

Woodlands Writing Milestones

9 points		Date	Date	Date
	Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words.			
	Continues a rhyming string			
	Hears and says the initial sound in words			
	Can segment the sounds in simple words and blend them together.			
	Links sounds to letters, naming and sounding the letters of the alphabet			
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
	Writes own name and other things such as labels,captions.			
	Attempts to write short sentences in meaningful contexts			

10 points		Date	Date	Date
	Children use their phonic knowledge to write words in ways which match their spoken sounds			
	They also write some irregular common words			
	They write simple sentences which can be read by themselves and others			
	Some words are spelt correctly and others are phonetically plausible			

12 points		Date	Date	Date
Composition	I can say out loud what I want to write about.			
	I can write down my sentences with some help			
Transcription / Spelling	I can spell some common exception words			
	I can name the letters of the alphabet in order			
	I can understand what a plural is.			
	I can say words correctly when adding endings –ing and –ed and spell these endings			
	I apply some spelling rules I have learnt so far in the words I write.			
Grammar/ Punctuation	I leave spaces between the words I write.			
	I use a capital letter for the personal pronoun 'I'			
	I understand and use the words: letter, capital letter , word, singular, plural			
Handwriting	I can sit correctly at a table, holding a pencil comfortably and correctly			
	I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.			
	I can form some number 0-9 correctly			

14 points		Date	Date	Date
Composition	I can compose a sentence orally			
	I can sequence sentences to form short narratives			
	I can reread what I've written to check it make sense			
	I can read back what I have written out loud clearly to peers and adults			
	Dictation – I can write from memory			
Transcription / Spelling	I can spell words using the sounds I have learnt so far (40 sounds+ by end of y1)			
	I use letter names when I am explaining how to spelling alternative spellings of the same sound			
	I add an 's' when I am writing a plural 'es'			
	I can spell words by adding –ed –ing –er –est (where no change to the original word is needed.			
	I can spell the prefix un correctly add it to words			
	I apply many of the spelling rules outlined in appendix 1			
Grammar/ Punctuation	I can join words or clauses using 'and'			
	I use a capital letter for names of people, places and days of the week			
	I am beginning to put a full stop and capital letter to demarcate my sentences.			
	I understand and use the words: Sentence full stop punctuation			
Handwriting	I am beginning to correctly form all capital letters			
	I can correctly form most lower case letters			
	I can form numbers 0-9 – sometimes reversing some digits			
	I can group letters into families which are formed the same way			

Woodlands Writing Milestones

16 points		Date	Date	Date
Composition	I can accurately write down a sentence I have composed orally			
	I can read what I've written out loud, and discuss what I have written.			
Transcription / Spelling	I apply most of the spelling rules I have learnt in year 1 in my writing.			
	I use letters names when I am explaining alternative spellings for the same sound.			
Grammar / Punctuation	I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark			
	I understand and use the words: exclamation mark question mark			
Handwriting	I can form all capital and lower case letters correctly.			
	I can form numbers from 0-9 with no reversing			

Woodlands Writing Milestones

18 points		Date	Date	Date
Composition	write sentences that are sequenced to form a short narrative (real or fictional)			
	I can write narratives about things that have happened to me and simple stories.			
	I can write facts in a sentence.			
	I can write a poem that follows a given pattern.			
	I know that I am writing for an audience and purpose.			
	I can say what I am going to write about and the ideas that I want to include.			
	I can think it, say it, write it, read it when I write sentences.			
	I can say what I like and dislike about my writing.			
	I can check whether my writing makes sense and begin to make some changes.			
I can read my writing aloud, taking into account the punctuation I've included.				
Transcription / Spelling	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others			
	spell some common exception words			
	I can segment words into phonemes to help me spell.			
	I can spell at least one grapheme for the phonemes I know.			
	I can correctly spell some of the common exception words for y2			
	I can spell some simple = homophones and know the difference in meaning. I.e. see/sea be/bee			
	I can spell some simple words with contractions: it's I'll			
	I can spell -ly word endings correctly			
I can correctly apply the approximately 1/3 of the year 2 spelling rules.				
Grammar/ Punctuation	demarcate some sentences with capital letters and full stops			
	I can correctly and accurately punctuate a series of sentences with full stops and capital letters.			
	I can say whether a sentence is a question, statement or exclamation.			
	I can use 'and' to link ideas in sentences.			
Handwriting	I can say what an adjective, verb or noun is.			
	form lower-case letters in the correct direction, starting and finishing in the right place			
	form lower-case letters of the correct size relative to one another in some of their writing			
	use spacing between words			
I can form lower-case letters of the correct size relative to one another				

