

# Elliston Primary

## Writing Curriculum End Points

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<b>Composition</b>	<ul style="list-style-type: none"> <li>hold a sentence in their head or say out loud before writing</li> <li>begin to sequence sentences to form short narratives</li> <li>begin to convey information and ideas in simple non-narrative forms</li> <li>write simple phrases and sentences that can be read by others.</li> <li>re-read their own work and, begin to recognise if it makes sense.</li> <li>with support choose what to write about, and follow it through</li> <li>begin to use 'story language' e.g. 'Once upon a time' and 'Happily ever after'</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>write narratives about personal experiences and those of others (real and fictional)</li> <li>write about real events / write poetry / write for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>plan or say out loud what they are going to write about</li> <li>write down ideas and/or key words, including new vocabulary</li> <li>encapsulate what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> </ul>	<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discuss and recording ideas; draft and write by:</li> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</li> <li>organise paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by:</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>

			<p>[for example, headings and sub-headings]</p> <ul style="list-style-type: none"> <li>• evaluate and edit by:</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>
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		<ul style="list-style-type: none"> <li>• evaluate their writing with the teacher and other pupils</li> <li>• re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-read to check for errors in spelling,</li> <li>• grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• precise longer passages</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by:</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• ensure correct subject and verb agreement when</li> </ul>
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				using singular and plural, distinguishing between the language of speech and writing
	<ul style="list-style-type: none"> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>segment spoken words into phonemes and representing</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Use further prefixes and suffixes and understand t</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> </ul>

<b>Transcription Spelling and Handwriting</b>	<ul style="list-style-type: none"> <li><b>spell words by</b> identifying sounds in them and representing the sounds</li> <li>with a letter or letters;</li> <li>write some irregular common words e.g. RWI – red words e.g. the, to, said, he, she, we, be, go, you, your, come ,some</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>write recognisable letters, most of which are correctly formed;</li> <li>write recognisable digits and capital letters most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>these by graphemes, spelling many correctly</li> <li>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</li> <li>learn to spell common exception words</li> <li>learn to spell more words with contracted forms</li> <li>learn the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>distinguish between homophones and nearhomophones</li> <li>add suffixes to spell longer words, including –</li> </ul>	<p>How to add them (English Appendix 1)</p> <ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Handwriting</p>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be</li> <li>learnt specifically, as listed in</li> <li>English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> </ul>
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		<p>ment, -ness, -ful, -less, -ly</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in <u>English Appendix 1</u></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words</li> <li>• that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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]</li> </ul>	<ul style="list-style-type: none"> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task.</li> </ul>
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**Grammar  
Vocabulary and  
punctuation**

- use capital letters for own name and personal pronoun 'I
- begin to join words with and e.g. fish and chips
- leave spaces between words

- learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive
- (singular)
- use sentences with different forms: statement, question, exclamation, command
- expand noun phrases to describe and specify [for example, the blue butterfly]

- extend the 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 conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely

- use present and past tenses correctly and consistently including the progressive form
- subordinate (using when, if, that, or because) and coordination (using or, and, or but)
- use some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

- learn the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech

- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learn the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:

- learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive
- (singular)
- use sentences with different forms: statement, question, exclamation, command
- expand noun phrases to describe and specify [for example, the blue butterfly]
- use present and past tenses correctly and consistently including the progressive form
- subordinate (using when, if, that, or because) and coordination (using or, and, or but)
- use some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use semi-colons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list
- punctuate bullet points consistently

