

# Year 1 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Identify known phonemes in unfamiliar words.</li> <li>• Use syllables to divide words when spelling.</li> <li>• Use alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>• Use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.</li> <li>• Name all the letters of the alphabet in order.</li> <li>• Use letter names to show alternative spellings of the same phoneme.</li> <li>• Spell most Year 1 common exception words taught</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it.</li> <li>• Leave spaces between words.</li> <li>• Sequence sentences in chronological order to recount an event or experience.</li> <li>• Re-read writing to check it makes sense.</li> <li>• Know how the prefix 'un' can be added to words to change meaning.</li> <li>• Use the suffixes 'ing', 'ed', 'er' and 'est' in writing.</li> </ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Combine words to make a sentence.</li> <li>• Join two sentences using 'and'.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form a narrative.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Separate words using finger spaces.</li> <li>• Use capital letters to start a sentence.</li> <li>• Use a full stop.</li> <li>• Use capital letters for names.</li> <li>• Use 'I'.</li> <li>• Use a question mark.</li> <li>• Use an exclamation mark.</li> </ul>

## Year 2 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and record these as graphemes.</li> <li>• Spell words with alternative spellings, including a few common homophones.</li> <li>• Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</li> <li>• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>• Identify phonemes in unfamiliar words and use syllables to divide words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Begin to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>• Know and show which letters are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others, both real and fictional.</li> <li>• Write for different purposes, including real events.</li> <li>• Plan and discuss the content of writing and record ideas.</li> <li>• Orally rehearse structured sentences or sequences of sentences.</li> <li>• Evaluate own writing independently, with friends and with an adult.</li> <li>• Proof-read to check for errors in spellings, grammar and punctuation.</li> </ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases.</li> <li>• Use subordination and co-ordination – <i>and, but, so, or, when, if, that, because</i></li> <li>• Say how the grammatical patterns in a sentence indicate its function.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Consistently use the present tense and past tense correctly</li> <li>• Use the progressive forms of verbs in the present and past tense.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</li> <li>• Correctly use question marks and exclamation marks.</li> <li>• Use commas to separate items in a list.</li> <li>• Use apostrophes to show where letters are missing and to mark singular possession in nouns.</li> </ul>

# Year 3 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Spell words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>• Recognise and spell homophones.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Spell words correctly which are in a family.</li> <li>• Spell the commonly mis-spelt words from the Y3/4 word list.</li> <li>• Identify the root in longer words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>• Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>• Understand which letters should be left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>• Compose sentences using a wider range of structures.</li> <li>• Write a narrative with a clear structure, setting, characters and plot.</li> <li>• Write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>• Suggest improvements to my own writing and that of others.</li> <li>• Make improvements to grammar, vocabulary and punctuation.</li> <li>• Use a range of sentences with more than one clause by using a range of conjunctions.</li> <li>• Use the perfect form of verbs to mark the relationship of times and cause.</li> <li>• Proof-read to check for errors in spelling and punctuation.</li> </ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Express time, place and cause by using conjunctions, adverbs and prepositions.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Start to use paragraphs.</li> <li>• Use headings and sub-headings.</li> <li>• Use the present perfect form of verbs instead of the simple past</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech.</li> </ul>

# Year 4 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"><li>• Spell words with prefixes and suffixes and add them to root words.</li><li>• Use the first two or three letters of a word to check a spelling in a dictionary</li><li>• Recognise and spell homophones</li><li>• Spell the commonly mis-spelt words from the Y3/4 word list.</li></ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"><li>• Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li></ul>	<ul style="list-style-type: none"><li>• Compose sentences using a range of sentence structures.</li><li>• Orally rehearse a sentence or a sequence of sentences.</li><li>• Write a narrative with a clear structure, setting and plot.</li><li>• Use direct speech in writing and punctuate it correctly.</li><li>• Improve my writing by changing grammar and vocabulary to improve consistency.</li><li>• Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li><li>• Use a range of sentences which have more than one clause.</li></ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"><li>• Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</li><li>• Use fronted adverbials.</li></ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"><li>• Write in paragraphs.</li><li>• Make an appropriate choice of pronoun and noun within and across sentences.</li></ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"><li>• Use inverted commas and other punctuation to indicate direct speech.</li><li>• Use commas after fronted adverbials.</li><li>• Use apostrophes to mark plural possession.</li></ul>

## Year 5 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Form verbs with prefixes.</li> <li>• Convert nouns or adjectives into verbs by adding a suffix.</li> <li>• Understand the rules for adding prefixes and suffixes.</li> <li>• Spell words with silent letters.</li> <li>• Distinguish between homophones and other words which are often confused.</li> <li>• Spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>• Use a range of spelling strategies.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Continue to produce legible joined handwriting in all areas of my learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the audience and purpose of the writing.</li> <li>• Start sentences in different ways.</li> <li>• Use the correct features and sentence structure matched to text types.</li> <li>• Develop characters through action and dialogue.</li> <li>• Establish a viewpoint as the writer through commenting on characters and events.</li> <li>• Use stylistic devices to create effects in writing.</li> <li>• Use grammar and vocabulary to create an impact on the reader.</li> <li>• Add well-chosen detail to interest the reader.</li> <li>• Summarise a paragraph.</li> <li>• Organise writing into paragraphs to show different information or events.</li> </ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Use adverbs or modal verbs to indicate a degree of possibility.</li> <li>• Use relative clauses.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Build cohesion between paragraphs.</li> <li>• Use adverbials to link paragraphs.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Use brackets, dashes and commas to indicate parenthesis.</li> </ul>

## Year 6 End Points: Writing

Transcription	Composition	Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Use any dictionary or thesaurus.</li> <li>• Understand that the spelling of some words need to be learnt specifically.</li> <li>• Distinguish between homophones and other words which are often confused.</li> <li>• Use a range of spelling strategies.</li> <li>• Spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>• Convert verbs into nouns by adding a suffix</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing.</li> <li>• Use a range of sentence starters to create specific effects.</li> <li>• Use character, dialogue and action to advance events in narrative writing.</li> <li>• Use developed noun phrases to add detail to sentences.</li> <li>• Use commas to mark phrases and clauses.</li> <li>• Sustain and develop ideas logically in narrative and non-narrative writing.</li> <li>• Choose the appropriate form and register for the audience and purpose of the writing.</li> <li>• Use the passive voice to present information with a different emphasis.</li> <li>• Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</li> <li>• Summarise a text, conveying key information in writing.</li> </ul>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Vary sentence structure depending whether formal or informal.</li> <li>• Use the passive voice.</li> <li>• Vary sentence structure depending whether formal or informal.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Use a variety of organisational and presentational devices correct to the text type.</li> <li>• Write in paragraphs which can clearly signal a change in subject, time, place or event.</li> <li>•</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use the semi-colon, colon and dash.</li> <li>• Use the colon to introduce a list and semi-colon within lists</li> <li>• Use a hyphen to avoid ambiguity.</li> </ul>