Nursery Writing End Points (Taken from EYFS Curriculum)

Nursery	
Writing Transcription	
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	
Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	
Gives meaning to the marks that they make.	
Write some or all of their name.	
Handwriting	
Use a comfortable grip with good control when holding pens and pencils.	
Show a preference for a dominant hand	
Write some letters accurately.	
Writing Composition	
Know many rhymes, be able to talk about familiar books, and be able to tell a story	
Use longer sentences of four to six words.	
Engage in extended conversations about stories, learning new vocabulary.	
Vocabulary, Grammar and Punctuation	
Engage in extended conversations about stories, learning new vocabulary.	
Use a wider range of vocabulary	

Reception Writing End Points (Taken from EYFS Curriculum)

Reception	
Writing Transcription	
Spell words by identifying the sounds and then writing the sound with letter/s.	
Use their phonic knowledge to write things such as labels and captions	
Handwriting	
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	
Develop the foundations of a handwriting style which is fast, accurate and efficient.	
Form lower-case and capital letters correctly.	
Writing Composition	
Listens and responds appropriately to ideas expressed by others in conversation or discussion.	
Listen to and talk about stories to build familiarity and understanding.	
Articulate their ideas and thoughts in well-formed sentences.	
Describe events in some detail.	
Re-read what they have written to check that it makes sense.	
Vocabulary, Grammar and Punctuation	
Learn new vocabulary and use new vocabulary through the day.	
Write short sentences with words with known sound/letter correspondences using a capital letter and full stop.	

Year 1 Writing End Points (Taken from National Curriculum)

Year 1	
Writing Transcription	
Spell words containing each of the 40+ phonemes already taught	
Spell common exception words	
Spell the days of the week	
Name the letters of the alphabet in order	
Use letter names to distinguish between alternative spellings of the same sound	
Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	
Using the prefix un–	
Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
Handwriting	
Sit correctly at a table, holding a pencil comfortably and correctly	
Begin to form lower-case letters in the correct direction, starting and finishing in the right place	
Form capital letters	
Form digits 0-9	
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	
Writing Composition	
Say out loud what they are going to write about	
Compose a sentence orally before writing it	
Sequence sentences to form short narratives	
Re-read what they have written to check that it makes sense	
Discuss what they have written with the teacher or other pupils	
Read aloud their writing clearly enough to be heard by their peers and the teacher.	
Vocabulary, Grammar and Punctuation	
Leave spaces between words	
Join words and joining clauses using and	
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	

Year 2 Writing End Points (Taken from National Curriculum)

Year 2	
Writing Transcription	
Segment spoken words into phonemes and representing 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)	
Distinguish between homophones and near-homophones	
Add suffixes to spell longer words, including –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	
Handwriting	
Form lower-case letters of the correct size relative to one another	
Start 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	
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.	
Writing Composition	
Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	
writing about real events	
writing poetry	
writing for different purposes	
Consider what they are going to write before beginning by: 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	
Make simple additions, revisions and corrections to their own writing by: 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	
Read aloud what they have written with appropriate intonation to make the meaning clear.	
Vocabulary, Grammar and Punctuation	
Develop their understanding of the concepts set out in English Appendix 2 by learning how to correctly use:	

full stops	
capital letters	
exclamation marks	
question marks	
commas for lists and apostrophes for contracted forms	
apostrophes for the possessive (singular)	
Learn how to use: sentences with different forms: statement, question, exclamation, command	
expanded noun phrases to describe and specify	
the present and past tenses correctly and consistently including the progressive form	
subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
some features of written Standard English	

Year 3 Writing End Points (Taken from National Curriculum)

Year 3	
Writing Transcription	
Use further prefixes and suffixes and understand how to add them (English Appendix 1) [for example super-, anti-, auto-]	
Spell further homophones	
Spell words that are often misspelt (English Appendix 1)	
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.	
Handwriting	
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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
Writing Composition	
Plan their writing by: 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	
Draft and write by: composing and rehearsing sentences orally (including dialogue)	

progressively building a varied and rich vocabulary and an increasing range of sentence structures	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
Evaluate and edit by: 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 in sentences	
proof-read for spelling and punctuation errors	
read 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.	
Vocabulary, Grammar and Punctuation	
Extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
Use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play]	
Use adverbs to express time, place and cause [for example, then, next, soon, therefore]	
Use prepositions to express time, place and cause [for example, before, after, during, in, because of]	
Use conjunctions to express time, place and cause [for example when, before, after, while, so because]	
Use inverted commas to punctuate direct speech	
Indicating possession by using the possessive apostrophe with singular nouns	
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	

Year 4 Writing End Points (Taken from National Curriculum)

Year 4	
Writing Transcription	
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)	
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.	
Handwriting	
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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
Writing Composition	
Plan their writing by: 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	
Draft and write by: composing and rehearsing sentences orally (including dialogue)	
progressively building a varied and rich vocabulary and an increasing range of sentence structures	
organising paragraphs around a theme	
in narratives, creating settings, characters and plot	
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
Evaluate and edit by: 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 in sentences	
proof-read for spelling and punctuation errors	
read 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.	
Vocabulary, Grammar and Punctuation	
Extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
Use the present perfect form of verbs in contrast to the past tense	
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
Use adverbs to express time, place and cause [for example, then, next, soon, therefore]	
Use prepositions to express time, place and cause [for example, before, after, during, in, because of]	
Use conjunctions to express time, place and cause [for example when, before, after, while, so because]	
Use inverted commas to punctuate direct speech	
Use fronted adverbials, using commas afterwards	
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [for example the teacher expanded to: the strict maths teacher with curly hair]	

Year 5 Writing End Points (Taken from National Curriculum)

Year 5	
Writing Transcription	
Use further prefixes and suffixes and understand the guidance for adding them [For example converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	
Spell some words with 'silent' letters [for example, knight, psalm, solemn]	
Continue to distinguish between homophones and other words which are often confused	
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	
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Use a thesaurus.	
Handwriting	
Write legibly, fluently and with increasing speed by: 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	
Writing Composition	
Pupils should be taught to plan their writing by: 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	
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
in narratives, describing settings	
In narratives describe characters	
In narratives describe atmosphere	
In narratives integrating dialogue to convey character and advance the action	
Précising (summarising) longer passages	
Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Evaluate and edit by: 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 tense throughout a piece of writing	
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-read for spelling and punctuation errors	
Vocabulary, Grammar and Punctuation	
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
Use the perfect form of verbs to mark relationships of time and cause	
Use expanded noun phrases to convey complicated information concisely	
Use modal verbs or adverbs to indicate degrees of possibility	
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
Use commas to clarify meaning or avoid ambiguity in writing	
Use brackets, dashes or commas to indicate parenthesis	

Year 6 Writing End Points (Taken from National Curriculum)

Year 6	
Writing Transcription	
Use further prefixes and suffixes and understand the guidance 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 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	
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Use a thesaurus.	
Handwriting	
Write legibly, fluently and with increasing speed by: 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	
Writing Composition	
Pupils should be taught to plan their writing by: 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	
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
in narratives, describe settings	
in narratives, describe characters	
in narratives, describe atmosphere	

in narratives, integrate dialogue to convey character and advance the action	
Précising (summarising) longer passages	
Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Evaluate and edit by: 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 tense throughout a piece of writing	
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-read for spelling and punctuation errors	
Vocabulary, Grammar and Punctuation	
Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	
Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	
Use passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	
Use the perfect form of verbs to mark relationships of time and cause	
Use expanded noun phrases to convey complicated information concisely	
How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
Use a colon to introduce a list	
Use of the semi-colon within lists	
Punctuating bullet points consistently	