

Writing	End of EYFS milestone		KS1 Milestones		Lower KS2 Milestones		Upper KS2 Milestones		Lower KS3 milestones
Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Text structure	- Know how to give meaning to marks they make, including their name. - Know how to use letters that can be recognised including in their own name. - Represent their own name using recognisable letters	Fiction: - To know how to use a Planning Tool – text map - Know how to take part in a whole class retelling of story - Know how to understand beginning/ middle / end of a story - Know how to retell simple 5-part story: Once upon a time, First / Then / Next, But, So, Finally,... ,.happily	Fiction: - Know how to plan opening around character(s), setting, time of day and type of weather - Understanding - 5 parts to a story: Opening - Once upon a time..., Build-up - One , day...Problem / Dilemma- Suddenly,.../ Unfortunately,..., Resolution - Fortunately,..., Ending - Finally,... Non-fiction: - Know how to use planning tools: text map / washing line - Know how to include a heading - Know how to include an introduction - Know how to write an opening factual statement - Know how to include middle section(s) - Know how to write simple factual sentences around a theme - Know how to use bullet points for instructions - Know how to write labelled diagrams - Know how to write an ending	Fiction - Securely know how to use planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid - Understanding 5 parts to a story with more complex vocabulary: Opening e.g. In a land far away.... One cold but bright morning....., Build-up e.g. Later that day, Problem / Dilemma e.g. To his amazement, Resolution e.g: As soon as, Ending e.g. Luckily, Fortunately, - Know that the ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	Fiction - Know how to use paragraphs to organise ideas into each story part - Know how to use extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma – include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-fiction - Know how to use	Fiction - Know how to plan opening using: Description /action - Know how to use paragraphs: to organise each part of story to indicate a change in place or jump in time - Know how to build in suspense writing to introduce the dilemma - Know how to include developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending - Know how to create a clear distinction between resolution and ending. Ending should include reflection on	Fiction - Know how to plan opening using: description /action/dialogue - Paragraphs: Know how to vary conjunctions within paragraphs to build cohesion into a paragraph - Know how to use change of place, time and action to link ideas across paragraphs. - Know how to use the 5 part story structure - writing could start at any of the 5 points. This may include flashbacks - Introduction – should include action / description - character or setting / dialogue - Build-up – develop suspense techniques - Problem / Dilemma –may be more than one problem to be resolved - Resolution –clear links with dilemma	Fiction - Know how to securely use independent planning across story types using 5 part story structure - Know how to include suspense, cliff hangers, flashbacks/forwards, time slips - Know how to start story at any point of the 5 part structure - Know how to maintain plot consistently working from plan - Know how to have secure development of characterisation Non-fiction: - Know how to plan across non-fiction genres and application - Know how to use a variety of text layouts	- Know how to plan and develop a cohesive structure from a stimulus using our 5 point plan - Know how to use a cyclical structure - Know how to use devices such as zooming in and out - Know how to introduce characters at different stages - Know how to use a variety of structural devices and with purpose e.g. dialogue, flashback, description - Know how to use discourse markers to

