

# SEND Assessment - Reading & Writing

Blackpool Council



## Introduction

This reading and writing assessment booklet covers assessment of a child's developmental stage from 8-20 months up to the national standard of a year 6 child. Assessment of the child should be ongoing throughout the year. We recommend that you underline the statement when the child has encountered it but still needs development in this area. Once the child has achieved the statement, it can be highlighted (it would be advisable for each year group to use a different colour to highlight). Please note this assessment is to provide ongoing assessment of a child's progress it is not to be used as a curriculum.

When the pupil records a 'secure' in reading, they have achieved that standard. However, please be mindful that they will still need to work on statements not highlighted, so please refer back to these when you assess and plan throughout the year.

## Key

Milestone	Age Equivalent
Milestone 1	8-20 months
Milestone 2	16-26 months
Milestone 3	22-36 months
Milestone 4	30-50 months
Milestone 5	40-60 months
Milestone 6	Bridging Reception into Year 1
Milestone 7	Bridging Reception into Year 1
Milestone 8	Bridging Reception into Year 1
Milestone 9	National Standard for Year 1
Milestone 10	National Standard for Year 2
Milestone 11	National Standard for Year 3
Milestone 12	National Standard for Year 4
Milestone 13	National Standard for Year 5
Milestone 14	National Standard for Year 6

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## Reading Milestone 1

- Pupil responds to interactive rhymes
- Pupil looks at pictures briefly
- Pupil chooses to read a book
- Pupil chooses which story to hear
- Pupil attempts to turn pages
- Pupil makes noises in responses to a picture - car, cat etc.

- Pupil watches a computer screen
- Pupil looks at a picture and points to objects
- Pupil watches an adult point to pictures
- Pupil listens as the adult talks about the picture
- Pupil turns book round to look at pictures in different ways

- Pupil repeats specific repetitive lines
- Pupil joins in repetitive verse (sound pattern)
- Pupil uses story telling 'talk' while looking at book
- Pupil picks up books
- Pupil opens books

### Tracking Information Reading Milestone 1

Encountering	1-3 statements
Emerging	4-7 statements
Developing	8-12 statements
Secure	13-16 statements

### Reading Summary

<b>Date:</b>	<b>Assessment Level:</b>
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## Reading Milestone 2

<ul style="list-style-type: none"> <li>• Pupil takes part in quiet activity</li> <li>• Pupil hands book to an adult to read or share</li> <li>• Pupil willingly shares a book with an adult</li> <li>• Pupil shows pleasure when sharing a book</li> <li>• Pupil attempts to find a specific book</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil turns pages several at a time</li> <li>• Pupil turns pages when sharing a book</li> <li>• Pupil looks at books randomly</li> <li>• Pupil pauses to look at pictures in a book</li> <li>• Pupil turns book round to look at pictures in different ways</li> <li>• Pupil holds book the right way up</li> <li>• Pupil looks at pictures independently</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil looks at pictures in a book</li> <li>• Pupil looks at pictures of familiar people</li> <li>• Pupil relates book or picture to TV programme</li> <li>• Pupil watches an adult point to pictures</li> <li>• Pupil listens as the adult talks about the picture</li> <li>• Pupil looks for specific objects in a book</li> </ul>
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## Tracking Information Reading Milestone 2

Encountering	1-4 statements
Emerging	5-8 statements
Developing	9-13 statements
Secure	14-18 statements

## Reading Summary

<b>Date:</b>	<b>Assessment Level:</b>

<b>Reading Milestone 3</b>	
<ul style="list-style-type: none"> <li>• Pupil sits in a small group with an adult for story time</li> <li>• Pupil is interested in a range of equipment in adult led group activity</li> <li>• Pupil hands book to staff to read or share</li> <li>• Pupil brings book to read</li> <li>• Pupil has favourite book</li> <li>• Pupil shares book</li> <li>• Pupil gives meaning to some environment text, sign or symbol</li> <li>• Pupil matches pictures on TV or computer to household objects</li> <li>• Pupil matches picture on TV or computer to objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil matches pictures</li> <li>• Pupil matches picture to object in the environment</li> <li>• Pupil discusses picture in books</li> <li>• Pupil matches symbols to object</li> <li>• Pupil names objects in picture books</li> <li>• Pupil names common objects in a picture</li> <li>• Pupil notices detail in pictures</li> <li>• Pupil makes appropriate animal sound when presented with the picture</li> <li>• Pupil shows awareness that text has meaning</li> <li>• Pupil listens to stories from a picture book</li> <li>• Pupil points to named objects</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil repeats word from a sentence and may say the word several times enjoying the word (echolalia)</li> <li>• Pupil repeats final word in each line of a verse</li> <li>• Pupil enjoys the sounds of words</li> <li>• Pupil repeats rhymes</li> <li>• Pupil fills in missing words in rhyme/story</li> <li>• Pupil joins in familiar poems/songs</li> <li>• Pupil uses some expression when talking to self</li> </ul>	
<b>Tracking Information Reading Milestone 3</b>	
Encountering	1-7 statements
Emerging	8-14 statements
Developing	15-21 statements
Secure	22-27 statements
<b>Reading Summary</b>	
<b>Date:</b>	<b>Assessment Level:</b>

<b>Reading Milestone 4</b>		
<ul style="list-style-type: none"> <li>• Pupil shows interest in illustrations and print in books and print in the environment</li> <li>• Pupil listens to, and joins in, stories and poems, one to one and also in small groups</li> <li>• Pupil shares book with an adult for 5 minutes</li> <li>• Pupil looks at books independently</li> <li>• Pupil handles books with care</li> <li>• Pupil starts at the front of the book</li> <li>• Pupil points to detail in picture</li> <li>• Pupil points to named objects in pictures</li> <li>• Pupil watches a story on TV or DVD</li> <li>• Pupil 'story tells' while looking at a book</li> <li>• Pupil points to own name on the wall</li> <li>• Pupil points to words with letters from own name</li> <li>• Pupil recognises letters in own first name</li> <li>• Pupil recognises letters in own surname</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil matches written shapes/letters</li> <li>• Pupil matches short words with distinct shape</li> <li>• Pupil points to text as they read books to themselves</li> <li>• Pupil recognises words or symbols in the environment</li> <li>• Pupil reads words or symbols in the environment</li> <li>• Pupil frequently looks at books</li> <li>• Pupil enjoys photo album with text</li> <li>• Pupil enjoys listening to specific books several times</li> <li>• When sharing a book, pupil becomes involved in discussion</li> <li>• Pupil asks for a specific story</li> <li>• Pupil asks for a specific computer program</li> <li>• Pupil finds a specific book on request</li> <li>• Pupil describes story setting</li> <li>• Pupil responds appropriately to specific character</li> <li>• Pupil recognises specific character in different context</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil makes predictions in familiar stories</li> <li>• Pupil objects when story is altered</li> <li>• Pupil begins rhymes when specific page observed</li> <li>• Pupil creates own narrative when reading a book</li> <li>• Pupil creates own narrative with reference to a listened story</li> <li>• Pupil explores picture on computer screen</li> <li>• Pupil repeats rhyming words</li> <li>• Pupil finishes line in familiar repetitive passage</li> <li>• Pupil joins in rhymes by saying last word of each line or phrase</li> <li>• Pupil segments the sound in simple words</li> <li>• Pupil asks what text says</li> <li>• Pupil knows the sounds of some of the letters of the alphabet</li> </ul>