Woodlands Writing Milestones

20 points		Date	Date	Date
Composition	I can write a story with a clear beginning, middle and end.			
	I can write a short section of linked facts in sentences.			
	I can write a poem based on an example I have heard.			
	I can say what the audience and purpose are for my writing. (<i>who it's for, why I'm writing</i>)			
	I can make a simple plan to show what I am going to write. (<i>ie. text map, boxing up</i>)			
	I can say what I have done well and what I need to improve next time in my writing.			
	I can spot where I have made some mistakes (<i>ie. missing word endings, missing words</i>) and change them.			
	I can read my writing aloud with some expression.			
	write simple, coherent narratives about personal experiences and those of others (real or fictional)			
	write about real events, recording these simply and clearly			
	use present and past tense mostly correctly and consistently			
Transcription / Spelling	I can spot a phoneme where I know more than one grapheme and make a best bet guess.			
	I can spell more complex homophones correctly including <i>hear/here bare/bear quiet/quite one/won</i>			
	I can spell more complex contractions <i>ie. couldn't wouldn't they'll don't can't</i>			
	I can the word endings -ful -ness correctly.			
	I can correctly apply approximately 2/3 of the year 2 spelling rules.			
	spell many common exception words			
	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
Punctuation / Grammar	I can use question marks and exclamation marks correctly.			
	I can write sentences which are commands (<i>imperative form</i>)			
	I can use 'or', 'but', 'so' in my sentences.			
	I can begin to use adjectives and adverbs in my writing.			
	Use present and past tense mostly correctly and consistently			
	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required			
	use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ [because) to join clauses			
Handwriting	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
	use spacing between words that reflects the size of the letters			

Green represents working at the National Standard of Expected and can continue into term 5. Aspects of orange below (National Standard of working at greater depth within the expected standard) can also be worked on in term 5.

Woodlands Writing Milestones

22 points		Date	Date	Date
Composition	I can write stories with different structures which are given to me.			
	I can produce a longer piece of factual writing about different aspects of the same subject.			
	I can write my own simple imaginative poem in the style of one I've heard.			
	I can say how my writing is suited to its audience and purpose (<i>ie. I used simple words because its for reception children</i>)			
	I can add details such as language choices or new vocabulary to my plans.			
	I use the language and ideas I have planned and turn them into sentences, one by one.			
	I re-read as I write to check that I have used the correct tense and verb endings (<i>ing, ed</i>)			
	I can use correct expression and intonation for the style and punctuation used in the writing.			
	I can evaluate my writing against success criteria and rewrite sentences as needed.			
	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
	make simple additions, revisions and proof-reading corrections to their own writing			
	Transcription / Spelling	I know the correct grapheme to use in a number of words which include the same phoneme.		
I can spell and use correctly all homophones I've learnt including <i>there/their/they're to/two/too</i>				
I can correctly spell words with all the year 2 word endings.				
I can correctly apply all the year spelling rules.				
spell most common exception words				
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)				
Grammar / Punctuation	I can use adjectives and adverbs to describe and specify.			
	I can use 'and' 'but' 'so' 'or' to extend sentences accurately.			
	I can use subordination in my sentences (<i>when, if, that, because</i>)			
	I can use the continuous form of verbs correctly in the past and present tense to show something in progress. (<i>I was going, I am going</i>)			
	use the punctuation taught at key stage 1 mostly correctly, for example; capital letters, full stops, question marks, exclamation marks, commas in lists, apostrophes to mark where letters are missing in spelling, apostrophes for singular possession			
Handwriting	I use spacing between words that reflects the size of the letters			
	use the diagonal and horizontal strokes needed to join some letters			

