



Writing End Points

| Class | Text | Sentence | Punctuation | Word/ Spelling | Handwriting | Evaluate and Edit |
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| R | <ul style="list-style-type: none"> Engage in extended conversations about stories Develop complex stories using small world equipment Write simple phrases and sentences that can be read by others | <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences | <ul style="list-style-type: none"> Begin to use capital letters and full stops in sentences | <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s | <ul style="list-style-type: none"> Develop small motor skills Use their core muscle strength to achieve a good posture Write recognisable letters, most of which are correctly formed | |
| 1 | <ul style="list-style-type: none"> Sequence sentences to form short narratives Read their writing aloud clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> Use the joining word (conjunction) 'and' to link ideas and sentences | <ul style="list-style-type: none"> Separation of words with spaces Use of full stops to end sentences Capital letters for names, places, the days of the week and the personal pronoun I | <ul style="list-style-type: none"> Spell most words containing previously taught phonemes and GPCs accurately Spell most Y1 common exception words and the days of the week accurately Add suffixes –ing, -ed, -er and –est to root words Know how the prefix un- changes the meaning of verbs and adjectives Use regular plural noun suffixes e.g. –s or -es (e.g. dogs, wishes) (negation e.g. unkind) | <ul style="list-style-type: none"> Write lower case and capital letters in the correct direction, starting and finishing in the correct place. Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) Write the digits 0-9 with a good level of consistency | <ul style="list-style-type: none"> Re-read what they have written to check it makes sense Change some errors with support and some independently |



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| <p style="text-align: center; font-size: 2em;">2</p> | <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Use present and past tense mostly correctly and consistently (including progressive form) <p>Children working at greater depth will: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> | <ul style="list-style-type: none"> Use sentences with different forms in their writing (statements, questions, exclamations and commands) Use coordination (e.g. or/and/but) Use some subordination (e.g. when/if/that/ because) Use some expanded noun phrases to describe and specify (e.g. the blue butterfly) | <ul style="list-style-type: none"> Demarcate most sentences with capital letter and full stops Use question marks and exclamation marks correctly when required Use commas to separate items in a list Use the possessive apostrophe (singular) | <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many (greater depth – most) common exception words Use apostrophes to mark contracted items in spelling Add suffixes to spell some (greater depth – most) words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly Use suffixes to form comparisons e.g. -er and -est | <ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters <p>Children writing at greater depth will:</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes needed to join letters in some of their writing | <p>Children writing at greater depth will:</p> <ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils |
| <p style="text-align: center; font-size: 2em;">3</p> | <ul style="list-style-type: none"> Write narratives, describing setting and characters within a storyline or plot Use paragraphing to group related material, focusing on a theme or topic In non-narrative, use simple organisational devices (heading and subheadings) | <ul style="list-style-type: none"> Begin to use conjunctions, adverbs, and prepositions to show time, place and cause | <ul style="list-style-type: none"> Demarcate most sentences with full stops, Demarcate most sentences with capital letters Use question marks mostly correctly Use exclamation marks mostly correctly Use apostrophes consistently to | <ul style="list-style-type: none"> Make correct use of determiners a , an – according to whether the next word begins with a vowel or consonant Use the first two letters of a word to check its spelling in a dictionary Use apostrophes for commonly contracted forms | <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. | <ul style="list-style-type: none"> Evaluate the effectiveness of their own and others' writing Identify some spelling and punctuation errors and make some changes to grammar and vocabulary |



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| | <ul style="list-style-type: none"> Use present and past tense forms of verbs mostly correctly | | <ul style="list-style-type: none"> mark the possession of singular nouns Begin to use inverted commas to punctuate direct speech | <p>e.g. I'm, don't, you'll, we're</p> <ul style="list-style-type: none"> Spell most words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re- Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble | | |
| 4 | <ul style="list-style-type: none"> Use paragraphing to organise ideas around a theme In narratives, create increasingly effective and complex settings, characters and plot In non-narrative work, use organisational devices such as headings and sub headings with increasing effect Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition | <ul style="list-style-type: none"> Use fronted adverbials Use expanded noun phrases regularly with the addition of modifying adjectives and prepositional phrases eg the strict teacher with curly hair | <ul style="list-style-type: none"> Use commas after fronted adverbials as appropriate Use apostrophes to mark plural possession Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down! ") | <ul style="list-style-type: none"> Know the grammatical difference between plural and possessive -s Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done) | <ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders | <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation errors |
| 5 | <ul style="list-style-type: none"> write for a range of purposes and audiences, selecting structure and organisation of a text | <ul style="list-style-type: none"> use relative clauses beginning with a relative pronoun (eg. who, which, where) | <ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis use commas to mark phrases and | <ul style="list-style-type: none"> spell many verb prefixes correctly (eg. deactivate, misconduct, reorganise) | <ul style="list-style-type: none"> Write legibly and fluently | <ul style="list-style-type: none"> Propose some changes necessary to vocabulary, grammar and punctuation to enhance effects |



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| | <ul style="list-style-type: none"> depending on audience and purpose describe settings, character and atmosphere to consciously engage the reader use dialogue to convey a character and advance the action use a range of linking words between sentences and paragraphs to build cohesion including time, place and number adverbials | <ul style="list-style-type: none"> use adverbs and modal verbs to indicate degrees of possibility (eg. surely, perhaps, could, might) | <p>clauses, to clarify meaning or avoid ambiguity</p> | <ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes (eg. designate, classify, criticise) Use a thesaurus to select more focused language | | <ul style="list-style-type: none"> and clarify meaning Proof read for spelling and punctuation errors |
| 6 | <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action use a range of devices to build | <ul style="list-style-type: none"> Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.) The difference between structures typical of informal speech and structures appropriate for formal speech <p>Children working at greater depth will:</p> <ul style="list-style-type: none"> distinguish between the language of | <ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) Use of the colon to introduce a list and semi-colons within lists Punctuation of bullet points to list information | <ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list, use a dictionary to check the spelling of uncommon or more ambitious vocabulary Distinguish between the language of formal and informal speech Understand how words are related by meaning as synonyms and antonyms | <ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed | <ul style="list-style-type: none"> Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof read for spelling and punctuation errors Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural |



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| | <p>cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <ul style="list-style-type: none">• use verb tenses consistently and correctly throughout their writing• Layout devices to structure text <p>Children working at Greater depth will:</p> <ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | <p>speech and writing and choose the appropriate register</p> <p>Children working at greater depth will:</p> <ul style="list-style-type: none">• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this | <ul style="list-style-type: none">• Using hyphens to avoid ambiguity <p>Children working at greater depth will:</p> <ul style="list-style-type: none">• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. | | | |
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