

St Bede's Primary School

Writing End Points – End of Key Stage

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Composition	<ul style="list-style-type: none"> hold a sentence in their head or say out loud before writing begin to sequence sentences to form short narratives begin to convey information and ideas in simple non-narrative forms write simple phrases and sentences that can be read by others re-read their own work and, begin to recognise if it makes sense with support choose what to write about, and follow it through begin to use 'story language' e.g. 'Once upon a time' and 'Happily ever after'. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events / writing poetry / writing for different purposes. <p>Planning and Drafting Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence. <p>Evaluating and Editing Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] reading aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Planning and Drafting Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, paragraphs, headings and sub-headings]. <p>Evaluating and Editing Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns within and across sentences to aid cohesion and avoid repetition. Proof-reading for spelling and punctuation errors. Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Planning and Drafting Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs, e.g. then, after that, this, firstly linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, use of adverbials and ellipsis using further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, underlining, columns, bullet points or tables]. <p>Evaluating and Editing Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of

				<p>tense throughout a piece of writing</p> <ul style="list-style-type: none">• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.• Proof-reading for spelling and punctuation errors.• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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**Transcription
Spelling and
Handwriting**

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Spelling	<ul style="list-style-type: none"> spell words by identifying sounds in them and representing the sounds with a letter or letters write some irregular common words e.g. RWI – red words e.g. the, to, said, he, she, we, be, go, you, your, come, some. 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn 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 learn to spell common exception words learn to spell more words with contracted forms learn the possessive apostrophe (singular) [for example, the girl’s book] distinguish between homophones and near-homophones add suffixes to spell longer words, including -er, -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes (dis-, de-, mis-, over- and re-) and suffixes (-ate, -ise, -ify) and understand the guidelines for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Handwriting	<ul style="list-style-type: none"> hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases write recognisable letters, most of which are correctly formed write recognisable digits and capital letters most of which are correctly formed. 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<p style="text-align: center;">Grammar Vocabulary and punctuation</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> begin to join words with 'and' e.g. fish and chips 	<p>Vocabulary</p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> learning how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour] using subordination (using when, if, that, or because) and co-ordination (using or, and, but) 	<p>Vocabulary</p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> forming nouns using prefixes (super-, anti-). using the forms <i>a</i> or <i>an</i> according to whether the next word starts with a consonant or a vowel, e.g. an owl, a box. identifying word families based on common words showing how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble) using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Vocabulary</p> <ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify Verb prefixes: e.g. dis-, de-, mis-, over-, re- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out – discover; ask for – request; go in – enter Understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little
	<p>Grammar</p> <ul style="list-style-type: none"> use capital letters for own name and personal pronoun 'I' 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> learning how to use sentences with different forms: statement, question, exclamation, command learning how to use present and past tenses correctly and consistently, including the progressive form to mark actions in progress, e.g. she is drumming, he was shouting learning how to use some features of written Standard English. 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense, e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials e.g. <u>Later that day</u>, I heard the bad news learning the grammar for years 3 and 4 in <u>English Appendix 2</u> using and understanding the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately when discussing their writing and reading. 	<p>Grammar</p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> understanding the difference between structures typical of informal and formal speech writing, e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of the subjunctive form e.g. <u>If I were</u> using passive verbs to affect the presentation of information in a sentence, e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun learn the grammar for years 5 and 6 in <u>English Appendix 2</u> using and understanding the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately when discussing their writing and reading.

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<p style="text-align: center;">Grammar Vocabulary and punctuation</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • leave spaces between words. 	<p>Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use 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). 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns (e.g. the girls' names) • using and punctuating direct speech with inverted commas and other punctuation, e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> 	<p>Punctuation</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i> • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses, e.g. <i>It's raining; I'm fed up</i> • using a colon to introduce a list and use of semi-colons within lists • punctuating bullet points consistently.