Woodlands Writing Milestones

24 points		Date	Date	Date
Composition	Identify the audience and purpose of narrative, non fiction and poetry.			
	Record ideas for writing in a simple plan.			
	Create suitable settings for narrative stories and characters			
	Follow the plot of a model text and adapt to make own version.			
	Use noun phrases to describe and expand. <i>Fast, red car</i>			
	Following a plan, start a new section (paragraph) when moving onto a new part of the story.			
	Split factual writing into sections about the same subject under given subheadings.			
Transcription / Spelling	Spell words as accurately as possible using all known phonics.			
	Accurately spell and apply the correct homophone from year 2 (<i>there, they're, their etc</i>)			
	Be able to spell correctly 15-20 of the commonly misspelled year 2 words from appendix consistently adding "ed" and "ing" suffixes correctly.			
	Accurately use the possessive apostrophe for singular nouns.			
Grammar/ Punctuation	Choose from a vocabulary bank of adverbs.			
	Explore and identify main and subordinate clauses in complex sentences.			
	Begin to identify when someone is speaking with inverted commas (may not be accurate)			
Handwriting	Write legibly using some of the joins used in year 2 with fluency			

26 points		Date	Date	Date
Composition	Identify the structure of narrative, non fiction and poetry.			
	Develop a setting for a narrative including the use of characters			
	Develop characters for a narrative for example – personality traits / appearance			
	Create own plot for a story based on a model.			
	Choose appropriate language from a vocabulary banks to fit the purpose of the writing (ie. powerful verbs or technical language)			
	Choose more powerful synonyms for said.			
	Use subheadings to split factual information up into sections about the same subject.			
	Group together 2 or more sentences about a similar theme/event together in narrative writing (ie. start a new paragraph for the 'problem)			
Transcription / Spelling	Check spellings using a dictionary to edit			
	Spell and choose the correct spelling of monosyllabic homophones from the year 3 appendix 1 (<i>hare/hair break/brake piece/peace</i>), use the suffix -ly to turn an adjective into an adverb and consistently add ' ed ' ' ing ' suffixes correctly in words which end in a short vowel/consonant ie. swimming			
	Be able to spell correctly approximately 35-40 of the year 3 words from appendix 1			
	Use the possessive apostrophe for regular plurals (<i>girls'</i>)			
	Spell and use the prefix un-			
Punctuation / Grammar	Use subordinating clauses			
	Use the conjunctions while, after, before, so to create complex sentences.			
	Use some simple prepositions to explain where (<i>next to, above, below</i>)			
	Use inverted commas to show where someone is speaking.			
Handwriting	Use perfect form of verbs using have and had to indicate a completed action			
	Know how to use all four basic joins (may not be fully fluent)			

Woodlands Writing Milestones

28 points		Date	Date	Date
Composition	Use what I know about the structure and style of narrative, non-fiction and poetry to plan my own version.			
	Include details about characters and settings in narrative.			
	Develop a more a detailed story plot based on a model.			
	Generate and use appropriate language to fit the purpose of the writing: <ul style="list-style-type: none"> • technical language • Noun phrases / adjectives • Powerful verbs 			
	Write accurately in paragraphs by grouping related material together in fiction and non-fiction.			
	Use subheadings and headings to organise information.			
	Use the spelling rules for adding -ly correctly			
	Spell and use the prefix dis-			
	Generate own adverbs to use in sentences.			
	Use a wider range of prepositions to explain where (between, outside, in the distance)			
Transcription / Spelling	Spell all words as accurately as possible by using knowledge of word groups and spelling rules.			
	Spell correctly and choose polysyllabic homophones from the year 3 list (accept/except etc)			
	Be able to spell correctly approximately 50-55 or more of the year ¾ words from appendix 1			
	Spell and use the suffix -ation and spell and use the prefix mis-			
	Add other suffixes correctly to words which end in a short/vowel consonant using knowledge of -ed/ing rules <i>ie. forgot → forgotten beginning → beginner</i>			
Grammar / Punctuation	Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>			
	Select from a wider range of prepositions to explain where (<i>beyond, within</i>)			
	Effectively use a range of well chosen adverbs.			
	Correctly use inverted commas to punctuate direct speech			
	Use the determiner 'a' or 'an' correctly depending on whether words start with vowels or consonants.			
Handwriting	Join all letters correctly using the four basic joins.			