		ever after Non-fiction: - Know how to produce factual writing closely linked to a story - Know how to write simple factual sentences based around a theme - Know how to write names - Know how to write labels - Know how to write captions - Know how to write lists	Know how to write a concluding sentence	Non-Fiction: - Secure use of planning tools: Text map / washing line / 'Boxing – up' grid - Introduction: know how to include a heading, a hook to engage the reader, a Factual statement / definition and an opening question Middle section(s) - Know how to group related ideas / facts into sections - Know how to use sub headings to introduce sentences / sections - Know how to use lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams - Ending know how to make final	paragraphs to organise ideas around a theme - Know how to develop a hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s) - Know how to group related ideas / facts into paragraphs - Know how to use sub headings to introduce sections / paragraphs - Know how to use topic sentences to introduce paragraphs - know how to use lists of steps to be taken, bullet points for facts, and	events or the characters. Non-fiction - Know how to plan paragraphs to organise ideas around a theme - Know how to use logical organisation - Know how to group related paragraphs - Know how to develop use of a topic sentence - Know how to link information within paragraphs with a range of conjunctions. - Know how to use an appropriate choice of pronoun or noun across sentences to aid cohesion	- Ending – character could reflect on events, any changes or lessons, look forward to the future or ask a question Non-fiction - Know how to independently plan across all genres and application - Know how to securely use a range of layouts suitable to text. Structure: Introduction / Middle / Ending - Know how to Securely use paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear - Know how to link ideas within and across paragraphs using a full range of conjunctions and signposts - Know how to use rhetorical	appropriate to purpose - Know how to use range of techniques to involve the reader – comments, questions, observations, rhetorical questions - Know how to express balanced coverage of a topic - Know how to use different techniques to conclude texts - Know how to use appropriate formal and informal styles of writing - Know how to choose or create publishing format to enhance text type and engage the reader - Know how to link ideas across paragraphs using a wider range of	add cohesion - Know how to use devices such as repetition, extended metaphor and motifs - Know how to structure different forms of writing effectively specifically letters and news articles.
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				comment to reader and include extra tips! / Did-you-know? facts / True or false? • Know how to consistently use present tense versus past tense throughout texts • Know how to use the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	a flow diagram • know how to develop ending including personal response / extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment • know how to use the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. • Know how to use present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.		questions to draw reader in • Know how to express own opinions clearly, consistently maintaining viewpoint	cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision • Know how to use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	
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Sentence construct ion	Know how to notice some prints around them and is able to make simple marks.	- Know how to write simple sentence s - Know how to use simple Conjunct ions: and who because but - Know how to say a sentence , write and read it back to check it makes sense. - Know how to write compou nd sentence s using conjunct ions and / but	- Know how to use simple Conjunctions: - and, or, but, so, because, so that, then, that, while, when, where - Know how to use the following words as openers: While... When... Where... - Know how to use - 'ly' openers - Fortunately,...Unfortunately, Sadly,... - Know how to write in simple sentences e.g. I went to the park. The castle is haunted. - Know who to use embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. - Know how to write compound sentences using conjunctions - and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.	- Know different types of sentences : Statements Questions Exclamations Commands - Know how to use -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... - Know how to vary openers to sentences - Know how to embellish simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. - Know how to write complex sentences (Subordination) using: - Know how to drop in a relative clause:	- Know how to vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. - Know how to Embellish simple sentences: - Know how to use adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... - Know how to use adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. - Know how to use prepositional phrases to place the action: on the mat; behind the	- Know how to use standard English for verb inflectio ns instead of local spoken forms - Know how to use ong and short sentence s: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. - Know how to start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. - Securely know how to use simple / embellished simple sentence s	- Know how to use relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. - Know how to securely use simple / embellished simple sentences - Know how to have secure use of compound sentences - Know how to develop complex sentences: (Subordination) - Know how to use Main and subordinate clauses with full range of conjunctions: - Know how to use expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. - Know how to use elaboration of starters using	- Know how to have secure use of simple / embellished simple sentences - Know how to have secure use of compound sentences - Know how to have secure use of complex sentences: (Subordination) - Know how to use main and subordinate clauses with full range of conjunctions: - Know how to use active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. Developed use of	- Know how to vary sentences for effect using simple, compound and complex sentence forms - Know how to use more unusual sentence forms e.g. fragments - Know how to vary syntax for effect - Know how to vary sentences starters to add variety e.g fronted adverbials, preposition s, repetition.
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			- Know how to write complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. - Know how to use 'ly' openers Luckily / Unfortunately, - Know how to use repetition for rhythm e.g. He walked and he walked and he walked. - Know how to use repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon	who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. - Know how to use additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. - Know how to use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. - Know how to use expanded noun phrases	tree, in the air - Know who to use compound sentences (Coordination) using conjunctions and/ or / but / so / for /nor / yet - Know how to develop complex sentences (Subordination) with range of subordinating conjunctions - Know how to use -'ing' clauses as starters e.g. Sighing, the boy finished his homework. Know how to drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. - Know how to use a sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and	- Securely know how to use compound sentences (Coordination) using coordinating conjunctions and / or / but / so / for / nor / yet (coordinating conjunctions) - Know how to develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. - Know how to use -'ed' clauses as starters e.g. Frightened, Tom ran straight home	adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. - Know how to drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.. - Know sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect - Know how to move sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight - Know how to use rhetorical questions - Know how to use stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and	rhetorical questions for persuasion - Know how to use expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) - Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you.	
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				e.g. lots of people, plenty of food List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks,	glistening in the sunlight. swim on the surface of the water. • Know how to use a pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! • Know how to use topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. • Know how to use dialogue –powerful speech verb e.g. “Hello,” she whispered. Drops of rain pounded on the corrugated, tin roof.	to avoid being caught. • Know how to use expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. • Know how to drop in – ‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. • Know how to use a sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. • Know how to use repetition to	running after the thief. • Know how to indicate degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)		
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						persuade e.g. Find us to find the fun - Know how to use dialogue - verb + adverb - "Hello," she whispered, shyly. - Know how to use an appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition			
Word structure and language	Know how to talk in longer sentences and is able to understand why questions.	- Know determiners – the, a, my, your, an, this, that, his, her, their, some, all - Know prepositions: - up, down, in, into, out, to, onto - Know how to use adjectives	- Know prepositions – inside, outside, towards, across, under - Know determiners: The, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these - Know how to use adjectives to describe e.g. The old house... The huge elephant... - Know how to use alliteration e.g. dangerous dragon slimy snake - Know how to use similes using as....as...	Know prepositions: - behind, above, along, before, between, after Know how to use two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails. Know who to use adverbs for description e.g. Snow fell gently and covered the cottage in the wood.	- Know prepositions - next to, by the side of, In front of during, through, throughout, because of - Know how to use powerful verbs e.g. stare, tremble, slither - Know how to use boastful Language e.g. magnificent, unbelievable, exciting!	- Know prepositions At, underneath, since, towards, beneath, beyond - Know conditionals - could, should, would - Know comparative and superlative adjectives	- Know metaphor, personification, onomatopoeia, empty words e.g. someone, somewhere was out to get him - Know how to use a developed use of technical language - Know how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) - Know verb prefixes (e.g. dis-	- Know how to build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors - Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g.	- Know how to experiment with more unusual vocabulary using a thesaurus - Know how to select specific vocabulary to refine meaning - Know how to use a range of figurative

