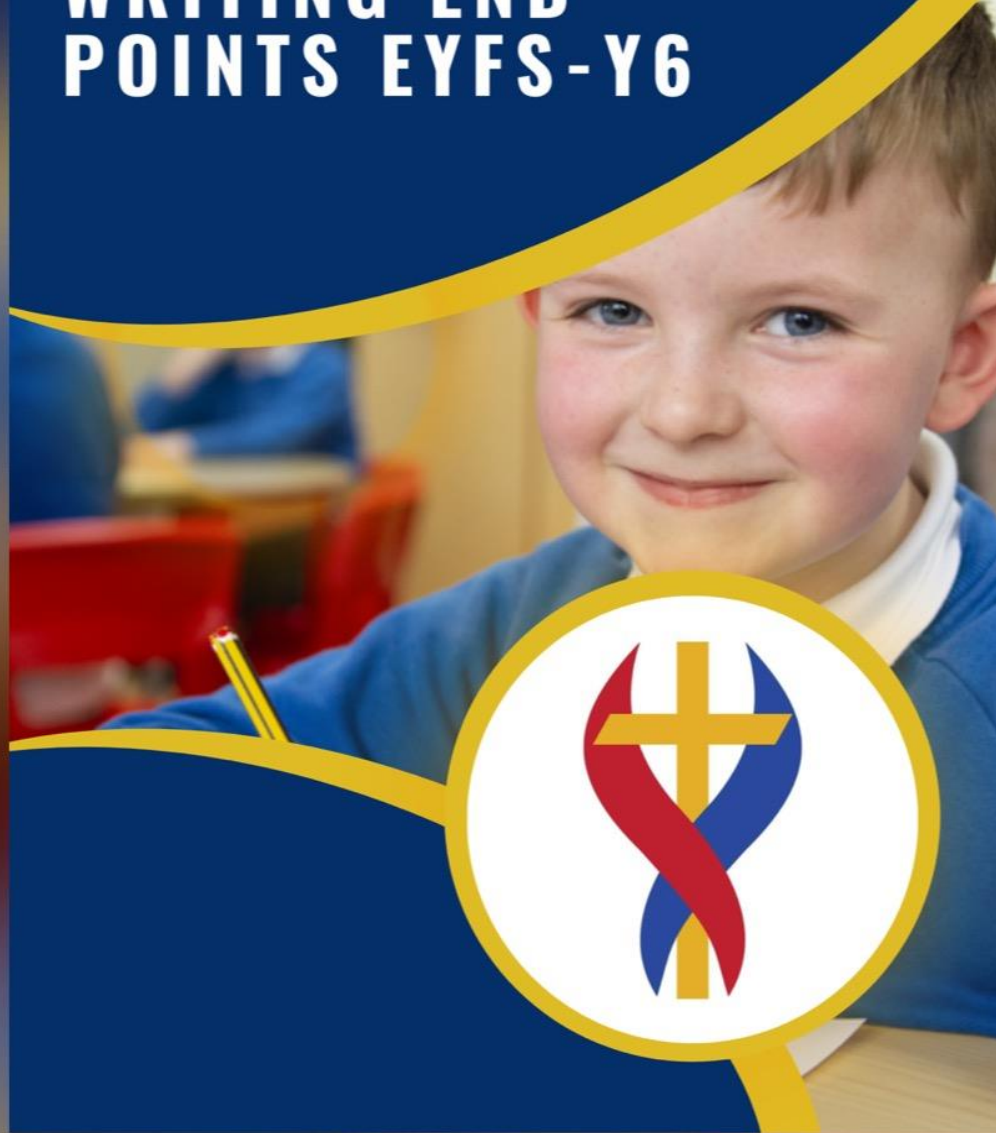


WRITING END POINTS EYFS-Y6



Writing End Points EYFS-Year 6

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Handwriting	Forms recognisable letters, most of which are correctly formed	Forms lower case letters correctly with start positions and know which letters belong to which handwriting family	Forms capital letters that are the correct size in relation to lower case letters Produces word spaces at a size that is in relation to letters	Uses diagonal and horizontal strokes needed to join letters and understands which letters do/do not join effectively. Increases legibility and consistency of joined handwriting	Demonstrates maturity in producing legible joined handwriting with parallel descenders	Produces legible handwriting with increasing stamina	Sustains neat and legible handwriting across all written work meeting all prior end points.
Spelling, punctuation and grammar	Spells simple CVC, CCVC/CVCC words using single letter sounds correctly. Produces phonetically plausible spelling using taught digraphs and trigraphs. Shows an awareness of use of capital letters and full stops. Spells some common exception words correctly.	Consistently uses capital letters, finger spaces and full stops. Begins to use question marks and exclamation marks. Uses capital letters for proper nouns and personal pronoun 'I'. Produces phonetically plausible spelling and begins to make sensible sound choices (e.g. ay at end of word). Spells some Y1 Common Exception words correctly.	Uses conjunctions or, and, but and some subordination (when, if, that, or, because) Uses alternative spellings and phonemes Spells Y1 and Y2 common exception words Uses contraction (e.g. can't) Correctly spells some common homophones (to, too, two, be, bee)	Spells identified LKS2 common exception word correctly Spells words with additional prefixes and suffixes correctly and understands how and when to add them to root words. E.g. forming nouns using super, anti, auto as in English appendix 1 NC Recognises and can spell more complex homophones (e.g. heel, heal, he'll) Consistently uses a range of conjunctions (e.g. when, if, because)	Spells LKS2 common exception words correctly Uses strategies to identify root words and make links to familiar words to support spelling strategies Can use first letters of a word to check spelling and meaning of words using a dictionary In addition to Y2 and Y3 punctuation, uses commas after fronted adverbials and correctly uses inverted commas for direct speech across genres	Begin to spell year 5 and 6 spellings correctly and use them within writing Independently uses a dictionary to check spelling and meaning of words Uses modal verbs and adverbs to indicate degrees of possibility and certainty Consistent use of correct tense throughout writing in different genres Consistent correct use of subject (singular and plural) Uses all Y2-Y5 punctuation consistently and	Spells most year 5/6 spellings correctly Consistently demonstrates correct spelling across a range of writing Uses active and passive verbs with increasing independence Uses all previously taught punctuation as well as avoid ambiguity. colon to introduce a list -Begin to use of semi-colons and dashes to mark boundaries between main clauses