<b>Tracking Information Reading Milestone 4</b>	
Encountering	1-9 statements
Emerging	10-21 statements
Developing	22-33 statements
Secure	34-41 statements
<b>Reading Summary</b>	
<b>Date:</b>	<b>Assessment Level:</b>

### Reading Milestone 5

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| <ul style="list-style-type: none"> <li>• Pupil matches 3 letter words</li> <li>• Pupil matches 4 letter words with distinct shape</li> <li>• Pupil matches phrases</li> <li>• Pupil uses vocabulary and forms of speech, which are increasingly influenced by experience of books</li> <li>• Pupil enjoys an increasing range of books</li> <li>• Pupil begins to recognise some familiar words</li> <li>• Pupil reads some simple sentences in fiction books</li> <li>• Pupil reads some simple sentences in non-fiction books</li> <li>• Pupil understands the stories they read</li> <li>• Pupil understands simple sentences in information text</li> <li>• Pupil knows information is available in books and from a computer</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil knows that information can be retrieved from books and computers</li> <li>• Pupil predicts ending of sentence</li> <li>• Pupil predicts what will happen in a repetitive story</li> <li>• Pupil uses picture to tell of own experience</li> <li>• Pupil continues a rhyming string</li> <li>• Pupil is aware that each letter makes a different sound</li> <li>• Pupil knows the names of half the letters of the alphabet</li> <li>• Pupil knows the sounds of the letters of the alphabet</li> <li>• Pupil hears the initial sound of a word</li> <li>• Pupil hears the final sound of a word</li> <li>• Pupil blends letter sounds</li> <li>• Pupil segments sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil can read CVC words</li> <li>• Pupil uses phonics to decode regular words</li> <li>• Pupil knows to read from left to right</li> <li>• Pupil knows to read from top to bottom</li> <li>• Pupil mulls over detail in picture</li> <li>• Pupil is aware that pictures relate to text</li> <li>• Pupil knows that print carries meaning</li> <li>• Pupil uses pictures to help decode text</li> <li>• Pupil points to labels and reads them</li> <li>• Pupil discusses what they have read</li> <li>• Pupil discusses what have been read to them</li> <li>• Pupil demonstrates an understanding of text</li> <li>• Pupil reads aloud accurately</li> </ul> |
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### Tracking Information Reading Milestone 5

Encountering	1-8 statements
Emerging	9-17 statements
Developing	18-28 statements
Secure	29-36 statements

### Reading Summary

<b>Date:</b>	<b>Assessment Level:</b>



<b>Reading Milestone 6</b>			
<b>Phonics for Reading (in line with Y1 phonics assessment)</b>	<b>Reading for pleasure and motivation across a range of text types</b>	<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil recognises all the letters of the alphabet</li> <li>Pupil develops oral blending and segmenting including recognising the following phonemes in Phase 2 (Letters and Sounds), building on what has been learned in Bridge 1:               <ul style="list-style-type: none"> <li>o c t n m p a o</li> <li>o l g p t r n e a</li> <li>o r n b t h m s d i u</li> </ul> </li> <li>Plus the following phonemes from Phase 3 (Letters and Sounds):               <ul style="list-style-type: none"> <li>o ch sh th</li> </ul> </li> <li>Pupil continues to discriminate between p, d and b</li> <li>Pupil begins to recognise and count syllables in words</li> <li>Pupil may demonstrate knowledge using multisensory approaches such as switches, cued articulation and signing alphabet</li> <li>With help, pupil reads some final consonant clusters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates enjoyment of rhythm and rhyme e.g. choose to play rhyming games or enjoy making up own words that conform to a pattern</li> <li>Pupil can re-tell parts of a story</li> <li>Pupil begins to make up some of their own rhythms and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Pupil is building sight vocabulary through using common themes such as colours or animals</li> <li>Pupil recognises familiar words in a range of contexts and text types</li> <li>Pupil relates lower and upper case letters</li> <li>Pupil chooses a correct cvc word to match a simple picture</li> <li>Pupil has swift recall of up to 20 high frequency words such as : the, to, I, go, no, said</li> <li>With help pupil uses letter sounds to decode a wider range of cvc words</li> <li>Pupil reads short vowel sounds in CVC words</li> <li>Pupil identifies the final sounds of spoken words and written words</li> <li>Pupil reads labels in equipment</li> <li>Pupil reads names of other children</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating understanding</b>
<ul style="list-style-type: none"> <li>With support from adults, pupil begins to recognise errors that affect meaning e.g. 'the cot sat on the mat'</li> </ul>	<ul style="list-style-type: none"> <li>Pupil identifies things that go together e.g. animals/ vehicles/ things you find in a kitchen and give reasons why</li> <li>Pupil extends the awareness of language linked to time sequences - 'first, next, then'</li> <li>Pupil re-tells a story in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Pupil is able to retrieve information from a simple statement - 'the ball is blue - what colour is the ball?'</li> <li>With prompting, pupil can recall simple details of activities they have been involved in e.g. from earlier in the day or familiar routines</li> <li>Pupil relates own experience to story</li> <li>Pupil looks at non-fiction book and identifies the subject e.g. dogs</li> <li>Pupil uses knowledge of story to assist in decoding text</li> </ul>	<ul style="list-style-type: none"> <li>Pupil recognises the emotions of characters</li> <li>Pupil can name several characters in story</li> <li>Pupil can identify the setting in a story</li> </ul>
<b>Tracking Information Reading Milestone 6</b>			
Encountering		1-9 statements	
Emerging		10- 17 statements	
Developing		18 - 25 statements	
Secure		26 - 32 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