		e.g. old, little, big, small, quiet	e.g. as tall as a house as red as a radish - Know how to use precise, clear language to give information e.g. First, switch on the red light - Know how to use adverbs e.g. luckily, unfortunately, fortunately	- Know how to use adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. - Know how to use generalisers for information , e.g. Most dogs.... Some cats.... - Know the formation of nouns using suffixes such as –ness, –er - Know the formation of adjectives using suffixes such as –ful, –less - Know how to use the suffixes –er and –est to form comparisons of adjectives and adverbs	- Know how to use more specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. - Know how to form nouns from prefixes e.g. auto... super...anti... - Know word Families based on common words e.g. teacher –teach, beauty – beautiful - Know how to use determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	e.g. small...smaller...s mallest good...better...best - Know that proper nouns- refers to a particular person or thing e.g. Monday, Jessica, October, England - Know the grammatical difference between plural and possessive –s - Know standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	, de–, mis–, over– and re–)	said versus reported, alleged, or claimed in formal speech or writing) Know how words are related as synonyms and antonyms e.g. big/ large / little	devices for effect
Punctuation		- Know how to use finger spaces - Know how to use full stops - Know how to use capital letters - Know what a full	- Know how to use capital letters for names - Know how to use a capital letter for the personal pronoun I - Know how to use question marks - Know how to use exclamation marks - Know how to use a speech bubble	- Know how to demarcate sentences using capital letters, full stops, question marks and exclamation marks - Know how to use commas to separate items in a list	- Know how to use a colon before a list e.g. What you need: - Know how to use ellipses to keep the reader hanging on - Know how to securely use inverted	- Know how to use commas to mark clauses and to mark off fronted adverbials - Know how to use full punctuation for	- Know how to use and punctuate a rhetorical question - Know how to use dashes - Know how to use brackets/dashes/ commas for parenthesis - Know how to use colons	- Know how to use the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. - Know how to use a colon to introduce a list and semi-colons within lists.	- Know how to use the full range of punctuation accurately and for effect - Know how to use punctuation to vary effects

		stop looks like and point to it in text	Know how to use bullet points	- Know how to use a comma after –ly opener e.g. Fortunately,....Slowly,.... - Know how to use speech bubbles /speech marks for direct speech - Know how to use apostrophes to mark contracted forms in spelling e.g. don't, can't - Know how to use apostrophes to mark singular possession e.g. the cat's name	commas for direct speech Know how to use commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	direct speech: Each new speaker on a new line - Know how to use a comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella ! - Know how to use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural	Know how to use commas to clarify meaning or avoid ambiguity	- Know how to use correct punctuation of bullet points to list information. - Know how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	
Terminology	Know and understand the terminology... Letter Mark	Know and understand the terminology... Finger spaces word Sentence Full stops Capital letter	Know and understand the terminology... Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – 'as'	Know and understand the terminology... Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases Generalisers	Know and understand the terminology... Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions	Know and understand the terminology... Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession	Know and understand the terminology... • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question	Know and understand the terminology... Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis	Know and understand the terminology... • Extended metaphor • Image ry • Colon / semi-colon • Etymology • Morphology • Audie

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