



## End Points in Writing

	Autumn 1
	End Point
Nursery Baseline:	Draws freely
Reception Baseline:	Write some or all of their name.
Year 1 Baseline:	Write recognisable letters, most of which are formed correctly. Spell words by identifying the phonemes and then writing them using the corresponding grapheme. Write simple phrases and sentences that can be read by others.
Year 2 Baseline:	Sequence sentences to form longer narratives. Read aloud their writing clearly enough to be heard by their peers and teacher.

SEATON  
ACADEMY

	<b>Autumn 2</b>
	<b>End Point</b>
<b>Nursery:</b>	Begin to understand that print and mark making has meaning.
<b>Reception:</b>	Write some letters accurately in line with Little Wandle Letters and Sounds teaching progression.
<b>Year 1:</b>	Compose a sentence orally. Sequence sentences to form short narratives.
<b>Year 2:</b>	<p><b>Develop positive attitudes towards and stamina for writing by:</b>  Writing for different purposes.  Planning or saying aloud what they are going to write about.  Encapsulating what they want to write, sentence by sentence.</p> <p><b>Make simple additions, revisions, and connections to their own writing by:</b>  Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly.  Writing narratives about personal experiences and those of others.</p>

SEATON  
ACADEMY

	<b>Spring 1</b>
	<b>End Point</b>
<b>Nursery:</b>	Develop their phonological awareness, so they can count or clap syllables in a word. Recognise words with the same initial sound.
<b>Reception:</b>	Spell words by identifying the phonemes and then writing them using the corresponding grapheme.

	<b>Spring 2</b>
	<b>End Point</b>
<b>Nursery:</b>	Use some of their print and letter knowledge in their early writing.
<b>Reception:</b>	Write short phrases and sentences with words with known grapheme phoneme correspondence using a capital letter and full Re-read what they have written to check it makes sense.
<b>Year 1:</b>	Discuss what they have written with others. Re-read what they have written to check it makes sense.
<b>Year 2:</b>	<p><b>Develop positive attitudes towards and stamina for writing by:</b> Writing narratives about personal experiences and those of others.</p> <p><b>Considering what they are going to write before beginning by:</b> Planning or saying aloud what they are going to write about.</p> <p><b>Make simple additions, revisions, and connections to their own writing by:</b> Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly; including verbs in the continuous and progressive form. Evaluating their writing with their teacher and other pupils.</p>

	<b>Summer 1</b>
	<b>End Point</b>
<b>Nursery:</b>	Write some letters accurately.
<b>Reception:</b>	Write short phrases and sentences with words with known grapheme phoneme correspondence using a capital letter and full Re-read what they have written to check it makes sense.

	<b>Summer 2- End of Year</b>
	<b>End Point</b>
<b>Nursery:</b>	Write some or all of their name.
<b>Reception:</b>	Write recognisable letters, most of which are formed correctly. Spell words by identifying the phonemes and then writing them using the corresponding grapheme. Write simple phrases and sentences that can be read by others.
<b>Year 1:</b>	Sequence sentences to form longer narratives. Read aloud their writing clearly enough to be heard by their peers and teacher.
<b>Year 2:</b>	<p><b>Develop positive attitudes towards and stamina for writing by:</b> Writing about real events. Writing poetry. Write for a range of purposes.</p> <p><b>Considering what they are going to write before beginning by:</b> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to write, sentence by sentence.</p> <p><b>Make simple additions, revisions, and connections to their own writing by:</b> Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>