<b>Reading Milestone 7</b>			
<b>Phonics for Reading (in line with Y1 phonics assessment)</b>	<b>Reading for pleasure and motivation across a range of text types</b>	<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil recognises all the letters of the alphabet</li> <li>Pupil develops oral blending and segmenting including recognising the following phonemes in Phase 2 (Letters and Sounds), building on what has been learned in Bridge 1:               <ul style="list-style-type: none"> <li>- c t n m p a o</li> <li>- l g p t r n e a</li> <li>- r n b t h m s d i u</li> </ul> </li> <li>Plus the following phonemes from Phase 3 (Letters and Sounds):               <ul style="list-style-type: none"> <li>- ch sh th</li> </ul> </li> <li>Pupil continues to discriminate between p, d and b</li> <li>Pupil begins to recognise and count syllables in words</li> <li>Pupil may demonstrate knowledge using multisensory approaches such as switches, cued articulation and signing alphabet</li> <li>With help, pupil reads some final consonant clusters</li> </ul>	<ul style="list-style-type: none"> <li>Pupil demonstrates enjoyment of rhythm and rhyme e.g. choose to play rhyming games or enjoy making up own words that conform to a pattern</li> <li>Pupil can re-tell parts of a story</li> <li>Pupil begins to make up some of their own rhythms and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Pupil is building sight vocabulary through using common themes such as colours or animals</li> <li>Pupil recognises familiar words in a range of contexts and text types</li> <li>Pupil relates lower and upper case letters</li> <li>Pupil chooses a correct cvc word to match a simple picture</li> <li>Pupil has swift recall of up to 20 high frequency words such as : the, to, I, go, no, said</li> <li>With help pupil uses letter sounds to decode a wider range of cvc words</li> <li>Pupil reads short vowel sounds in CVC words</li> <li>Pupil identifies the final sounds of spoken words and written words</li> <li>Pupil reads labels in equipment</li> <li>Pupil reads names of other children</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating understanding</b>
<ul style="list-style-type: none"> <li>With support from adults, pupil begins to recognise errors that affect meaning e.g. the cot sat on the mat'</li> </ul>	<ul style="list-style-type: none"> <li>Pupil identifies things that go together e.g. animals/ vehicles/ things you find in a kitchen and give reasons why</li> <li>Pupil extends the awareness of language linked to time sequences - 'first, next, then'</li> <li>Pupil re-tells a story in sequence</li> </ul>	<p>Through independent reading or when read to pupil will:</p> <ul style="list-style-type: none"> <li>Talk about a personal experience e.g. an outing, a shopping trip, with growing detail and vocabulary</li> <li>Give a simple description of a character in a story</li> <li>Describe an action of a character</li> <li>Show awareness of the terms 'fiction' and 'non-fiction'</li> <li>Re-enact a story in role play with puppets/ props/ costumes/ artefacts/ objects of reference</li> </ul>	<ul style="list-style-type: none"> <li>Pupil recognises emotions and begin to give reasons why character are feeling this way</li> <li>When given two or more choices about what might happen next, pupil gives appropriate response</li> <li>Pupil discusses story settings</li> </ul>
<b>Tracking Information Reading Milestone 7</b>			
Encountering		1-9 statements	
Emerging		10- 17 statements	
Developing		18 - 25 statements	
Secure		26 - 32 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

Reading Milestone 8		
Phonics for Reading (in line with Y1 phonics assessment)	Reading for pleasure and motivation across a range of text types	Word Reading
<ul style="list-style-type: none"> <li>Pupil recognises Phase 3 (Letters and sounds) phonemes:               <ul style="list-style-type: none"> <li>- j v w x</li> <li>- z/zz qu</li> <li>- ng ai ee igh oa oo</li> <li>- ar or ur ow oi ear air ure er</li> </ul> </li> <li>Pupil has some awareness of alternative spellings for the same sounds</li> <li>Pupil embeds oral segmenting and blending and demonstrates this ability in reading unfamiliar words</li> <li>Pupil may begin to build words using multisensory approaches such as manipulating wooden letters</li> <li>Pupil demonstrates ability to substitute phonemes in cvc words to make real and nonsense words</li> <li>Pupil recognises phonemes in vc, cvc and ccvc words, including medial vowels</li> </ul>	<ul style="list-style-type: none"> <li>Pupil enjoys and joins in with familiar poems/rhyme/song and recites favourite refrains or sections</li> <li>Pupil sustains interest and makes relevant comments on longer stories read to them</li> <li>Pupil re-tells the main events of a story</li> </ul>	<ul style="list-style-type: none"> <li>Pupil applies knowledge/awareness of onset and rime to read one syllable words</li> <li>Pupil has swift recall of up to 50 high frequency words (e.g. from Letters and Sounds) and begins to apply this knowledge in context</li> <li>With help pupil uses letter sounds to decode a simple sentence</li> <li>Pupil predicts words using contextual cues</li> <li>Pupil uses a range of knowledge to decode</li> <li>Pupil begins to use alternative approaches to develop phonological awareness and word recognition where appropriate e.g. the child is struggling to make process using synthetic phonics</li> </ul>

Language Comprehension			
Reading, understanding and performing with fluency and accuracy	Vocabulary, language, grammar and text organisation	Retrieve, infer, deduce, predict, summarise	Discussion and explanation, demonstrating understanding
<ul style="list-style-type: none"> <li>Pupil reads independently short word strings, phrases and short sentences using known phonemes and high frequency such as 'cat on mat', 'my dad is fun'</li> <li>Pupil automatically recalls learned high frequency words in context</li> <li>Pupil begins to recognise mis-read words based on context and other reading cues such as illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Pupil begins to discriminate between real and nonsense words</li> <li>Pupil understands and applies simple prepositions in context - 'is the goat on the bridge or under the bridge?'</li> <li>Pupil recognises vocabulary with similar meaning e.g. other words for 'big'</li> </ul>	<p>Through independent reading or when read to, pupil will:</p> <ul style="list-style-type: none"> <li>Be able to give a meaningful verbal narrative from a picture only book</li> <li>Use own experiences and prior knowledge to make simple predictions and inferences</li> <li>Discuss why an event occurred</li> <li>Discuss how a character might act</li> <li>Use a reference book for information i.e. a picture of an insect in science</li> <li>Answer questions about a text</li> <li>Give a simple opinion on a character with reference to the text</li> <li>Explain the action of a story character</li> </ul>	<ul style="list-style-type: none"> <li>Pupil begins to identify the 'odd one' out from a category and give a justification for their decision e.g. words associated with the seaside shell/sand/ sea/zebra Pupil gives simple explanation of choice of what will happen next when given two possible scenarios</li> <li>Pupil develops a sense of what's real and what's fantasy</li> <li>In books read to the children, pupil can state why a character acted in a particular way</li> <li>In books read to the children, pupil states why a character changed their views or actions</li> <li>Pupil discusses and compares story settings</li> </ul>

Tracking Information Reading Milestone 8	
Encountering	1-9 statements
Emerging	10- 18 statements
Developing	19 - 27 statements
Secure	28 - 34 statements

Reading Summary	
Date:	Assessment Level:

