



## DODFORD FIRST SCHOOL

**Achieve, Believe, Create and Fly High**

### English Progression of Skills KS1

#### Milestone 1 Writing

Threshold Concepts	Learning Hooks	Key Milestone Indicator(s)	Basic <i>Some of the following features will be seen.</i>	Advancing <i>Most of the following features will be seen.</i>	Deep <i>All of the following features will be seen.</i>
Composition	To write with purpose.	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	Knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance.
	To use imaginative description.	Use well-chosen adjectives to add detail.	With the support of a teacher, adjectives are used.	Some expanded noun-phrases are used to describe and specify.	Expanded noun-phrases are imaginative or specific and chosen well to give interest or clarity to the reader.
		Use names of people, places and things.	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers' understanding.
		Use nouns and pronouns for variety.	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
		Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.

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	<b>To organise writing appropriately</b>	<b>Re-read writing to check it makes sense.</b>	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.
		<b>Use the correct tenses.</b>	Tenses are used inconsistently.	Tenses are generally used correctly.	Tenses are used correctly and consistently throughout.
		<b>Organise writing in line with its purpose.</b>	When help and structure are provided, writing is organised in line with its purpose. Writing is generally organised appropriately.	Writing has a clear organisational structure.	Prompts and guidance are not required.
	<b>To use paragraphs</b>	<b>Write about more than one idea.</b>	When guides or prompts are provided, writing includes more than one idea or step.	Ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
		<b>Group related information.</b>	When guides or prompts are provided, writing includes more than one idea or step.	Paragraphs contain clearly related information.	A number of themes are developed.
	<b>To use sentences appropriately.</b>	<b>Sequence sentences to form a clear narrative.</b>	When help or structure is provided, writing includes a number of related sentences.	Writing includes a number of related sentences that flow and make sense as a short narrative.	Writing is fluent and includes a series of well-constructed sentences that engage the reader
		<b>Join sentences with conjunctions and connectives.</b>	When help or structure is provided, sentences are linked with conjunctions and connectives.	Sentences are linked with a range of conjunctions and connectives.	Sentences are linked with a good range of conjunctions and connectives.
		<b>Vary the way sentences begin.</b>	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	Sentences begin in a variety of ways and take on a variety of forms (such as statements, questions, exclamations and commands).	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.

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## English Progression of Skills

### Milestone 1 Writing

Threshold Concepts	Learning Hooks	Key Milestone Indicator(s)	Basic <i>Some of the following features will be seen.</i>	Advancing <i>Most of the following features will be seen.</i>	Deep <i>All of the following features will be seen.</i>
Transcription	To present neatly.	Begin to form lower-case letters correctly and of consistent size.	When help and support are provided, some letters are beginning to show correct formation.	Letters are generally formed correctly and consistently.	Letters are correctly formed, with a definite sense of control.
		Form capital letters correctly and of consistent size.	When help and support are provided, some letters are beginning to show correct formation.	Letters are generally formed correctly and consistently.	Letters are correctly formed, with a definite sense of control.
		Form digits 0–9 correctly and of consistent size.	There may be inconsistencies in the size of digits.	Digits are generally formed correctly and consistently.	Digits are correctly formed, with a definite sense of control.
		Begin to join some letters.	When help and support are provided, some letters are joined.	Some letters are joined.	Most letters are joined.
		Use spacing between words that reflects the size of the letters.	When help and support are provided, words are beginning to be spaced appropriately.	Words are usually spaced appropriately.	Words are spaced evenly and letters are well spaced both above and below the line.
	To spell correctly.	Spell words containing 40+ learned phonemes.	Spoken words are segmented into some of the 40+ learned phonemes and applied in writing.	With reminders, most of the 40+ learned phonemes are applied correctly in writing.	Independently, almost all simple words are spelt correctly.
		Spell common exception words.	Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly.	Most of the common exception words are spelled correctly.	All common exception words are spelled correctly.
		Add prefixes and suffixes.	Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -	Writing includes a good range of prefixes and suffixes.

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				ed, -er, -ing, -er and -est) are used.	
		<b>Use the possessive (singular) apostrophe.</b>	Apostrophes may sometimes be used.	The possessive apostrophe is sometimes used correctly.	The possessive apostrophe is generally used correctly.
		<b>Distinguish between homophones and near-homophones.</b>	Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly.	Common homophones are almost always spelled correctly
	<b>To punctuate accurately.</b>	<b>Begin to use a capital letter for the names of people, places, the days of the week and I.</b>	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	Capital letters are generally used appropriately.	Capital letters are used consistently and appropriately
		<b>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</b>	When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.	With reminders, most sentences are punctuated and include a range of punctuation.  Apostrophes for the contracted form of words are generally used correctly.	Punctuation is accurate. Apostrophes for the contracted form of words are understood and used mostly correctly.
		<b>Use subordination (when, if, that, because).</b>	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing.	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
		<b>Use coordination (or, and, but).</b>	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing.	Subordination and coordination are used effectively to give extra meaning and clarity to writing.

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## English Progression of Skills

### Milestone 1 Writing

Threshold Concepts	Learning Hooks	Key Milestone Indicator(s)	Basic <i>Some of the following features will be seen.</i>	Advancing <i>Most of the following features will be seen.</i>	Deep <i>All of the following features will be seen.</i>
<b>Analysis and presentation</b>	To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	Most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
		Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.	Terminology listed is displayed and this is applied in answering questions about writing.
	To present writing	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	Reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
		Read aloud with some intonation.	When support and encouragement are given, there is some intonation when reading aloud.	There is generally good intonation.	There is good control and intonation.

