



‘Let your light shine’...as a Writer!

Writing End Points

What do we want our writers to achieve at the end of each phase?

EYFS	<ul style="list-style-type: none"> ● Pupils develop their own narratives and explanations orally by connecting ideas or events. ● Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future ● Pupils are developing the physical skills needed for handwriting ● Pupils use their phonic knowledge to write words in ways which match their spoken sounds. Pupils also write some irregular common words. ● Pupils spell some words correctly ● Pupils write simple sentences which can be read by themselves and others.
Year 1	<ul style="list-style-type: none"> ● Pupils are developing their oral vocabulary, as well as their ability to understand and use a variety of grammatical structures, through listening to a wide range of stories. ● Pupils use past, present and future forms accurately when talking about events that have happened or are to happen in the future ● Pupils are continuing to develop the physical skill needed for handwriting, forming lower-case letters in the correct direction, starting and finishing in the right place. They use spacing between words. ● Pupils apply simple spelling rules ● Pupils are learning to organise their ideas in writing through thinking aloud as they collect ideas, drafting and re-reading to check their meaning ● Pupils can write sentences that are sequenced to form a short narrative. ● Pupils understand the role of punctuation and demarcate some sentences with a capital letter and a full stop, question mark or exclamation mark
Year 2	<ul style="list-style-type: none"> ● Pupils draw on their reading to inform the vocabulary and grammar of their writing ● Pupils spell many words correctly and make phonically-plausible attempts at others ● Pupils form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. They use spacing between words that reflects the size of the letters. ● Pupils write simple, coherent narratives about personal experiences and those of others (real or fictional). They write about real events, recording these simply and clearly ● Pupils use present and past tense mostly correctly and consistently

	<ul style="list-style-type: none"> ● They are beginning to make choices about sentence construction: co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses ● Pupils use punctuation accurately. They demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required.
Year 3	<ul style="list-style-type: none"> ● Pupils are confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. ● Pupils are developing the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. ● Pupils extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Pupils write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. ● Pupils spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology ● Pupils are becoming secure in using joins in their handwriting
Year 4	<ul style="list-style-type: none"> ● Pupils draw on and use new vocabulary and varied grammatical structures from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences ● Pupils demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. ● Pupils write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences underpin their decisions about the form the writing should take, such as a narrative, an explanation or a description. ● Pupils understand how to enhance the effectiveness of their writing ● Pupils are beginning to understand how writing can be different from speech ● Pupils spell common words correctly, including common exception words and other words that they have learnt. They spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. ● Pupils use joined handwriting and are able to write fast enough to keep pace with what they want to say.