

Writing End Points

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See Early Learning Goals	<p>Composition: Purpose & Audience</p> <p>Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).</p> <p>Compose sentences orally and in writing.</p> <p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense.</p> <p>Grammar</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Join words and clauses using 'and'.</p> <p>Punctuation</p> <p>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names, places, days of the week and the personal pronoun 'I'.</p> <p>Transcription</p>	<p>Composition: Purpose & Audience</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p><i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p> <p>Grammar</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Punctuation</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use the punctuation taught at key stage 1 mostly correctly</p> <p>Transcription</p>	<p>Composition: Purpose & Audience</p> <p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p>In narrative create simple settings, characters and plot</p> <p>Begin to use direct speech within narratives.</p> <p>Use paragraphs as a way of grouping related material.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).</p> <p>Grammar</p> <p>Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).</p> <p>Add detail and precision through expanding noun phrases using pre-modification – determiners, quantifiers, adjectives (secure and extend from Year 2).</p>	<p>Composition: Purpose & Audience</p> <p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p>Write narratives with a clear plot, and describe settings and characters.</p> <p>Make effective choices about using direct speech within narratives.</p> <p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p> <p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).</p> <p>Grammar</p> <p>Write a range of sentences with more than one clause</p>	<p>Composition: Purpose & Audience</p> <p>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).</p> <p>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</p> <p>Use dialogue in narratives to convey character or advance the action.</p> <p>Use a range of devices to build cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> •secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; •link ideas using adverbials of time, place and number; •link ideas using tense choices (e.g. he had seen her before instead of he saw her before). <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proofread for spelling, punctuation and grammatical errors (e.g.</p>	<p>Composition: Purpose & Audience</p> <p>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).</p> <p><i>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).</i></p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Grammar</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using</p>

<p>Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.</p> <p>Spell many Year 1 common exception words.</p> <p>Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Separate words with spaces.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words</p> <p><i>Spell most common exception words</i></p> <p><i>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</i></p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p><i>Use the diagonal and horizontal strokes needed to join some letters.</i></p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use present and past tense correctly, including use of the present perfect instead of the simple past.</p> <p>Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).</p> <p>Punctuation</p> <p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p> <p>Transcription</p> <p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> •common exception words from KS1; •previously taught homophones; •those with known prefixes and suffixes. <p>Use and spell correctly many words from the Year 3 / Year 4 spelling list.</p> <p>Use phonic knowledge and morphology to make plausible attempts at spelling</p>	<p>by using a wider range of conjunctions (when, before, after, while, so because, although).</p> <p>Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).</p> <p>Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).</p> <p>Punctuation</p> <p>Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>	<p>Subject/verb agreements, tense use).</p> <p>Grammar</p> <p>Select appropriate grammar and vocabulary to change and enhance meaning:</p> <p>-use a range of verb forms, particularly the perfect, to mark relationships of time and cause.</p> <p>-use modals and adverbs to indicate possibility.</p> <p>-convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.</p> <p>-use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</p> <p>Punctuation</p> <p>Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).</p> <p>Indicate parenthesis using brackets, commas or dashes.</p> <p>Use punctuation to ensure meaning is clear, particularly commas for clarity.</p> <p>Transcription</p>	<p>contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p><i>Distinguish between the language of speech and writing and choose the appropriate register.</i></p> <p>Punctuation</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p><i>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.</i></p> <p>Transcription</p> <p>Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>
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			<p>unknown words, spelling some correctly.</p> <p>Use joined up writing consistently and independently.</p>	<p>Transcription</p> <p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> •common exception words from KS1; •previously taught homophones; •those with known prefixes and suffixes. <p>Use and spell correctly most words from the Year 3 / Year 4 spelling list.</p> <p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p> <p>Use joined up writing consistently, independently and fluently.</p>	<p>Spell correctly words that have been previously taught, including:</p> <ul style="list-style-type: none"> •common exception words from KS1; •Year 3/4 statutory words; •previously taught homophones. <p>Use and spell correctly many words from the year 5 / year 6 spelling list.</p> <p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>	
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Italics – Working at Greater Depth