



We use these descriptors from the national curriculum and teach them in the sequence outline below. We use these as a guide and adapt our plans based on the children in the class.

EYFS	Year 1	Year 2
<p>30 to 50 months Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p>40 to 60+ months 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. ☐</p>	1. Plan by talking about ideas and vocabulary	
	2. Record ideas e.g. story maps/flow charts	
	3. Orally rehearse sentences before writing	
	4. Read their own writing aloud clearly with appropriate intonation	
	5. Use names of people places and things e.g. identify nouns and that they are different to verbs/adjectives	5. Use simple <i>expanded</i> noun phrases to describe and specify e.g. the blue butterfly
	6. Join words using 'and' e.g. to list in a sentence	6. Use co-ordination (but/and/or/so) e.g. I was wet but we still had to go outside.
	7. Generally use the present and past tense accurately e.g. subject verb agreement I was/we were	7. Use the present and past tenses correctly and consistently e.g. include edited writing
	8. Demarcate sentences using a full stop e.g. mostly accurate esp. for simple sentences	8. Use full stops and capital letters consistently e.g. include edited writing
	9. Demarcate sentences using a capital letter e.g. mostly accurate esp. for simple sentences	
TERM 1 MILESTONE MET		
<p>40 to 60+ months</p> <p>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. ☐</p>	10. Use 'and' to join simple sentences e.g. I went to the park and I met my friend/compound sentences	9. Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats - revisit and/but/or/so
	11. Begin to demarcate sentences using question mark e.g. sometimes accurate	10. Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases - revisit CL/FS
	12. Begin to demarcate sentences using exclamation mark e.g. sometimes accurate	11. Use apostrophes for contractions e.g. don't can't she'd linked to common exception words and phonics programme

TERM 2 MILESTONES MET

<p>40 to 60+ months Attempts to write short sentences in meaningful contexts.</p> <p>ELG Children use their phonic knowledge to write words in ways, which match their spoken sounds. They write some irregular common words</p>	<p>13. 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 – revisit CL and FS</p>	<p>12. Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!</p>
<p>ELG They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>14. Write sequences of linked sentences e.g. not always punctuation closely linked to oral retelling or known texts</p>	<p>13. Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions</p> <p>14. Use commas to list e.g. I was cold, wet and miserable.</p>
	<p>15. Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing</p>	<p>15. Use the progressive continuous verb form e.g. I was running/ They were shouting</p>
	<p>16. Can spell adjectives ending in er and est e.g. can include edited writing</p>	<p>16. Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing</p>
	<p>17. Can spell words using the prefix un e.g. can include edited writing</p>	<p>17. Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions</p>
	<p>18. Sequence sentences to form short narratives e.g. beginning/middle/end from known texts</p>	<p>18. Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions</p>
		<p>19. Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions</p>
		<p>20. Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why.../story language</p>

TERM 4 MILESTONES MET

<p>ELG applied</p> <p><i>The child writes for a range of purposes in meaningful contexts. The child's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text</i></p>	<p>19. Sequence sentences to form simple non-fiction texts e.g. invitations/recounts/simple reports/letters/postcards</p>	<p>21. Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time</p>
	<p>20. Use simple language features for non-fiction e.g. precise nouns, bossy verbs for instructions, genre specific features from known texts</p>	
	<p>21. Use simple language features for fiction e.g. adjectives to describe, once upon a time, nouns and pro-nouns</p>	<p>22. Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs</p>
	<p>22. Use simple organisational features in fiction and non-fiction e.g. headings, labels and captions, talk for writing structures linked to story maps</p>	<p>23. Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions</p>
	<p>23. Spell common exception words and compound words e.g. can include edited writing</p>	<p>24. Spell Y2 common exception words and homophones e.g. include edited writing</p>
<p>PHASE 4 PHONICS USED</p>	<p>24. Can spell words containing the range of Year 1 phonemes e.g. can include edited writing <u>PHASE 5 PHONICS SECURE</u></p>	<p>25. Spell words containing Year 2 phonemes e.g. include edited writing</p>
	<p>25. Can spell plural nouns by adding s and es e.g. can include edited writing</p>	<p>26. Use apostrophes for singular possession e.g. Tom's coat</p>
	<p>26. Reread writing to check it makes sense and make simple changes e.g. can include edited writing</p>	<p>27. Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls</p>
	<p>27. Proof read and edit their writing e.g. using word banks, displays developed during talk for writing teaching sequence</p>	<p>28. Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays</p>

TERM 5 MILESTONES MET

ELG applied

The child writes for a range of purposes in meaningful contexts. The child's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text

PHASE 4 PHONICS SECURE

28. Write so that other people can understand the meaning of sentences e.g. [linked to audience and purpose \(Y2 WT\)](#)

29. Write a range of fictional and real texts for different audiences and purposes e.g. [linked to topic/quality text/wow days/opening experiences/talk for writing teaching sequences\(Y2 WA\)](#)

29. Write simple poetry e.g. [taught in term 2/4/6](#)

30. Form lower case letters capital letters and digits 0 – 9 correctly and understand which letters belong to which family. Leave spaces between words e.g. [linked to school expectations and policy](#)

30. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.