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## DODFORD FIRST SCHOOL



### English Progression of Skills KS2

#### English Progression of Skills

#### Milestone 2 Writing

Threshold Concepts	Learning Hooks	Key Milestone Indicator(s)	<b>Basic</b> <i>Some of the following features will be seen.</i>	<b>Advancing</b> <i>Most of the following features will be seen.</i>	<b>Deep</b> <i>All of the following features will be seen.</i>
<b>Composition</b>	<b>To write with purpose.</b>	Use the main features of a type of writing (identified in reading).	Writing frames or similar support are used.	The main features of the type of writing are applied.	The main features of a type of writing are generally applied without prompts.
		Use techniques used by authors to create characters and settings.	When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.	Character descriptions include some character traits. Descriptions of settings include an attempt to capture or suggest mood.	Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.
	<b>To use imaginative description.</b>	Create characters, settings and plots.	When help is provided, basic characters, settings and plots are developed.	Characters, settings and plots are generally well developed to create a coherent narrative.	Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative.

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		Use alliteration effectively.	When encouragement is given, alliteration is used.	Alliteration is used effectively.	Well-chosen descriptive phrases, including alliteration are used.
		Use similes effectively.	When encouragement is given, similes are used.	Similes are used effectively.	Well-chosen descriptive phrases, including similes are used.
		Use a range of descriptive phrases including some collective nouns.	When encouragement is given, some descriptive phrases are used.	Some descriptive phrases, including the use of collective nouns are included.	Well-chosen descriptive phrases, including the imaginative use of collective nouns, are used.
	<b>To organise writing appropriately.</b>	Use organisational devices such as headings and subheadings.	When writing frames or similar support are provided, organisational features are used.	Organisational devices are used effectively.	Organisational devices are generally used effectively.
		Use the perfect form of verbs to mark relationships of time and cause, for example, Present perfect: She has arrived. Past perfect: By the time we arrived at the party, it had ended. Future perfect: By the time we arrive the party will have ended.	When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs.	The perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example, (She has become; Over the years she became; By the time she was eleven she had become.)	The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language.
		Use connectives that signal time, shift attention, inject suspense and shift the setting.	When a framework or examples are provided, connectives are used.	A range of connectives and effective choices are generally made.	A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention
<b>To use paragraphs.</b>	Organise paragraphs around a theme.	When examples are provided, paragraphs focus on a theme.	Paragraphs are well organised around a theme.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph.	

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		Sequence paragraphs.	An attempt to create a logical sequence for paragraphs can be seen.	Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence.	A clear and logical sequence of paragraphs is evident.
	<b>To use sentences appropriately.</b>	Use a mixture of simple, compound and complex sentences.	When help is provided, writing includes a mixture of sentence types.	An effective mixture of sentence types is used.	Writing demonstrates well-chosen and
		Write sentences that include: conjunctions, adverbs, direct speech is punctuated correctly, uses clauses and adverbial phrases	Some of the features listed are used in writing.	Most of the features listed are used in writing.	Sentences include all of the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly.

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## English Progression of Skills

### Milestone 2 Writing

Threshold Concepts	Learning Hooks	Key Milestone Indicator(s)	Basic <i>Some of the following features will be seen.</i>	Advancing <i>Most of the following features will be seen.</i>	Deep <i>All of the following features will be seen.</i>
<b>Transcription</b>	<b>To present neatly</b>	Join letters, deciding which letters are best left un-joined.	Writing is beginning to be joined appropriately.	Some letters that it would be better not to join have been joined.	Writing generally shows appropriately and consistently joined letters. Writing almost always shows fluent, joined letters.
		Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Writing is beginning to show parallel downstrokes and appropriate spacing.	Writing generally shows accurate spacing and well-formed letters.	Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.
	<b>To spell correctly.</b>	Use prefixes and suffixes, and understand how to add them..	When examples are provided, prefixes and suffixes are used.	Prefixes and suffixes are often used.	Well-chosen prefixes and suffixes are used correctly.
		Spell homophones correctly.	Some homophones are used correctly, while others may be misused.	Most homophones are used correctly.	Almost all homophones are used correctly.
		Spell correctly often misspelled words.			
		Place the possessive apostrophe in words with regular and irregular plurals.	When guidance is provided, the possessive apostrophe is used for regular plurals.	The possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used.

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					accurately and consistently.
	<b>To punctuate accurately.</b>	Use commas after fronted adverbials.	When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.)	Fronted adverbials are correctly punctuated.	Fronted adverbials are correctly punctuated.
		Use and punctuate direct speech.	When guidance is provided, direct speech is contained within speech marks (inverted commas).	Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks.	Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.") In addition to the fluent use of speech punctuation as outlined in 'Advanced', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used. (For example: "If you think you can speak to me like that," she said, "you had better think again!")

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### Milestone 2 Writing

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<b>To analyse and present</b>	<b>To analyse writing.</b>	Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause. Year 4, pronoun, possessive pronoun, adverbial.	The use of Year 3 terminology is growing and applied in most cases. terminology is understood and used.	The use of Year 3 terminology is fluently applied and some of the Year 4.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.

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	<b>To present writing.</b>	Read aloud to a group or whole class, using appropriate intonation.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience
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