Woodlands Writing Milestones

30 points		Date	Date	Date
Composition	Begin to show the atmosphere/humour of a character or setting through language choices to describe them. Ie. <i>spooky woods</i>			
	Start narrative writing by introducing the main characters and setting.			
	Write in paragraphs which match the sections of writing that have been planned.			
	Ensure that all sentences within a paragraph are linked by event or topic. (all about the same thing)			
	Magpie some examples of text type language and use in own writing ie. <i>persuasive phrases, alliteration, adverbial phrases</i>			
	Begin to use some of the more complex features of text types covered ie. <i>rhetorical questions, subheadings, direct quotes</i> – may 'magpie' examples from models directly.			
Transcription / Spelling	Accurately apply the apostrophe with singular and regular plurals without support.			
	Consistently spell over 65-70 of the year 3 4 commonly misspelled words lists.			
	Consistently choose the correct spelling of all homophones learnt in year 3.			
	Spell words with the suffixes -tion or -sion; -sure or the super (supermarket) anti (antibiotic) auto (autograph) and re- (remind)			
Grammar/Punctuation	Choose adverbs to start sentences ie. Suddenly Amazingly			
	Know when to start sentences with fronted adverbials to show 'when' or 'where' to move writing on and begin to use one or two.			
	Use inverted commas consistently and accurately to demonstrate direct speech.			
	Use a comma to separate clauses in complex sentences using subordination (from year 3) <i>If it starts raining, we will go inside.</i>			
	Choose the correct pronoun for a person or group ie. <i>he/she him/her they/them</i>			
	Make precise choices about adjectives and adverbs in noun phrases.			
	Correct non standard English verb inflections (<i>we were not we was</i>) in their writing and begin to use the correct forms.			
Handwriting	Develop joined handwriting where the up and downstrokes are parallel and equidistant (to create consistently sized letters)			

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32 points		Date	Date	Date
Composition	Choose a wider range of adjectives, adverbs and verbs which create an atmosphere or characterisation. <i>“Slowly he tiptoed nervously through the forest of ghostly trees.”</i>			
	Provide more detail about the setting and characters which are being introduced in the opening of a narrative.			
	Organise paragraphs correctly to match the text type (ie. a new paragraph for a new event in a story or a new subject in non-fiction writing)			
	Begin to show awareness of linking ideas within a paragraph (ie. starting with a general fact then going into details)			
	Use adverbial phrases to add detail to both fiction and non-fiction writing.			
	Use some of the more complex features of text types covered (ie. rhetorical questions, subheadings, direct quotes) – may be adapted from models given.			
Transcription / Spelling	Use dictionaries and thesaurus to edit			
	Spell and choose the correct spelling of less common homophones from the year ¾ appendix 1- Great/grate /scene/ seen weather/whether			
	Be able to spell correctly approximately 80-85 of the year ¾ words from appendix 1			
	Use the possessive apostrophe for irregular plurals (<i>children’s</i>)			
	Spell words with the suffixes -ssion -cian and use the prefixes sub- inter			
Punctuation / Grammar	Use a range of well-chosen adverbs to start sentences			
	Use more precise fronted adverbials to show ‘when’ or ‘where’ ie. <i>Not long after, later that day’ ‘Next to the park, In Max’s bedroom there was..’</i>			
	Use a reporting clause after direct speech to show who is speaking.			
	Use a comma to separate an adverbial opener in a complex sentence. <i>Not long after the party, Sarah went to bed.</i>			
	Sometimes replace proper nouns with the correct pronouns.			
	Use conjunctions such as ‘with’ or ‘who’ to add more detail to noun phrases			
	Mostly use standard English verb inflections in writing without mistakes. (<i>I was, We were etc</i>) – <i>may still be some inconsistency</i>			
Handwriting	Use appropriate length down and up strokes to ensure space between lines of writing.			

