

TRANSCRIPTION

	Milestone 1	Milestone 2	Milestone 3
TO WRITE NEATLY	<ul style="list-style-type: none"> Sit correctly and hold a pencil correctly Form lower-case letters correctly (Y1) Form capital letters correctly (Y1) Form digits 0-9 Use spacing between words (Y1) Join handwriting with consistent size, spacing and orientation (Y2) 	<ul style="list-style-type: none"> Maintain consistent joined handwriting (Y3) (Y4) 	<ul style="list-style-type: none"> Write fluently and legibly with a personal style (Y5)
TO SPELL CORRECTLY	<ul style="list-style-type: none"> Spell words containing each of the 40+ learned phonemes (Y1) Spell Y1 common exception words (Y1) Spell Y2 common exception words (Y2) Name letters of the alphabet in order (Y1) Use letter names to describe spellings of words Add prefixes and suffixes, learning the rule for adding s and es as plurals and for verbs (I drink - he drinks) Use the prefix un Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest Write simple sentences dictated by the teacher Spell by segmenting words into phonemes and represent them with the correct graphemes (Y2) Spell contraction words correctly can't, don't etc. (Y2) Add suffixes to spell longer words -ment -ness -ful -less Use the possessive apostrophe (singular) the girl's book Distinguish between homophones and near-homophones 	<ul style="list-style-type: none"> Use prefixes and suffixes and understand how to add them Use the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) (Y3) Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Spell some words on the Year 3 and 4 NC list (Y3) Spell all words on the Year 3 and 4 NC list (Y4) 	<ul style="list-style-type: none"> Use prefixes, dis- de- mis- over- re- Spell some words with silent letters knight, psalm solemn Distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology in spelling Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary Use a thesaurus Spell some words on the Year 5 and 6 NC list (Y5) Spell all words on the Year 5 and 6 NC list (Y6)
REFER TO letters and sounds and Read Write Inc SPELLING			

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TO PUNCTUATE ACCURATELY	<ul style="list-style-type: none"> • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I • Sentences are punctuated correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms (Y2) • Use sentences with different forms: statement, question, exclamation and command_(Y2) 	<ul style="list-style-type: none"> • Use fronted adverbials with correct punctuation Later that day, I heard the bad news • Indicate possession by using the possessive apostrophe with plural nouns • Punctuate direct speech accurately (Y4) 	<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing (Y5) • Use hyphens to avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis (Y5) • Use semi-colons to mark boundaries between independent clauses. It’s raining; I’m fed up (Y6) • Use a colon to introduce a list (Y6) • Punctuate bullet points consistently