

Whitchurch Milestones for writing at the expected standard: Year: 1

| Area                            |                                                                                                                    | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------|----|----|-----|-----|-----|-----|
| Spelling                        | Read then spell words containing the 40 + phonemes                                                                 |    |    |     |     |     |     |
|                                 | Attempt to spell using learned phonemes unfamiliar/familiar words                                                  |    |    |     |     |     |     |
|                                 | Spell regular polysyllabic words e.g. snowball and sunhat<br>Spell most of the Year 1 and 2 common exception words |    |    |     |     |     |     |
|                                 | Spell Year 1 common exception words, days of the week and number words.                                            |    |    |     |     |     |     |
|                                 | Spell some of the Year 1 – 2 Statutory words                                                                       |    |    |     |     |     |     |
| Punctuation                     | Beginning to use capital letters at the start of a sentence & a full stop at the end.                              |    |    |     |     |     |     |
|                                 | Use capital letters for personal pronoun 'I' and for names.                                                        |    |    |     |     |     |     |
| Sentence construction / grammar | Write first & last name with capital letters where needed                                                          |    |    |     |     |     |     |
|                                 | Write simple sentences                                                                                             |    |    |     |     |     |     |
|                                 | Understand how a question mark is used                                                                             |    |    |     |     |     |     |
|                                 | Use basic connectives such as 'and' to make a compound sentence and 'because' to make a complex sentence           |    |    |     |     |     |     |
| Composition                     | Write for different purposes                                                                                       |    |    |     |     |     |     |
|                                 | Write in simple sentences that make sense                                                                          |    |    |     |     |     |     |
|                                 | Sequence sentences to create a simple narrative or recount                                                         |    |    |     |     |     |     |
| Handwriting                     | Form commonly used lower case letters in the correct direction, starting and finishing in the right place          |    |    |     |     |     |     |
|                                 | Able to form digits 0 to 9                                                                                         |    |    |     |     |     |     |
|                                 | Able to form capital letters                                                                                       |    |    |     |     |     |     |
|                                 | Letters are more consistent in size and shape across the text                                                      |    |    |     |     |     |     |
|                                 | Some ascenders/descenders are correctly formed                                                                     |    |    |     |     |     |     |
|                                 | finger spaces are used                                                                                             |    |    |     |     |     |     |