

Writing End Points

Strand	Year 1	Year 2
Composition	<p>Can write clearly demarcated sentences.</p> <p>Can use 'and' to join ideas.</p> <p>Can use conjunctions to join sentences (e.g. so, but).</p> <p>Can write a sequence of sentences to form a short narrative</p>	<p>Can write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Can write different kinds of sentence: statement, question, exclamation, command.</p> <p>Can use expanded noun phrases to add description and specification.</p> <p>Can join clauses using some subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Can write under headings.</p>
Vocabulary, Grammar and Punctuation	<p>Can use standard forms of verbs, e.g. go/went.</p> <p>Can use capital letters for names and personal pronoun I</p> <p>Can use capital letters and full stops to demarcate sentences</p> <p>Can use question marks</p>	<p>Can use the simple present tense & past tense mostly correctly and consistently.</p> <p>Can use correctly and consistently capital letters and full stops to demarcate sentences</p> <p>Can use correctly and consistently question marks and exclamation marks</p> <p>Can use apostrophe to mark omission and singular possession in nouns.</p>
Handwriting	<p>Can use spaces between words</p> <p>Can use correct formation of lower case - start/finish in right place.</p> <p>Can use correct formation of capital letters.</p> <p>Can use correct formation of digits.</p>	<p>Can use spacing between words that reflects the size of the letters</p> <p>Can write lower case letters correct in size relative to one another.</p> <p>Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Can use diagonal and horizontal strokes to join handwriting.</p>
Spelling	<p>Can spell some common exception words and the days of the week</p>	<p>Can 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>Can spell many common exception words and months of year</p>

Strand	Year 3	Year 4
Composition	<p>Can write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form</p> <p>Can create settings, characters and plot in narrative</p> <p>Can use conjunctions (when, so, before, after, while, because).</p> <p>Can use adverbs (e.g. then, next, soon).</p> <p>Can use prepositions (e.g. before, after, during, in, because of).</p> <p>Can use adjectives to add impact</p> <p>Can group ideas into basic paragraphs.</p> <p>Can write under headings and sub-headings.</p>	<p>Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</p> <p>Can write for a range of purposes and audiences with an increasing awareness of appropriate language and form</p> <p>Can create settings, characters and plot in narrative</p> <p>Can use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</p> <p>Can use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</p> <p>Can vary sentence structure, using different openers.</p> <p>Can use adjectival phrases (e.g. biting cold wind).</p> <p>Can make appropriate choice of noun or pronoun.</p> <p>Can use fronted adverbials.</p> <p>Can use paragraphs to organised ideas around a theme.</p> <p>Can use connecting adverbs to link paragraphs.</p>
Vocabulary, Grammar and Punctuation	<p>Can use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)</p> <p>Can correctly use verbs in 1st, 2nd and 3rd person.</p> <p>Can use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</p> <p>Can use inverted commas to punctuate direct speech.</p>	<p>Can use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)</p> <p>Can use apostrophe for plural possession.</p> <p>Can use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Can use commas to mark clauses.</p> <p>Can use inverted commas and other punctuation to punctuate direct speech</p>
Handwriting	<p>Can join letters with diagonal and horizontal strokes where appropriate</p> <p>Can write with increasing legibility, consistency and fluency (e.g. down strokes parallel and equidistant)</p>	<p>Can write legibly and with increasing fluency, paying attention to size and spacing</p> <p>Can maintain the use of joined handwriting throughout independent writing.</p>
Spelling	<p>Can spell some words from the year 3 / year 4 spelling list</p> <p>Can use phonic knowledge and other knowledge of spelling such as morphology</p> <p>Can spell most common exception words</p>	<p>Can spell correctly words from learning in previous year groups, and most words from the year 3/ year 4 spelling list</p> <p>Can use phonics and morphology to spell words, beginning to use a dictionary to check spellings</p>

Strand	Year 5	Year 6
Composition	<p>Can write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)</p> <p>Can describe settings, characters and atmosphere in narratives</p> <p>Can begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</p> <p>Can select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)</p> <p>Can use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms)</p> <p>Can link clauses in sentences using a range of subordinating and coordinating conjunctions</p> <p>Can add phrases to make sentences more precise and detailed.</p> <p>Can use range of sentence openers - judging the impact or effect needed.</p> <p>Can begin to adapt sentence structure to text type.</p> <p>Can use pronouns to avoid repetition.</p> <p>Can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</p> <p>Can consistently organise writing into paragraphs</p> <p>Can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>Can 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>Can describe settings, characters and atmosphere in narratives</p> <p>Can integrate dialogue in narratives to convey character and advance the action</p> <p>Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using 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>Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Can use subordinate clauses to write complex sentences.</p> <p>Can use passive voice where appropriate.</p> <p>Can use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Can use wide range of devices to build cohesion within and across paragraphs.</p> <p>Can use paragraphs to signal change in time, scene, action, mood or person.</p>
Vocabulary, Grammar and Punctuation	<p>Can use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)</p> <p>Can use brackets, dashes and commas to indicate parenthesis:</p> <p>Can use commas to clarify meaning or avoid ambiguity.</p> <p>Can use verb tenses consistently and correctly throughout most of their writing</p>	<p>Can 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>Can use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Can use colon to introduce a list and semi colon within a list.</p> <p>Can use correct punctuation of bullet points.</p> <p>Can use hyphens to avoid ambiguity.</p> <p>Can use full range of punctuation matched to requirements of text type.</p> <p>Can use verb tenses consistently and correctly throughout their writing</p>
Handwriting	Write legibly, fluently and with increasing speed.	Can maintain legibility in joined handwriting when writing at speed
Spelling	<p>Can spell correctly words from learning in previous year groups, and some words from the year 5/ year 6 spelling list</p> <p>Can using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Can spell correctly most words from the year 5 / year 6 spelling list</p> <p>Can use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>