

KCPS Early Writing Milestones

Milestones	Transcription	Composition
Milestone 1	<ul style="list-style-type: none"> - Work towards a tripod grip with some support. -Write first name and some parts of surname with name card for support. - Form single letter graphemes for set 1 sounds with agreed letter formation from handwriting scheme. - Begin to write dictated words from learnt set 1 sounds. -Begin to use some upper -case letters for own name. 	<ul style="list-style-type: none"> - Develop think/pair/share to orally rehearse and compose responses.
Milestone 2	<ul style="list-style-type: none"> - Advancing confidence towards a tripod grip with less support (in most cases) Write full name with/without name card for support - Form some lower case letters starting and finishing in the correct place. - Form all set 1 graphemes, including special friends, independently. -Write dictated words, phrases and sentences from set 1 sounds learnt. 	<ul style="list-style-type: none"> - Show increasing awareness of think/pair/share to orally rehearse and compose responses. - Begin to develop imagination and some sequence in oral story telling.
Milestone 3 (By end of FS)	<ul style="list-style-type: none"> - Write full name independently. - Have secure use of tripod grip. -Most lower case letters formed correctly, starting and ending in the correct place. - Write dictated phrases and sentences for different purposes using set 1 and some set 2 sounds ay, ee, igh, ow, oo(zoo), oo (book), (with use of support cards) - Spell most common exception words correctly that you have read in your RWI story book colour, using bookmark support. - Begin to use capital letters and full stops in dictated sentences. - Mostly uses spacing between words, using lolly stick for support. 	<ul style="list-style-type: none"> - Show confidence in think/pair/share to orally rehearse and compose responses. - Show imagination in oral story invention using simple story openers and showing an awareness of beginning, middle and end. - After discussion with the teacher, begin to write simple phrases and sentences with set 1 and 2 sounds, in addition to dictated work.
Milestone 4	<ul style="list-style-type: none"> - Lower case letters all formed correctly starting and finishing in the correct place. -Lower case letters formed with mostly correct size, relative to one another. -Always using spaces between words, (lollipop stick support if necessary). -Forming graphemes correctly from set 1 sounds to write in dictated sentences for different purposes. - Using set 2 sounds to write some words in dictated sentences: ay, ee, igh, ow, oo(zoo), oo (book), ar, or, air, ir,ou,oy.(with use of support cards) - Spell most common exception words correctly that you have read in your RWI story book colour, using bookmark support. -Dictate two sentences together that link. 	<ul style="list-style-type: none"> - Participate in whole class work by orally composing full sentences using recently introduced vocabulary. - After discussion with teacher, write simple sentences that begin to show some use of capital letters and full stops, that are in addition to dictated sentences.

	-Dictated sentences all showing capital letters and full stops.	
Milestone 5	<ul style="list-style-type: none"> - Lower case letters all formed correctly starting and finishing in the correct place. -Lower case letters formed with mostly correct size, relative to on another. -Always using spaces between words that are one letter size. - Using set 2 and some set 3 sounds to write words in dictated sentences: ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, e_e, au, ie, ue. With use of support cards. - Spell most common exception words correctly that you have read in your RWI story book colour, using bookmark support. --Dictated sentences all showing capital letters and full stops. Dictated sentences extended using 'and'. - Dictated sentences show some use of question marks. 	<ul style="list-style-type: none"> - Orally compose and extend sentences using conjunctions to link and extend sentences such as 'and', 'because', 'but'. - After discussion with teacher, write simple sentences with some use of capital letters and full stops that are in addition to dictated sentences. - After discussion with the teacher, write and extend sentences in addition to dictated work, using 'and'.
Milestone 6 (By end of Y1)	<ul style="list-style-type: none"> - Lower case letters all formed correctly starting and finishing in the correct place. -Lower case letters formed with mostly correct size, relative to on another. - Write capital letters the correct size relative to each other. - Uses spaces between words that are one letter size. - Using set 2 and some set 3 sounds to write words in dictated sentences: ea, oi, a_e, i_e, o_e, u_e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, e_e, au, ie, ue. With use of support cards. - Spell most common exception words correctly that you have read in your RWI story book colour, using bookmark support. --Dictated sentences all showing capital letters and full stops. - Dictated sentences show use of question mark when required. - Dictated sentences show some use of sequencing. 	<ul style="list-style-type: none"> - Extend ideas and compose orally by sequencing sentences together to form a short narrative (real or fictional) -Use present and past tense correctly when speaking - After discussion with the teacher, write own sentences that are sequenced. - Demarcate some sentences with capital letters and full stops. - Some use of question marks in sentences written in addition to dictated sentences when required.