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34 points		Date	Date	Date
Composition	Identify the structure of narrative, non-fiction and poetry.			
	Develop settings and characterisation using vocabulary to create emphasis ,humour, atmosphere, suspense.			
	Planning and writing an opening paragraph which combines the introduction of a setting and character/s.			
	Effectively organise all writing into paragraphs.			
	Use devices such as fronted adverbials for where/when to link ideas in paragraphs. ie. <i>John was born in 1856. When he was born, his mother knew he would become someone special.</i>			
	Choose a wider range of vocabulary and language features appropriate to specific text types (<i>persuasive language, powerful adverbs etc</i>).			
	Choose and use effectively some of the more complex features of text types covered (ie. <i>rhetorical questions, subheadings, direct quotes</i>).			
Transcription / Spelling	Choose correctly between the suffixes -tion -sion -ssion -cian			
	Be able to spell correctly all of the year ¾ words from appendix 1			
	Understand and use different spelling of prefixes which begin with 'l' ir 'im 'il' 'in' meaning 'not' ie. <i>irregular, illegal</i>			
Punctuation / Grammar	Use adverbial phrases to start complex sentences			
	Create complex sentences which open with fronted adverbials to show 'when' or 'where'			
	Include other punctuation (. ! ?) within inverted commas when writing speech.			
	Correctly punctuate clauses in complex sentences with commas. (all types of complex formation learnt so far)			
	Choose carefully when to replace a proper noun with a pronoun to ensure that the reader is always clear who is being referred to.			
	Write extended noun phrases using adverbial phrases, adverbs, adjectives and conjunctions			
Handwriting	Consistently use standard English verb inflections in writing without mistakes. (<i>I was, We were etc</i>)			
	Use joined handwriting with consistency in size and proportion of all letters			

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36 points		Date	Date	Date
Composition	Writing is appropriate for the given audience and purpose.			
	Writing includes a range of appropriate language features for the text type (from a model).			
	Use a range of given organisational and layout features correctly in all non fiction writing. (ie. follow a list and include all)			
	Include some description, some dialogue and some action across a piece of narrative writing. (this may be unbalanced – ie. too much dialogue or action)			
	In non fiction writing use openers such as 'firstly, secondly' to show cohesion between ideas.			
	Use outcomes of own research in writing (ie. convert own notes into sentences).			
	Consider the order of paragraphs so that links are created.			
	Generally use consistent tense throughout a piece of writing (some inaccuracies)			
Spelling	Spell words correctly with silent letter 'k', spell words ending in -cious or -tious and Correctly choose the correct spelling of practise/practice and spell verbs using 'ate' from an adjective/noun celebration → celebrate			
	Spell some approximately 15-20 the words on the y5/6 list.			
Grammar/ Punctuation	Create complex sentences to describe a person or character using pronoun 'who' ie. <i>Sam, who enjoyed playing football, was looking forward to break time.</i>			
	Use commas correctly in the complex sentences used (from y4 and y5 so far)			
	Use some modal verbs in sentences to indicate possibility (<i>could, might etc</i>)			
	Begin to understand and use brackets.			
	Correctly use verb prefixes 'dis' & 'mis' <i>disappointed disaffected misguided misled</i>			
Handwriting	Develop more fluency in joined script.			