<b>Reading Milestone 9</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<p>Pupil develops pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none"> <li>• Become very familiar with key stories, fairy stories and traditional tales and retells them</li> <li>• Show enthusiasm for reading and is motivated to participate in shared sessions</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil can apply phonic knowledge and skills as the route to which to decode words</li> <li>• Pupil can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Pupil can read accurately by blending sounds in unfamiliar words containing gpcs that have been taught</li> <li>• Pupil can read other words of more than one syllable that contain taught gpcs, including some compound words</li> <li>• Pupil can read common exception words</li> <li>• Pupil can read words containing taught gpcs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• Pupil can read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letters).</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>• Pupil can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Pupil can re-read these books to build up their fluency and confidence in word reading</li> <li>• Pupil can check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Pupil understands both the books they can already read accurately and fluently and those they listen to</li> <li>• Pupil learns to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil can consider the particular characteristics of key stories, fairy tales and traditional tales</li> <li>• Pupil can recognise and join in with predictable phrases</li> <li>• Pupil can discuss word meaning, linking new meaning to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil can retell familiar key stories</li> <li>• Pupil can draw on what they already know or on background information provided by the teacher</li> <li>• Pupil can make simple inferences on the basis of what is being said and done</li> <li>• Pupil can make simple predictions about what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil can clearly explain their understanding of what is read to them</li> <li>• Pupil can discuss the significance of the title and events</li> <li>• Pupil can participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Pupil is encouraged to link what they read or hear to their own experiences</li> </ul>
<b>Tracking Information Reading Milestone 9</b>			
Encountering		1-6 statements	
Emerging		7- 13 statements	
Developing		14 - 20 statements	
Secure		21 - 26 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

<b>Reading Milestone 10</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil can develop pleasure in reading, motivation to read, vocabulary and understanding:</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>Show enthusiasm for reading and often chooses to read for pleasure</li> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>		<ul style="list-style-type: none"> <li>Pupil can continue to apply phonic knowledge and skills as the route to decode words and texts quickly and accurately until automatic decoding has become embedded and reading is fluent</li> <li>Pupil can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Pupil can read accurately words of two or more syllables that contain the same grapheme as Milestone 1</li> <li>Pupil can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Pupil can read words containing common suffixes: -y, -ment, -ness, -ful, -less, -ly, -tion</li> <li>Pupil can read words containing the prefix: un-</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>Pupil can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Pupil can re-read these books to build up their fluency and confidence in word reading</li> <li>Pupil can check that the text makes sense to them as they read and correct inaccurate reading</li> <li>Pupil understands both the books they can already read accurately and fluently and those they listen to</li> <li>Pupil continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Pupil is familiar with non-fiction books that are structured in different ways</li> <li>Pupil can recognise simple recurring literary language in stories and poetry</li> <li>Pupil can discuss and clarify meanings of words, link new meaning to known vocabulary</li> <li>Pupil can discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can discuss the sequence of events in books and how items of information are related</li> <li>Pupil can draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Pupil can make inferences on the basis of what is being said and done</li> <li>Pupil can make reasonable predictions about what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>Pupil can participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>Pupil can answer and ask questions</li> <li>Pupil can link what they read to their own experiences</li> </ul>
<b>Tracking Information Reading Milestone 10</b>			
Encountering		1-7 statements	
Emerging		8- 14 statements	
Developing		15 - 21 statements	
Secure		22 - 27 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

<b>Reading Milestone 11</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil can develop positive attitudes to reading and understanding of what they read:</li> <li>Become more familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>Show enthusiasm for reading and is motivated to make appropriate reading choices with some teacher input</li> <li>Read books that are structured in different ways and read for a wide range of purposes</li> </ul>		<ul style="list-style-type: none"> <li>Pupil can read further exception words, noting the unusual correspondences between spelling and sounds, and where these occur in the word</li> <li>Pupil starts to develop knowledge of root words, prefixes and suffixes and start to apply both to read aloud and to understand the meaning of new words they meet (un-, dis-, mis-, -ation, -ly, -sure, -ture, alternative pronunciations for ch)</li> <li>Pupil can recognise and read some common homophones</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>Pupil can check that the text makes sense, self-correcting without interrupting fluency</li> <li>Pupil can prepare poems and play scripts to read aloud, showing understanding through growing intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can identify differences in language, structure, and presentation of texts</li> <li>Pupil can recognise, with support, some different forms of poetry (for example, free verse, narrative poetry)</li> <li>Pupil can identify words and phrases the capture the reader's interest and imagination</li> <li>With guidance, pupil can use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can retrieve and record information from non-fiction</li> <li>Pupil can identify main ideas from a paragraph</li> <li>Pupil can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>Pupil can predict what might happen from details stated</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and references books or textbooks</li> <li>Pupil can participate in adult led discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>Pupil can ask simple questions to improve their understanding of a text</li> <li>With support, pupil can identify themes and conventions across more than one text</li> </ul>
<b>Tracking Information Reading Milestone 11</b>			
Encountering		1-5 statements	
Emerging		6 – 10 statements	
Developing		11 - 15 statements	
Secure		16 - 21 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

<b>Reading Milestone 12</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil can develop positive attitudes to reading and understanding of what they read:</li> <li>Increase their familiarity with a wide range of books, including fair stories, myths and legends and retell some of these orally</li> <li>Show enthusiasm for reading and is motivated to make appropriate and challenging reading choices with some teacher input</li> <li>Read a wider range of books that are structured in different ways and read for a range of purposes</li> </ul>		<ul style="list-style-type: none"> <li>Pupil can use knowledge of common exception words, noting the unusual correspondences between spelling and sounds, and where these occur in the word</li> <li>Pupil can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet (in-, il-, im-, ir-, re-, sub-, inter-, super-, anit-, auto-, -sion, -ous, -cian, que)</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>Pupil can check that the text makes sense, discussing their understanding and explain the meaning of words in context</li> <li>Pupil can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can identify how language, structure and presentation contribute to meaning</li> <li>Pupil can recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>Pupil can discuss words and phrases that capture the reader's interest and imagination</li> <li>Pupil can use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can identify main ideas from more than one paragraph and summarising these</li> <li>Pupil can draw inferences such as inferring characters' feelings thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Pupil can predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and references books or textbooks</li> <li>Pupil participates independently in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>Pupil can begin to justify their views</li> <li>Pupil can ask questions to improve their understanding of a text</li> <li>Pupil can identify themes and conventions in a wide range of books</li> <li>Pupil can make comparisons between books read</li> </ul>
<b>Tracking Information Reading Milestone 12</b>			
Encountering		1-5 statements	
Emerging		6 – 10 statements	
Developing		11 - 15 statements	
Secure		16 - 21 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	



