



The Raleigh Primary School

Writing End of Year Milestones

What must children achieve in writing in order to be ready for next year?

EYFS:

- 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.

Year 1:

- To spell most Year 1 common exception words (CEW) correctly.
- To spell the days of the week.
- To know and write capital letters correctly.
- To form digits 0-9 correctly.
- To name the letters of the alphabet in order.
- To use spaces between words.
- To form lower-case letters in the correct direction, starting and finishing in the right place
- To orally compose a sentence before writing it.
- To use a full stop to end a sentence.
- To use capital letters at the beginning of sentences.
- To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- To use 'and' correctly in a sentence.
- To reread their own writing and check it makes sense.
- To write words independently using learnt phonemes.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and CEW taught so far.
- To sequence sentences to form short narratives.

Year 2:

- To spell most Year 2 CEW correctly.
- To self-correct misspellings of words that they have been taught to spell.
- To spell more words with contracted forms.
- To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.
- To reread their own writing and make additions or revisions where appropriate.
- To write simple and coherent narratives.
- To use capital letters, full stops and question marks correctly.



- To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- To recognise and use the terms noun, verb, adverb and adjective.
- To use commas in a list.
- To use present and past tense mostly correctly and consistently.
- To make phonetically plausible attempts at unfamiliar words.

Year 3:

- To correctly use and spell pronouns
- To spell a range of prefixes spelt correctly (e.g. un-, dis-)
- To demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting
- To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because),
- To use adverbs (e.g. then, next, soon, therefore)
- To use prepositions (e.g. before very long, after the meal)
- To use inverted commas to punctuate direct speech
- To choose some words or phrases showing an awareness of the reader
- To identify and use expanded noun phrases to add interest and detail
- To use a wider range of conjunctions (e.g. when, if, because, although, however)
- To spell some of the Year 3 and 4 words correctly
- To spell the days of the week and months of the year (including use of capital letters)
- To spell common homophones (e.g. accept/except)
- To spell words with the prefixes dis-, mis-, in-, and im-
- To use verbs with irregular tense changes (e.g. go/went)
- To spell words ending in -tion, and -sion
- To organise related ideas in sections or paragraphs
- To use headings and sub-headings appropriately to support organisation of information
- To ensure the main features of selected form signalled to the reader, including use of language, structure and purpose
- To use openings and closings that are signalled in a range of writing
- To plan writing.
- To evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- To draft and write by composing and rehearsing sentences orally.

Year 4:

- To use a range of adjectives and a range of adverbs (of time, place and mood).
- To use tenses correctly.
- To use of commas after fronted adverbials and after subordination.
- To spell words ending in -ssion, and -cian.
- To spell prefixes (e.g. sub-, super-, anti-, auto-).
- To spell omophones or near-homophones correctly.



- To use possessive apostrophe with plural words (e.g. boys')
- To develop characterisation and/or setting by including: detail; speech; description of setting; feelings or motive
- To use expanded noun phrases.
- To use a range of fronted adverbials to introduce sentences and aid cohesion
- To use apostrophes for omission and possession.
- To use more detailed speech punctuation (e.g. comma after the reporting clause).
- To use the first two or three letters of a word to check its spelling in a dictionary.
- To draft, compose and edit work.
- To include details to interest, persuade, explain and instruct.
- To evaluate and edit by assessing the effectiveness of their own and others' writing and amend accordingly.
- To develop characters through describing how they look, react, talk or behave
- To show effective research skills to strengthen the content of the writing

Year 5:

- To maintain neat, legible, joined handwriting.
- To use and experiment with a range of punctuation (e.g. brackets, colon and dash).
- To use a variety of subordinate clause construction (e.g. When it stopped raining; Creeping quietly).
- To use some variety in length, subject or structure of sentences
- To use a variety of subordinating conjunctions.
- To use paragraphs to clearly indicate change in narrative writing and to construct logical development in non-fiction.
- To present a consistent point of view and link points coherently or persuasively.
- To use a range of relative clauses to add interest and detail to nouns in a sentence.
- To use modal verbs and adverbs to indicate degrees of possibility.
- To use the passive verb form to aid formality in writing.
- To use brackets, dashes and commas to indicate parentheses.
- To use precise expanded noun phrases to add interest and detail.
- To use commas and hyphens to clarify meaning or avoid ambiguity in writing.
- To use a colon to introduce a list.
- To spell some of the Year 5 and 6 words correctly.
- To spell endings which sound like zhun.
- To link ideas across paragraphs using a range of adverbials (time, place, number and cause).
- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- To ensure correct subject and verb agreement when using the singular and plural.
- To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.



Year 6:

- To spell the statutory 100 spellings for year 5 and 6 in the national curriculum
- To use passive and modal verbs.
- To use a range of clause structures, varying their position within the sentence.
- To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- To use inverted commas, commas for clarity, and punctuation for parenthesis.
- To use semi-colons, dashes, colons and hyphens.
- To write for a range of purposes and audiences.
- To use consistent pronouns and tenses.
- To maintain legibility, fluency and speed in handwriting.
- To write accurately, fluently, effectively and at length for pleasure and information.
- To use knowledge of morphology and etymology in spelling.
- To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.