



End point(s)	End of Early years	End of Year 1	End of Year 2	End of Lower key stage 2	End of Upper key stage 2
<p>1.</p> <p>To understand and use the writing process in order to plan what to write.</p>	<p>Knows that marks have meaning.</p> <p>Gives meaning to marks they make.</p> <p>Orally retells a simple past event in the correct order.</p> <p>Uses knowledge of familiar texts to re-enact or retell to others, recounting the main points in the correct sequence.</p> <p>Writes simple phrases and sentences that can be read by others.</p>	<p>Knows what a complete sentence looks like.</p> <p>Composes a sentence orally before writing it</p> <p>Draws on stories they know to inform their language and sentence structure in their writing.</p> <p>Sequences events to form a narrative.</p>	<p>Plans sentences by saying out loud what they are going to write about sentence by sentence.</p> <p>Plans the content of what they write by writing down ideas and keywords, including new vocabulary with increased independence.</p> <p>Prepares and retell stories through role play using dialogue and narrative from stories read.</p> <p>Uses some elements of known stories to structure own narrative.</p>	<p>Discusses and records ideas on writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar.</p> <p>Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Plots a sequence of incidents modelled on a known story, as a plan for own writing.</p> <p>Plans and writes alternative sequels to stories read using same character and setting.</p>	<p>Knows the purpose of a range of writing.</p> <p>Selects the appropriate form and audience of their writing, using similar writing models to aid them.</p> <p>Develops initial ideas by drawing on reading and research.</p> <p>Plans quickly and effectively the plot, characters and structures of their own narrative.</p> <p>Writes narratives, considering how authors have developed characters and settings in what pupils have read, listened to.</p>
<p>2.</p> <p>To write for a range of different purposes and audiences</p>	<p>Knows that writing can be used for a range of purposes: send a message, inform, tell a story</p> <p>writes name, labels, captions.</p>	<p>Knows the terms fiction and non-fiction</p> <p>Uses key features of narrative in their own writing: beginnings and endings</p>	<p>Knows the difference between fiction and non-fiction</p> <p>Identifies and discusses reasons for events in stories, linked to plot.</p>	<p>Knows and identify the purpose of a range of text types.</p> <p>Selects the relevant content of different text types.</p> <p>Identifies intended audience.</p>	<p>Selects the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different text types.</p> <p>Increases stamina for writing longer precise pieces of writing.</p>

	<p>Uses writing to communicate in a variety of ways, incorporating it into play: lists, signs, menus, cards, letters</p> <p>Knows the basic structure of a story.</p> <p>Retells a story through shared composition with an adult.</p>	<p>Links sentences together with increasing fluency to form a short narrative</p> <p>Uses the language and features of non-fiction texts.</p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p>	<p>Writes own stories using their knowledge of story elements: setting, characters, plot.</p> <p>Makes simple notes from non-fiction texts</p> <p>Writes non – fiction texts based on structure of known texts, using appropriate language to present, sequence and categorise ideas.</p> <p>Uses sentences with different forms: statement, question, exclamation, command.</p>	<p>Uses devices to interest the reader</p> <p>Describes settings and characters, using a range of descriptive devices in narratives.</p> <p>Demonstrates conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)</p> <p>Writes more extended stories based on a plan of incidents, or an alternative ending for a known story.</p> <p>Summarise the content of a text.</p> <p>Uses a range of organisational devices within non – narrative material.</p>	<p>Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Creates an atmosphere and uses dialogue to advance and develop the setting, action and characters within narratives.</p> <p>Integrates dialogue in narratives to convey character and advance the action</p> <p>Develops organisational and presentational devices to structure non- narrative text -which help guide the reader.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draws independently on what they have read as models for their own writing.</p> <p>Skims and scans text so that research is fast and effective.</p>
3.	Understands what the terms letter, word and sentence mean.	Separates words with spaces	Uses present and past tenses correctly and consistently.	Punctuate direct speech (including punctuation within and surrounding inverted commas).	Uses commas to clarify meaning or avoid ambiguity in writing.