38 points		Date	Date	Date
Composition	Content of writing shows understanding of audience and purpose. (ie. language chosen for specific group, may be some simple bias etc)			
	Know and use organisational and presentational devices that match the text type. ie. a headline in a newspaper.			
	Use simple adverbials for time, place and numbers to link ideas across some paragraphs. (ie. Later..., Nearby, Secondly)			
	Use a mixture of action, dialogue and description within a paragraph in narrative. (this may be unbalanced ie. too much dialogue)			
	More consistently use the correct tense through a piece of writing. (few mistakes)			
	More consistently use correct subject/verb agreement. (few mistakes)			
	Begin to use some 'ing' openers <i>Running as fast as he could, the man chased the bus down the road.</i>			
Spelling	Spell words correctly with silent letter 's' 'n' (psalm, solemn), words ending in -cial and correctly choose the correct spelling of advise / advice and other words where 'c' for noun 's' for verb. (see appendix 1)			
	Spell approximately 35-40 of the words on the y5/6 list.			
Punctuation / Grammar	Create complex sentences about objects using relative clauses with pronouns 'that' 'which' 'who' ie. <i>The table, that was covered in paint, needed to be cleaned before the next lesson.</i>			
	Use some 'ed' openers ie. <i>Locked in the room, the girl screamed for help.</i>			
	Use commas correctly in the complex sentences used.			
	Choose appropriate modal verbs ie. might, could with increasing accuracy			
	Use brackets to add pertinent details.			
	Correctly use verb prefixes 're' resized			
	Spell verbs using -ify from nouns and adjectives 'mystery → mystify			
Handwriting	Write fluently in joined script.			

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40 points				
Composition	Use simple adverbials for time, place and numbers to link ideas across paragraphs. <i>(ie. Later..., Nearby, Secondly)</i>			
	Choose language, presentation, content and style for the audience and purpose <i>ie. using imperative language for a set of instructions, rhetorical questions for persuasion.</i>			
	Use a well balanced mixture of action, dialogue and description within a paragraph in narrative and across the whole text.			
	Choose and use the most appropriate organisational and presentational devices correctly that match the text type.			
	Consistently use the correct tense through a piece of writing.			
	Consistently use correct subject/verb agreement.			
Punctuation / Grammar	Create complex sentences about events using relative clauses with a range of pronouns			
	Use a range of different complex sentence forms in writing 'ed' 'ing' 'adverbials' openers and 'relative clauses' .			
	Choose when it is appropriate to use brackets or dashes to add more details.			
	Correctly use verb prefixes 'over' oversized and 'pre' predisposed as well as 'ise' from adjectives and nouns prophecy → prophesise			
Spelling	Use a dictionary to check the spelling of words using the first four letters of the word.			
	Use thesaurus accurately to choose suitable synonyms in writing.			
	Spell approximately 50-55 of the words on the y5/6 list.			
	Choose the correct spelling for around half of easily confused words and homophones from appendix 1 (y5/6)			
Handwriting	Write fluently and choose when joining or printing is most appropriate.			

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42 points		Date	Date	Date	
Composition	Use the correct language, style and content to match the text type given.				
	Include a mixture of action, dialogue and description in writing.				
	Choose appropriate vocabulary from models and class generated banks.				
	Select and apply a range of appropriate organisational and presentational devices to match the text type.				
	Confidently produce different types of narrative (linear / chronological)				
	Begin to show cohesion between paragraphs in both narrative and non-narrative writing (by the use of time connectives etc)				
	Collect and use more powerful synonyms for common adjectives and use in writing.				
	Write for a range of purposes.				
	Use paragraphs to organise ideas.				
	In narratives, describe settings and characters.				
	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
Grammar/ Punctuation	Identify the subject and object of a sentence				
	Identify sentences in the active and passive voice				
	Understand the difference between formal and informal language in both spoken and written forms.				
	Use varied word order in sentences (ie changing the position of a subordinate clause)				
	Use ellipsis to link ideas between paragraphs.				
	Identify and use colons to introduce a list				
	Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>				
	Use mostly correctly	Capital letters.			
		Full stops.			
		Question marks.			
Commas for lists.					
	Apostrophes for contraction.				
Spelling	Spell approximately 65-70 of the year 5/6 words correctly				
	Spell words ending in -ant or -ent -ible or -able				
	Use a hyphen to join a prefix to a root word where a double vowel would occur without it (<i>co-operate</i>)				
	Choose the correct spelling for some of the easily confused words and homophones from appendix 1 (y5/6)				
	Spell correctly most words from the year 3/ year 4 spelling list.				
	Spell correctly some words from the year 5/ year 6 spelling list.				
Handwriting	Recognise that different styles of handwriting are appropriate for different tasks <i>ie. note taking or formal presentation.</i>				
	Write legibly.				

