

# Fishponds Academy – English Writing Milestones



|  |  |  |
|--|--|--|
| <p><b>Year 1 Agreed Non Negotiables</b></p>  | <ul style="list-style-type: none"> <li>• I can say sentences before writing them.</li> <li>• I can use full stops in most sentences.</li> <li>• I can use and to join words.</li> <li>• I can use and to join sentences.</li> <li>• I can start sentences with capital letters.</li> <li>• I can use capital letters for names.</li> <li>• I can use the past tense accurately.</li> <li>• I can spell most of the year 1 words.</li> <li>• I can use my year 1 sounds to spell words.</li> <li>• I can form letters correctly.</li> <li>• I am beginning to join some letters.</li> <li>• I can form capital letters correctly</li> </ul> |  |
| <p><b>On-going Assessed Skills:</b></p> <ul style="list-style-type: none"> <li>• Orally rehearse sentences before writing</li> <li>• Write sequences of linked sentences.</li> <li>• Generally, use the present and past tense accurately.</li> <li>• Sequence sentences to form short texts.</li> <li>• Begin to use some features of standard English.</li> <li>• Spell compound words correctly most of the time.</li> <li>• Spell words with the range of Y1 phonemes mostly correctly.</li> <li>• Spell most of the Year 1 common exception words.</li> <li>• Form lower case letters of the correct size relative to one another.</li> <li>• Use some diagonal and horizontal strokes needed to join letters.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul> |  |  |
| <p><b>Prior Learning</b></p>   | <p><b>Term 1 Milestones</b></p>  | <p><b>Examples from AREs</b></p>   |
|  | <p>COVID RECOVERY</p>  |  |
| <p><b>Prior Learning</b></p>   | <p><b>Term 2 Milestones</b></p>  | <p><b>Examples from AREs</b></p>   |
| <p>(YR) Writing simple sentences.</p> <p>(YR) Form letters correctly.</p>  | <ul style="list-style-type: none"> <li>• Demarcate most sentences using a full stop.</li> <li>•</li> <li>• Demarcate most sentences using a capital letter.</li> </ul>   | <ul style="list-style-type: none"> <li>• I went to the shops.</li> <li>• We went to school.</li> </ul> |

|  |  |  |
|--|--|--|
|  |  |  |
| (YR –Communication and Language) - develop their own narratives and explanations by connecting ideas or events     | <ul style="list-style-type: none"> <li>Join words using 'and'.</li> </ul>  | <ul style="list-style-type: none"> <li>The bag is blue and red.</li> <li>The bear is soft and brown.</li> </ul>  |
| (Y1 T) demarcate most sentences using a capital letter).   | <ul style="list-style-type: none"> <li>Use a capital letter for proper nouns.</li> </ul>                           | <ul style="list-style-type: none"> <li>Supertato was at the supermarket.</li> <li>My friends are Evie, Albie and Hafsa.</li> <li>We went to London.</li> </ul> |
| <b>Prior Learning</b>  | <b>Term 3 Milestones</b>   | <b>Examples from AREs</b>  |
| (Y1 T2) – Join words using 'and'.  | <ul style="list-style-type: none"> <li>Use 'and' to join simple sentences.</li> </ul>                              | <ul style="list-style-type: none"> <li>I went to the park and played on the slide.</li> <li>They ate their lunch and went outside.</li> </ul>                  |
| (Y1 T2) – Demarcate sentences with a full stop.  | <ul style="list-style-type: none"> <li>Begin to demarcate sentences using exclamation marks.</li> </ul>            | <ul style="list-style-type: none"> <li>It was so much fun!</li> </ul>  |
| (YR – Communication and Language) Use past, present forms accurately when talking about events that have happened. | <ul style="list-style-type: none"> <li>Use past tense correctly.</li> </ul>  | <ul style="list-style-type: none"> <li>I went to school.</li> <li>The girl was sad.</li> <li>The boy played on the swing.</li> </ul>                           |
| <b>Prior Learning</b>  | <b>Term 4 Milestones</b>   | <b>Examples from AREs</b>  |
| (Y1 T2/3) – Demarcate sentences with a full stop and exclamation mark.   | <ul style="list-style-type: none"> <li>Begin to demarcate sentences using question marks.</li> </ul>               | <ul style="list-style-type: none"> <li>Where did they go?</li> <li>Do you like dogs?</li> </ul>  |
| (YR – Communication and Language) Use past, present forms accurately when talking about events that have happened. | <ul style="list-style-type: none"> <li>Use present tense correctly.</li> </ul>                                     | <ul style="list-style-type: none"> <li>She is playing on her bike.</li> <li>The boy is singing a song.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Use some diagonal and horizontal strokes needed to join letters.</li> </ul> | <ul style="list-style-type: none"> <li>Joining digraph sounds e.g. <i>ay, ey, ar, ee</i></li> </ul>  |
| <b>Prior Learning</b>  | <b>Term 5 Milestones</b>   | <b>Examples from AREs</b>  |

|                                |  |  |
|--------------------------------|--|--|
|                                | <ul style="list-style-type: none"> <li>• Add –es and –s to words to make plurals where no change to the root word is needed.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Cars, bikes, churches, foxes, bushes.</li> </ul>  |
| (Y1 T5) – suffixes for plurals | <ul style="list-style-type: none"> <li>• Add –er, -ed, ing, -est to words where no change to the root word is needed.</li> <li>•</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Jumped, jumping, jumper</li> <li>• Quick, quicker, quickest.</li> <li>• Walking, jumping, singing.</li> </ul> |
|                                | <ul style="list-style-type: none"> <li>• Spell days of the week</li> <li>• Use the prefix un-</li> </ul>   | <ul style="list-style-type: none"> <li>• Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday</li> <li>• Unkind, undo, untie.</li> </ul>  |
| <b>Prior Learning</b>          | <b>Term 6 Milestones</b>   | <b>Examples from AREs</b>  |
|                                | <p><b>All of above, consolidation and ARE gap addressing from Term 5 assessment.</b></p> <p><b>Some children may begin to look at some of the Integra GD statements.</b></p> |  |