<p>To accurately and consistently use a wide range of punctuation within their writing.</p>	<p>Separate words with finger spaces. writes own name using a capital letter and personal pronoun I.</p>	<p>Begins to punctuates sentences using a capital letter and a full stop, question mark or exclamation mark. Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Uses both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) [for example, the girl's book]</p>	<p>Uses commas after fronted adverbials. Indicates possession by using the possessive apostrophe with singular and plural nouns. Uses the present perfect form of verbs in contrast to the past tense.</p>	<p>Uses brackets, dashes or commas to indicate parenthesis. Uses hyphens to avoid ambiguity. Uses semicolons, colons or dashes to mark boundaries between independent clauses Uses a colon to introduce a list. Uses bullet points consistently</p>
<p>4. To make conscious additions and edits to improve writing.</p>	<p>Checks their work by attempting to read back what they have written.</p>	<p>Re – reads what they have written to check that it makes sense.</p>	<p>Evaluates their writing with support from a teacher or peer Re – reads and proof- reads work to check for errors in spelling, grammar and punctuation. Evaluates word choices and make revisions to vary vocabulary to include more detail and interest for the reader.</p>	<p>Assesses the effectiveness of their own and peers writing and suggest improvements. Makes changes to grammar and vocabulary to improve consistency and quality of work. Proof-reads work for spelling and punctuation errors.</p>	<p>Evaluate and edit own and peers work proposing changes which enhance the effect and clarify the meaning of the text. Ensures the consistent and correct use of tense throughout a piece of writing. Ensures correct subject and verb agreement.</p>
<p>5.</p>	<p>Begins to use story language – Once upon a time, happily ever after.</p>	<p>Knows what a noun, adjective verb and connective is.</p>	<p>Knows what a thesaurus is and how it helps expand vocabulary. Knows what a noun phrase and adverb is.</p>	<p>Express time, place and cause using conjunctions as well as to join clauses.</p>	<p>Selects vocabulary and grammatical structures that suit formal and informal writing.</p>

<p>To discuss, explore and use a variety of vocabulary appropriately within different contexts.</p>	<p>Begins to join words with and e.g. fish and chips</p>	<p>Expands noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Identifies and records some key vocabulary to use in their own writing.</p> <p>Use some connectives: and, but.</p>	<p>Uses a varied vocabulary to create detail and interest, including adjectives to make noun phrases, adverbs and verbs.</p> <p>Uses when, if, that, or because as well as and, or but to extend sentences.</p> <p>Uses language of time to structure a sequence of events: when, suddenly, after</p>	<p>Knows and uses a range of prepositions.</p> <p>Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Uses precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader.</p> <p>Uses sentences which enhance meaning through specific vocabulary and language choices</p> <p>Develops ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</p> <p>Chooses language used in dialogue effectively to convey characters thoughts and feelings</p>	<p>Uses a dictionary and thesaurus to check the meaning of words and expand vocabulary independently.</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Uses passive verbs to affect the presentation of information in a sentence.</p> <p>Uses the perfect form of verbs to mark relationships of time and cause.</p> <p>Uses expanded noun phrases to convey complicated information concisely.</p>
<p>6.</p>	<p>Expresses stories they like.</p>	<p>Knows and discusses familiar story themes and characters.</p>	<p>Predicts story endings/ incidents from unfinished extracts, while reading with the teacher</p> <p>Compares story themes.</p>	<p>Evaluate stories and justify their preferences by referring to significant aspects of the text (build up, atmosphere, language)</p>	<p>Compares the structure of different stories to discover how they differ in pace, build up, sequence and resolution.</p>

<p>To confidently express and explain relevant ideas and feelings articulately across a range of contexts.</p>	<p>Relate their own experiences to those that they read about.</p>	<p>Discusses reasons for incidents in stories.</p>	<p>Identifies and describes characters, expressing own views by using words and phrases from texts.</p>	<p>Identifies and discusses main and recurring characters, evaluates their behaviour and justify views.</p>	<p>Analyses the features of a good opening/ ending.</p>
<p>7. To maintain legibility in joined handwriting when writing at speed and spell most words accurately.</p>	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Writes some irregular common words; the, to, said, he, she, we, be, go, you, your, come ,some</p> <p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Writes recognisable letters, most of which are correctly formed.</p> <p>Writes recognisable digits and capital letters most of which are correctly formed.</p>	<p>Segments spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Forms lower-case letters of the correct size relative to one another.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Uses spacing between words that reflects the size of the letters.</p>	<p>Learns new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learns to spell common exception words.</p> <p>Learns to spell more words with contracted forms.</p> <p>Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Uses further knowledge of prefixes and suffixes and understand how to add them.</p> <p>Spells taught homophones.</p> <p>Spells words that are often misspelt.</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting.</p>	<p>Uses further prefixes and suffixes and understand the guidance for adding them</p> <p>Spells some words with ‘silent’ letter [for example, knight, psalm, solemn]</p> <p>Continues to distinguish between homophones and other words which are often confused</p> <p>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Uses dictionaries to check the spelling and meaning of words.</p> <p>Writes legibly, fluently and with increasing speed.</p>