<b>Reading Milestone 13</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil can maintain positive attitudes to reading and understanding of what they read:</li> <li>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, from our literary heritage, and books from other cultures and traditions</li> <li>Show enthusiasm and motivation for reading by making challenging reading choices and reading for pleasure</li> <li>Read a wide range of books that are structured in different ways and read for a range of purposes</li> </ul>		<ul style="list-style-type: none"> <li>Pupil can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet (-cious, -tious, -cial, -tial, -silent letters, -ough words)</li> <li>Pupil can recognise and read homophones and other words that are often confused (see NC Appendix 1)</li> <li>Pupil can recognise and read words containing hyphens</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>Pupil checks that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</li> <li>Pupil can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Pupil can learn a poem by heart</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can identify how language, structure and presentation contribute to meaning</li> <li>Pupil can select words and phrases, including figurative language, which have an impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Pupil accurately retrieves records and presents information from non-fiction</li> <li>Pupil summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Pupil can distinguish between statements of fact and opinion</li> <li>Pupil can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>Pupil can predict what might happen from details stated and implied in a range of more complex texts</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Pupil can explain and discuss their understanding of what they have read</li> <li>Pupil can participate in supported discussions about books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously</li> <li>Pupil can provide justifications for their views</li> <li>Pupil can independently use questions to improve their understanding of a text</li> <li>Pupil can identify and discuss themes and convention in and across a range of writing</li> <li>With support, pupil can begin to make comparisons within and across books</li> <li>Pupil can recommend books that they have read to their peers giving reasons for their choices</li> </ul>
<b>Tracking Information Reading Milestone 13</b>			
Encountering		1-6 statements	
Emerging		7 – 13 statements	
Developing		14 - 19 statements	
Secure		20 - 25 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	



<b>Reading Milestone 14</b>			
<b>Reading for Pleasure and motivation across a range of text types</b>		<b>Word Reading</b>	
<ul style="list-style-type: none"> <li>Pupil can maintain positive attitudes to reading and understanding of what they read:</li> <li>Read and demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions</li> <li>Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction</li> <li>Read a wider range of books that are structured in different ways and read for a range of purposes across the curriculum</li> </ul>		<ul style="list-style-type: none"> <li>Pupil can confidently apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet (-ant, -ance/y, -ence/y, -able/y, -ible/y, -fer)</li> </ul>	
<b>Language Comprehension</b>			
<b>Reading, understanding and performing with fluency and accuracy</b>	<b>Vocabulary, language, grammar and text organisation</b>	<b>Retrieve, infer, deduce, predict, summarise</b>	<b>Discussion and explanation, demonstrating capacity</b>
<ul style="list-style-type: none"> <li>Pupil can check what they read makes sense in a wider range of more complex texts and explore the meaning of words in context</li> <li>Confidently and independently prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience and adapt their work to suit particular audiences and genres</li> <li>Pupil can learn a wider range of poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can identify how language, structure and presentation contribute to meaning in a broader range of texts</li> <li>Pupil can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can refine skills, confidently using texts from across the curriculum, e.g. History, Geography and Science</li> <li>Pupil can summarise the main ideas drawn from a whole text, identifying key details that support the main ideas</li> <li>Pupil can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and confidently and securely justify inferences with evidence</li> <li>Pupil can predict what might happen from details stated and implied in a range of more complex texts</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can confidently read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Pupil can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>Pupil can participate in and initiate discussions with greater autonomy, about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Pupil can provide reasoned justifications for their views</li> <li>Pupil can independently ask higher order questions to improve their understanding of text</li> <li>Pupil can identify and discuss themes and conventions in and across a wider range of writing with confidence and accuracy</li> <li>Pupil can make comparisons within and across a range of books</li> <li>Pupil can recommend books that they have read to their peers, giving increasingly justified reasons for their choices (such as author style and literary features)</li> </ul>
<b>Tracking Information Reading Milestone 14</b>			
Encountering		1-5 statements	
Emerging		6 – 11 statements	
Developing		12 - 16 statements	
Secure		17 - 22 statements	
<b>Reading Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

### Writing Milestone 1

<ul style="list-style-type: none"> <li>● Pupil uses a range of materials:</li> <li>- Crayons</li> <li>- Paint</li> <li>- Pencils</li> <li>- Chalk</li> <li>● Pupil scribbles with either hand</li> <li>● Pupil handles a range of paper</li> <li>● Pupil handles a range of materials</li> <li>● Pupil deliberately makes marks with a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil makes deliberate marks on paper using a pencil or crayon</li> <li>● Pupil uses whole hand to hold a pencil</li> <li>● Pupil has the opportunity to use drawing tools</li> <li>● Pupil copies simple actions</li> <li>● Pupil manipulates toy in hands</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil uses pincer grip to hold objects</li> <li>● Pupil does vertical scribbles with writing/drawing tool</li> <li>● Pupil uses horizontal scribble with writing/drawing tool</li> </ul>
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### Tracking Information Writing Milestone 1

Encountering	1-3 statements
Emerging	4-6 statements
Developing	7-9 statements
Secure	10-13 statements

### Writing Summary

<b>Date:</b>	<b>Assessment Level:</b>

<b>Writing Milestone 2</b>	
<ul style="list-style-type: none"> <li>• Pupil makes random marks with their fingers</li> <li>• Pupil uses drawing tools to make random marks</li> <li>• Pupil overwrites patterns</li> <li>• Pupil overwrites shapes</li> <li>• Pupil watches an adult write</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil makes a range of marks and shapes on paper with a drawing tool</li> <li>• Pupil makes deliberate marks on paper using a paint brush</li> <li>• Pupil watches an adult write their name</li> <li>• Pupil chooses to write</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil tracks objects i.e. plane in sky</li> <li>• Pupil demonstrates pleasure in efforts</li> <li>• Pupil watches the paper as they make marks</li> </ul>	
<b>Tracking Information Writing Milestone 2</b>	
Encountering	1-3 statements
Emerging	4-6 statements
Developing	7-9 statements
Secure	10-12 statements
<b>Writing Summary</b>	
<b>Date:</b>	<b>Assessment Level:</b>

### Writing Milestone 3

<ul style="list-style-type: none"> <li>• Pupil responds to questions about familiar events</li> <li>• Pupil responds to questions about immediate experiences</li> <li>• Pupil watches an adult use writing tool</li> <li>• Pupil looks at marks made by others on a variety of surfaces</li> <li>• Pupil recognises familiar symbols in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil chooses to use pencil and paper</li> <li>• Pupil shows some control of writing tool</li> <li>• Pupil imitates horizontal strokes</li> <li>• Pupil imitates vertical strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil puts marks or symbols alongside picture</li> <li>• Pupil examines the marks they have made on paper</li> <li>• Pupil picks up and puts down pencil with care</li> <li>• Pupil reads what they have written</li> </ul>
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### Tracking Information Writing Milestone 3

Encountering	1-3 statements
Emerging	4-6 statements
Developing	7-9 statements
Secure	10-13 statements

