the correct tense and maintain it								
Conjunctions/ Complex Sentences								
Use 'and' to join two words together								
_								
Use 'and' to join two clauses together								
Writerly Techniques								
Deploy poetic style to engage the reader								
Use onomatopoeic to grab the reader's attention								
e.g. Splash!								
Use alliteration to make the reading interesting e.g.								
The dark, deep cave								



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Vocabulary						
Select appropriate and effective vocabulary						
Use simple speech- like words						
Use some simple descriptive words (shape, colour, size, emotions)						
Use some 'blue' ambitious vocabulary (see blue Writing Progress Plan)						
Punctuation	1	1	1	1		1
Write with technical accuracy of punctuation						
Sometimes use capital letters, full stops, question marks and exclamation marks						
Use capital letters for names and for the personal pronoun 'I'						
Spelling and Word structure						
Apply spelling rules into writing	 					
Have a 'go' and spell some unknown words phonetically.						
Show evidence of using suffixes 'ing', 'ed' and 'est						
Use the spelling rule for plural adding 's' and 'es'						
Use prefix 'Un' e.g. unkind						
Handwriting						
Form capital letters.						
Form digits 0-9						
Begin to form lower-case letters in the correct direction, starting and finishing in the right place						
TOTAL:						

Pre Key-Stage:	Working Towards the	Expected Standard:	Greater Depth (Light	Greater Depth
0-3 Marks	expected standard:	10-14 Marks	Blue):	(Dark Blue):
	4-9 Marks		15-21 Marks	22+ Marks

Terminology for Pupils									
Letter									
Capital Letter									
Word									
Singular									
Plural									
Punctuation									
Full Stop									
Question mark									
Exclamation Mark									