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44 points		Date	Date	Date		
Composition	Find examples of where an author has broken convention (<i>ie. using 'and' repeatedly to show tedium</i>) and attempt to copy these techniques in own work.					
	Make more precise vocabulary choices from class vocab banks and own experience /ideas.					
	Choose and use a range of presentational devices and organisational devices in different text types to enhance the reader's understanding or interest.					
	Write narratives with flash backs.					
	Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).					
	In narratives, describe settings, characters and atmosphere.					
	Integrate dialogue in narratives to convey character and advance the action.					
	Select vocabulary and grammatical structures that reflect what the writing requires.					
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
	Use verb tenses consistently and correctly throughout their writing.					
Spelling	Spell approximately 80-85 of the year 5/6 words correctly					
	Convert words ending in -ible to ibly -able to ably -ant to ance /ancy -ent to ence/ency (<i>emergency, incredibly</i>)					
	Choose the correct spelling for most of easily confused words and homophones from appendix 1 (y5/6)					
	Spell correctly most words from the year 5/ year 6 spelling list.					
Punctuation / Grammar	Write correctly in both the active and passive voice.					
	Collect and use examples of formal and informal language for specific text types.					
	Use short sentences when appropriate to build suspense or longer sentences to elaborate.					
	Using examples from a model, use some devices which show cohesion between paragraphs in persuasive, discursive and explanatory texts (<i>ie. One on hand, one the other hand</i>)					
	Collect and use more powerful antonyms.					
	Use the range of punctuation taught at KS2 correctly	Capital letters, full stops, question marks, exclamation marks.				
		Commas: in lists, after fronted adverbials.				
		Apostrophes for possession and contraction.				
Inverted commas and other punctuation to indicate direct speech.						
Parenthesis, brackets, dashes, hyphens, colons and semi-colons.						
Handwriting	I can choose the best writing implement for the task (note taking, diary etc)					
	Maintain legibility in joined handwriting when writing at speed.					

Green represents working at the National Standard of Expected and can continue into term 5. Aspects of orange below (National Standard of working at greater depth within the expected standard) can also be worked on in term 5.

Woodlands Writing Milestones

46 points		Date	Date	Date	
Composition	Write effectively for a range of purposes and audiences, selecting narrative with simultaneous events or time shifts.				
	Distinguish between the language of speech and writing and choose the appropriate register.				
	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.				
	Write narrative with simultaneous events or time shifts.				
	Use understanding of active and passive voices in different types of writing; <i>in formal reports, explanations and mystery narrative.</i>				
	Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>				
	Find examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i>				
	Make precise vocabulary choices to match the audience and purpose.				
	Choose a range of presentational and organisational devices to match the audience and purpose of the text.				
	Choose different language effects for specific purpose.				
	Combine two text types to create a hybrid text ie. persuasive speech.				
Spelling	Use action, dialogue, description to write paragraphs which develop characters.				
	Spell all of the year 5/6 words correctly				
	Spell words with 'ei' after the 'c' - <i>deceive, receive</i>				
	Spell words accurately with all letters strings, suffixes and prefixes covered in y5/6				
Punctuation / Grammar	Choose the correct spelling for all of easily confused words and homophones from KS2.				
	Use the range of punctuation taught at KS2 correctly.	Capital letters, full stops, question marks, exclamation marks.			
		Commas: in lists, after fronted adverbials, for parenthesis and for clarity.			
		Apostrophes for possession and contraction.			
		Inverted commas and other punctuation to indicate direct speech.			
		Brackets, dashes, hyphens, colons and semi-colons.			
	When necessary, use punctuation precisely to enhance meaning and avoid ambiguity.				
	Choose and use formal or informal language when appropriate.				
	Manipulate sentence structures for different effects.				
	Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>				
	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>				
Explore how hyphens can be used to avoid ambiguity ie. man-eating shark not man eating shark.					
Punctuate bullet points correctly.					
Handwriting	I can choose adapt the pace, style and implement for the task I am undertaking.				