### Writing Summary

<b>Date:</b>	<b>Assessment Level:</b>

<b>Writing Milestone 4</b>	
<ul style="list-style-type: none"> <li>• Pupil talks about drawing</li> <li>• Pupil gives pictures name</li> <li>• Pupil draws and paints, sometimes giving meanings to marks</li> <li>• Pupil engages in activities requiring hand to eye coordination</li> <li>• Pupil uses one-handed tools and equipment</li> <li>• Pupil begins to be aware of the way stories are structured</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is aware of adults writing</li> <li>• Pupil observes written material in use i.e. shopping list</li> <li>• Pupil enjoys play writing</li> <li>• Pupil imitates circular and horizontal lines</li> <li>• Pupil finds their own name on a printout</li> <li>• Pupil separates pictures and writing</li> <li>• Pupil orally segments words</li> <li>• Pupil copies writing patterns</li> <li>• Pupil copies underneath writing</li> </ul>
<ul style="list-style-type: none"> <li>• Pupil writes some clearly identifiable letters</li> <li>• Pupil uses a single letter to represent a word</li> <li>• Pupil has some sounds represented correctly</li> <li>• Pupil uses writing in role play</li> <li>• Pupil 'reads' own writing to an adult</li> <li>• Pupil seeks out adult to read what they have written</li> <li>• Pupil listens when an adult reads what they have written</li> <li>• With assistance, pupil produces captions for pictures</li> </ul>	
<b>Tracking Information Writing Milestone 4</b>	
Encountering	1-5 statements
Emerging	6-10 statements
Developing	11-17 statements
Secure	18-23 statements
<b>Writing Summary</b>	
<b>Date:</b>	<b>Assessment Level:</b>

### Writing Milestone 5

<ul style="list-style-type: none"> <li>• Pupil begins to break the flow of speech into words</li> <li>• Pupil uses writing as a means of recording and communicating</li> <li>• Pupil begins to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping</li> <li>• Pupil give text same meaning each time</li> <li>• Pupil uses different layouts depending on purpose</li> <li>• Pupil attempts to write words other than name</li> <li>• Pupil realises that the print out from a computer is the same as the text on screen</li> <li>• Pupil recognises their own work when displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is aware of different uses for writing</li> <li>• Pupil begins to use anticlockwise movement and retrace vertical lines</li> <li>• Pupil begins to form recognisable letters</li> <li>• Pupil writes the letter shapes of own name</li> <li>• Pupil moves across the page from left to right</li> <li>• Pupil show some awareness of the permanence of writing</li> <li>• Pupil 'writes a story' on the computer</li> <li>• Pupil dictates caption for computer picture</li> <li>• Pupil dictates caption for painting</li> <li>• Pupil dictates story</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil has lessening of arm movement and greater use of hand to write</li> <li>• Pupil sits correctly</li> <li>• Pupil positions paper correctly</li> <li>• Pupil uses phonic knowledge to spell words</li> <li>• Pupil writes some common irregular words</li> <li>• Pupil writes simple sentences that can be read</li> <li>• Pupil writes 5 lower case letter shapes</li> <li>• Pupil writes 10 lower case shapes</li> <li>• Pupil writes 20 lower case letter shapes</li> </ul>
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### Tracking Information Writing Milestone 5

Encountering	1-7 statements
Emerging	8-14 statements
Developing	15-21 statements
Secure	22-27 statements

### Writing Summary

<b>Date:</b>	<b>Assessment Level:</b>

<b>Writing Milestone 6</b>			
<b>Handwriting</b>		<b>Spelling</b>	
<ul style="list-style-type: none"> <li>• Pupil can use appropriate pencil grip</li> <li>• Pupil demonstrates core stability and fine motor skills necessary for writing e.g. picking up small objects with tweezers, sitting up at a table</li> <li>• Pupil is able to form circular shapes and patterns in a range of contexts e.g. in the sand</li> <li>• Pupil can write 10 letter shapes recognisably regardless of formation</li> <li>• Pupil begins to form some familiar letters correctly</li> <li>• Pupil's upper case letters are formed correctly</li> <li>• Pupil holds pencil in preferred hand</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil is able to use knowledge of letter sounds in their name to attempt simple spellings</li> <li>• Pupil regularly uses initial phoneme when writing words</li> <li>• Pupil writes first name correctly</li> </ul>	
<b>Composition</b>			
<b>Process</b>	<b>Structure and Organisation</b>	<b>Grammar and Vocabulary</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>• Pupil can talk to an adult about what they want to write</li> <li>• Pupil can make a contribution to a group story</li> <li>• Pupil can say what comes first in a series of events</li> <li>• Pupil uses meaningful phrases to convey ideas and information</li> <li>• Pupil talks about a personal event</li> <li>• Pupil understands that writing conveys meaning</li> <li>• Pupil is aware that the purpose of their writing is to be read</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil records word strings with some recognisable letters and words</li> <li>• Pupil labels objects or features of a simple diagram</li> <li>• Pupil dictates a caption to describe a picture, object or event</li> <li>• Pupil attempts writing/recording in role play activities</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's writing draws mainly on spoken language</li> <li>• Pupil can identify common verbs and nouns in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting, pupil begins to use capital letters at the start of a sentence</li> <li>• Pupil recognises a full stop and question mark</li> <li>• Pupil shows increased awareness and use of basic punctuation, although not used correctly</li> </ul>
<b>Tracking Information Writing Milestone 6</b>			
Encountering		1-7 statements	
Emerging		8 - 14 statements	
Developing		15 - 20 statements	
Secure		21 - 26 statements	
<b>Writing Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

<b>Writing Milestone 7</b>			
<b>Handwriting</b>		<b>Spelling</b>	
<ul style="list-style-type: none"> <li>• Pupil knows to use appropriate resources or reorganises own writing space and sit comfortably to write e.g. left-handed child sits on left hand side of table</li> <li>• Child also shows awareness of condition of pencil</li> <li>• Pupil's letters begin to sit on the line</li> <li>• Pupil puts spaces between some words</li> <li>• Pupil can record 15 letter shapes legibly</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil makes plausible phonetic attempts for spelling unfamiliar words</li> <li>• Pupil begins to use simple spelling patterns to attempt words e.g. cat, sat, pat, mat</li> <li>• Pupil is able to spell correctly the first 10 high frequency words in context</li> <li>• Pupil regularly writes initial sounds ch/sh/th</li> </ul>	
<b>Composition</b>			
<b>Process</b>	<b>Structure and Organisation</b>	<b>Grammar and Vocabulary</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>• Pupil can verbally describe a familiar character</li> <li>• Pupil correctly orders a sequence of three activities/events using picture cue cards</li> <li>• Pupil can add information when questioned about content</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil records simple meaningful captions/ phrases to describe a picture e.g. red ball/ dog on mat</li> <li>• Pupil can write a list e.g. shopping, animals in a zoo</li> <li>• Pupil increasingly uses story language in own dictated writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil begins to suggest suitable adjectives to describe common nouns e.g. red car, big dog, hard apple</li> <li>• Pupil can use symbols to sequence a Subject-Verb-Object sentence with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil begins to use capital letters at the start of a sentence</li> <li>• Pupil can identify where full stops and capital letters should go in shared writing activities</li> </ul>
<b>Tracking Information Writing Milestone 7</b>			
Encountering		1-4 statements	
Emerging		5 - 8 statements	
Developing		9 - 13 statements	
Secure		14 - 19 statements	
<b>Writing Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	