		<p>Uses 'un' prefix to change meaning of word. Uses suffixes; s,es,ed,er and ing within writing</p>		<p>In addition to year 2 punctuation- uses commas in lists, apostrophe for contraction and possession, inverted commas for speech</p>	<p>Begins to punctuate speech in a variety of ways within writing-e.g. question marks, exclamation marks, ellipses</p>	<p>begins to use brackets, dashes or commas indicating parenthesis</p>	<p>Demonstrate accurate punctuation of direct speech, including a comma after reporting clause , question mark, ellipsis etc across a range of genres</p>
<p>Composition</p>	<p>Write a simple caption or sentence that can be read by self or others</p>	<p>Build a sentence orally before writing it Write a sequence of sentences to form a short narrative Reads sentence aloud to check that it makes sense</p>	<p>Write coherent narratives (fiction and non-fiction) across a number of genres Use expanded noun phrases in different genres of writing across a range of sentence structures (e.g. statements, questions, exclamations) Correct use of present and past tense including progressive</p>	<p>Writes a narrative with a clear structure, setting, character and plot Groups information into simple paragraphs Writes a non-fiction piece using organisational tools- e.g. heading, subheadings, paragraphs Uses a range of sentences with more than one clause Correct use of present and past tense and use verbs in perfect form</p>	<p>Writes a narrative with a clear structure, setting, character and plot Writes sentences with fronted adverbials and noun phrases Makes careful word choices using modifying adjectives and prepositional phrases (The kind old lady with the blue eyes) Clear organisation of writing into clearly themed paragraphs that link cohesively Uses a range of nouns and pronouns in writing to avoid repetition Consistent use of tense throughout a piece of writing</p>	<p>Writes a narrative with a clear structure, setting, character and plot Uses description, action and dialogue to add flavour to setting, character and plot Uses connecting adverbs and adverbials to link ideas within paragraphs (then, after, firstly) Uses cohesive devices to link paragraphs (e.g. adverbials of time; firstly, later, nearby)</p>	<p>Uses atmosphere and dialogue to advance descriptive writing and action Uses expanded noun phrases to convey complex information concisely Uses a range of devices to build cohesion within and across paragraphs</p>