<b>Writing Milestone 8</b>			
<b>Handwriting</b>		<b>Spelling</b>	
<ul style="list-style-type: none"> <li>• Pupil can record all letter shapes legibly</li> <li>• Pupil's ascenders and descenders are distinguished</li> <li>• Generally, pupil's upper case letters are not mixed within words</li> <li>• Pupil regularly uses spaces between words</li> <li>• Pupil's upper and lower case letters are appropriately sized</li> <li>• Pupil expects to present text that can be read</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil is increasing in accuracy in spelling VC, CVC and CCVC words, including medial vowels and final phonemes</li> <li>• Pupil is developing awareness of consonant clusters and applying this to spellings</li> <li>• Pupil begins to use phase 3 phonemes when writing</li> <li>• Pupil writes first name and surname</li> <li>• Pupil is able to spell correctly 20 high frequency words in context</li> <li>• Pupil writes phonetically regular words with more than 1 syllable</li> </ul>	
<b>Composition</b>			
Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
<ul style="list-style-type: none"> <li>• Pupil can create an imaginary, place, event or person</li> <li>• Pupil is beginning to show awareness of tense</li> <li>• Pupil can read back captions and sentences scribed or written independently</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil writes 2/3 linked sentences</li> <li>• Pupil writes or records a simple set of instructions</li> <li>• Pupil writes a meaningful sentence (s) without recourse to mediation</li> <li>• Pupil is beginning to use familiar rhymes and patterns in stories in own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is able to sequence and record a SVO sentence independently</li> <li>• Pupil is beginning to use simple adjectives in independent writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is beginning to add full stops at the end of sentences</li> <li>• Pupil uses 's' to denote plural</li> </ul>
<b>Tracking Information Writing Milestone 8</b>			
Encountering		1-5 statements	
Emerging		6 - 10 statements	
Developing		11 - 17 statements	
Secure		18 - 23 statements	
<b>Writing Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

Writing Milestone 9			
Handwriting		Spelling	
<ul style="list-style-type: none"> <li>Pupil can sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Pupil begins to form lower-case letter in the correct direction, starting and finishing in the right place</li> <li>Pupil can form capital letters</li> <li>Pupil can form digits 0-9</li> <li>Pupil understands which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar way) and practice these</li> </ul>		<p>Pupil can spell:</p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught</li> <li>Common exception words</li> <li>The days of the week</li> <li>Names the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p>Pupil can apply simple spelling rules and guidance:</p> <ul style="list-style-type: none"> <li>Division of words into syllables</li> <li>Compound words</li> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>The /ŋ/ sound spelt n before k</li> <li>-tch</li> <li>The /v/ sound at the end of words</li> <li>Vowel digraphs and trigraphs: - ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea/ea, er/er, ir, ur, oo/oo, oa, oe, ou, ow/ow, ue, ie/ie, igh, or, ore, aw, au, air, ear/ear, are, -y, ph, wh, k</li> <li>Add prefixes and suffixes:</li> <li>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Using the prefix un- and how the prefix un- changes the meaning of verbs and adjectives</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> </ul>	
Composition			
Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
<p>Pupil writes sentences by:</p> <ul style="list-style-type: none"> <li>Saying aloud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Discussing what they have written with the teacher and other pupils</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can join words and join clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Pupil begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Pupil can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>Pupil can leave spaces between words</li> </ul>
Tracking Information Writing Milestone 9			
Encountering		1-8 statements	
Emerging		9 - 16 statements	
Developing		17 - 24 statements	
Secure		25 - 32 statements	
Writing Summary			

Date:	Assessment Level:

## Writing Milestone 10

Handwriting	Spelling
<ul style="list-style-type: none"> <li>Pupil can form lower-case letters of the correct size relative to one another</li> <li>Pupil can start to 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</li> <li>Pupil writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Pupil uses spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Pupil learns new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Pupil learns to spell some common exception words</li> <li>Pupil learns to spell more words with contracted forms</li> <li>Pupil can distinguish between homophones and near-homophones</li> <li>Pupil writes from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far</li> <li>Pupil can add suffixes to spell longer words, including -ment, -ness, -less, -ly</li> <li>Pupil can uses suffixes -er, -est in adjectives and the use of -ly in standard English to turn adjectives into adverbs</li> <li>Pupil can form nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)</li> <li>Pupil can form adjectives using suffixes such as -ful, -less</li> <li>Pupil can apply spelling rules and guidance as listed in English Appendix 1</li> </ul>

### Composition

Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
<p>Pupil can consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>Planning or say out loud ideas they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Pupil can make simple addition, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proof-reading to check for errors in spelling,</li> </ul>	<p>Pupil develops a positive attitude and stamina for writing by:</p> <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul>	<p>Pupil learns how to use:</p> <ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation, command and how the grammatical patterns in a sentence indicates its function</li> <li>Expanded noun phrases to describe and specify (for example, the blue butterfly)</li> <li>Subordination using (when, if that, or because) and coordination (using or, and, or but)</li> <li>Some features of written Standard English</li> <li>The progressive form of verbs in the present and past tense to mark actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>Pupil learns how to use both familiar and new punctuation correctly (see English Appendix 2)</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession (for example the girl's name)</li> </ul>

grammar and punctuation			
<b>Tracking Information Writing Milestone 10</b>			
Encountering	1-9 statements		
Emerging	10 - 18 statements		
Developing	19 - 27 statements		
Secure	28 - 34 statements		
<b>Writing Summary</b>			
<b>Date:</b>	<b>Assessment Level:</b>		

## Writing Milestone 11

Handwriting	Spelling
<ul style="list-style-type: none"> <li>Pupil uses the diagonal and horizontal strokes that are needed to join letters and</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<p>Pupil can:</p> <ul style="list-style-type: none"> <li>Spell further homophones and near-homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Spell using word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</li> <li>Pupil can apply spelling rules and guidance as listed in English Appendix 1:</li> <li>Formation of nouns using a range of prefixes (for example super-, anti-, auto-) Adding suffixes beginning with vowel letters to words of more than one syllable The suffix -ation</li> <li>The suffix -ly</li> <li>Words with endings sounding like (pleasure, adventure, teacher)</li> <li>Endings which sound like (sion)</li> <li>The suffix -ous</li> <li>Ending which sound (sion) spelt -tion, -sion, -ssion, -cian</li> <li>Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Words with the sound spelt ei, eigh, or ey</li> </ul>

### Composition

Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
<p>Pupil can plan writing by:</p> <ul style="list-style-type: none"> <li>With support, discussing a model for writing and identifying aspects of structure, vocabulary and grammar to use in their own writing</li> <li>Discussing and recording shared ideas</li> </ul> <p>Pupil can evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggest improvements using prompts or criteria</li> <li>Proposing changes to grammar and vocabulary to improve consistency</li> <li>Proof reading for spelling and punctuation errors</li> <li>Reading aloud their own writing, to a group or the whole class, use appropriate intonation and control the tone and volume so that the meaning is clear</li> </ul>	<p>Pupil can draft and write by:</p> <ul style="list-style-type: none"> <li>In narratives, creating settings, characters and plot</li> <li>Begin to use paragraphs as a way to group related material</li> <li>In non-narrative material, using simple organisational devices</li> <li>Use headings and subheadings to aid presentation</li> </ul>	<p>Pupil can draft and edit by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Pupil is developing an understanding of the concepts set out in English Appendix 2 by:</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example. A rock, an open box)</li> <li>Use of the present day perfect form of verbs instead of the simple past (for example, he has gone out to play contrasted with He went out to play)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can use and punctuate direct speech having been introduced to inverted commas to punctuate direct speech</li> <li>Pupil can place the possessive apostrophe accurately on words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)</li> </ul>

		<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)</li> </ul>	
<b>Tracking Information Writing Milestone 11</b>			
Encountering		1-8 statements	
Emerging		9 - 17 statements	
Developing		18 - 25 statements	
Secure		26 - 34 statements	
<b>Writing Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

## Writing Milestone 12

Handwriting		Spelling	
<ul style="list-style-type: none"> <li>Pupil can increase the legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>		Pupil can: <ul style="list-style-type: none"> <li>Spell further homophones and near-homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Pupil can apply spelling rules and guidance as listed in English Appendix 1</li> <li>The // sound spelt y elsewhere than at the end of words</li> <li>The sound spelt ou</li> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> <li>Words with the sound spelt ch (mostly French in origin)</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>More prefixes (e.g. dis-, mis-, in-, il-, re-, sub-)</li> </ul>	
Composition			
Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
Pupil can plan writing by: <ul style="list-style-type: none"> <li>Writing for an identified audience and purpose</li> <li>Discussing writing similar to that which they plan to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> Pupil can evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and other's writing and suggest improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofreading for spelling and punctuation errors</li> <li>Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	Pupil can draft and write: <ul style="list-style-type: none"> <li>Narratives, creating settings, characters and plot using a mixture of action, description and dialogue</li> <li>Organising paragraphs around a theme</li> </ul>	Pupil can draft and write by: <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Pupil can develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>The grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</li> <li>Fronted adverbials (for example, later that day, I heard the bad news)</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupil can use inverted commas and other punctuation to indicate direct speech (for example, a comma after reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</li> <li>Pupil can use apostrophes to mark plural possession (for example, the girl's name, the girls' names)</li> <li>Pupil can use commas after fronted adverbials</li> </ul>



<b>Tracking Information Writing Milestone 12</b>			
Encountering		1-7 statements	
Emerging		8 - 15 statements	
Developing		16 - 23 statements	
Secure		24 - 31 statements	
<b>Writing Summary</b>			
<b>Date:</b>		<b>Assessment Level:</b>	

## Writing Milestone 13

Writing Milestone 13			
Handwriting		Spelling	
<ul style="list-style-type: none"> <li>Pupil can choose the writing implement that is best suited for a task</li> </ul>		Pupil can: <ul style="list-style-type: none"> <li>Spell some words with 'silent' letters (for example, knight, psalm, solemn)</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> <li>Pupil can use further prefixes and suffixes and understand the guidance for adding them:</li> <li>Converting nouns of adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</li> <li>Verb prefixes (for example, dis-, de-, mis-, over- and re-)</li> </ul>	
Composition			
Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
Pupil can plan writing by: <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In narrative, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> Pupil can evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>	Pupil can draft and write by: <ul style="list-style-type: none"> <li>In narrative, creating settings, characters and plot using an appropriate balance of action, description and dialogue</li> <li>Using simple devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</li> <li>Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and numbers (for example, secondly) or tense choices (for example, he had seen her before)</li> <li>Using layout devices (for example, headings, subheadings, columns, bullet points)</li> </ul>	Pupil can draft and write by: <ul style="list-style-type: none"> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> Pupil develops an understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Indicating degrees of possibility using adverbs, for example, perhaps, surely or modal verbs (for example, might, should, will, must)</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjective forms</li> <li>How words are related by meaning as synonyms and antonyms (for</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can use commas to clarify meaning or avoid ambiguity in writing</li> <li>Pupil can use brackets, dashes or commas to indicate parenthesis</li> </ul>

<ul style="list-style-type: none"> <li>• Proof-reading for spelling and punctuation errors</li> <li>• Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>		<p>example, big, large, little)</p>	
<b>Tracking Information Writing Milestone 13</b>			
Encountering	1-7 statements		
Emerging	8 - 15 statements		
Developing	16 - 23 statements		
Secure	24 - 29 statements		
<b>Writing Summary</b>			
<b>Date:</b>	<b>Assessment Level:</b>		

Writing Milestone 14			
Handwriting		Spelling	
<ul style="list-style-type: none"> <li>Pupil can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>		Pupil can: <ul style="list-style-type: none"> <li>Spell most words correctly, including common exception words</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use a thesaurus</li> </ul>	
Composition			
Process	Structure and Organisation	Grammar and Vocabulary	Punctuation
Pupil can: <ul style="list-style-type: none"> <li>Write for a range of purposes and audiences (including writing a short story)</li> <li>Confidently use the sequence for creating writing: discuss, plan, draft, write, evaluate and edit</li> <li>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	Pupil can draft and write by: <ul style="list-style-type: none"> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance that action</li> <li>Précising longer passages</li> <li>Using a wider range of cohesive devices to build cohesion within and across paragraphs</li> <li>Repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>Using further organisational and presentational devices to structure text and to guide reader (for example, heading, subheading, columns, bullet points, underlining or tables)</li> </ul>	Pupil can draft and write by: <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> Pupil develops understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information in a sentence</li> <li>Use of the passive to affect the presentation of information in a sentence</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question forms such as "If I were" or "Were they to come" in some very formal writing and speech)</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech (for example, find out - discover; ask for - request; go in - enter)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil can use semicolons, colons or dashes to mark boundaries between independent clauses (for example, It's raining; I'm fed up)</li> <li>Pupil can use a colon to introduce a list and using semicolons within lists</li> <li>Pupil can punctuate using bullet points to list information</li> <li>Pupil knows how hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>
Tracking Information Writing Milestone 14			
Encountering		1-5 statements	
Emerging		6 - 11 statements	
Developing		12 – 18 statements	
Secure		19 - 22 statements	
Writing Summary			
Date:		Assessment Level:	

