St Wilfrid's Expectations Writing End Points

Year 1	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
End Of Year	• writes a sentence that makes sense using capital letters and full stops • **uses *and* to join words and clauses** • **sequences sentences to form short narratives** • **uses capital letters for names of people, places, days of the week and the personal pronoun *I*** • **begins to use question marks and exclamation marks in writing** • uses some descriptive language	• writes short narratives based on real and fictional experiences • uses a simple plan (e.g. storyboard, flowchart) • **re-reads what has been written to check it makes sense** • makes simple changes to writing where suggested • **reads aloud own writing clearly enough to be heard by peers and the teacher**	• **compound words** • **days of the week** • numbers to 20 • **words ending in *tch*** • <u>**plural**</u>**s of nouns and verbs adding *–s* and *–es* to words** • **verbs where no change is needed to the root word** • **adding endings *–ing –ed –er*** • **adjectives where no change is needed to the root word** • **adding *-er* and *–est*** • **words with the addition of the prefix *un-*** • **Y1 CEW / HFW** • phonetically plausible attempts of new words	• **begins to form lower case letters in the correct direction starting and finishing in the right place** • **forms capital letters correctly**
Year 2	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
End Of Year	• **recognises and writes (grammatically correct) different types of sentences: <u>statement</u>s, <u>question</u>s, <u>command</u>s and <u>exclamation</u>s** • **understands and uses coordinating and subordinating conjunctions to construct and extend sentences** • **uses the past and present tense correctly throughout writing inc. the progressive form** • **uses capital letters for proper nouns accurately** • **uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession** • **uses expanded <u>noun phrase</u>s,** adjectives and adverbs for description and specification	• **writes narratives about personal experiences and those of others (real and fictional)** • **writes for different purposes (including poetry)** • uses plans to support writing • links ideas and events using strategies to create 'flow' • evaluates the effective use of word choice, grammar and punctuation • makes appropriate additions, revisions and corrections • **proof reads to check for errors in spelling, grammar and punctuation** • **re-reads writing to check for correct and consistent tense** • **evaluates writing with teachers and peers**	• uses phonic knowledge to spell simple monosyllabic and polysyllabic words • **Y2 CEW / HFW** • **spells frequently used homophones / near homophones** • **words using the possessive apostrophe (singular nouns)** • **adding *–ing, -ed, -er, -est* and *–y* to words of one syllable ending in a single letter after a short vowel** • **words with the suffixes *–ment, -ness, -ful* and *–less*** • **words ending in *–tion*** • recognises own spelling errors and makes some attempt to correct these • <u>**compound**</u> **nouns**	• **words are almost always appropriately and consistently spaced in relation to the size of the letters** • **some diagonal and horizontal strokes are used to join letters**

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Year 3	COMPOSITION		TRANSCRIPTION	
	V.G.P	**Writing Process**	**Spelling**	**Handwriting**
End Of Year	• **expresses time, place and cause using;** - **conjunctions (e.g. *when, before, after, while, so, because*)** - **adverbs (e.g. *then, next, soon, therefore*)** - prepositions (e.g. *before, after, during, in, because, of*) • **begins to understand subordinate clauses** • uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, **apostrophe for singular possession and inverted commas for direct speech** • **uses the present perfect form of verbs instead of the simple past** • uses a varied and rich vocabulary	• structures and organises writing with a beginning, middle and end across a range of text types • **uses texts similar to those that they are planning to write, to understand and learn from its structure** • **assesses the effectiveness of own and others' writing** • **proof reads for spelling, grammar and punctuation errors** and self-corrects	• **spells some words from the National Curriculum word list for Years 3 and 4** • **begins to use a dictionary to check spellings** • **can spell words using knowledge of word family**	• uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.

Year 4	COMPOSITION		TRANSCRIPTION	
	V.G.P	**Writing Process**	**Spelling**	**Handwriting**
End Of Year	• **uses subordinate clauses and fronted adverbials which are correctly punctuated using commas** • **punctuates direct speech correctly, using commas after reporting clause and new speaker, new line** • **identifies parts of speech (now including possessive pronouns and determiners)** • writes with grammatical accuracy • uses a varied and rich vocabulary and **a wider range of conjunctions in an increasing range of sentence structures** (simple, compound and complex)	• **creates settings, characters and plot in narratives** • **writes non-narratives using appropriate organisational devices** • **organises paragraphs around a theme** • **discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar** • **assesses the effectiveness of their own and others' writing and suggests improvements**	• **possessive apostrophes with irregular plurals** • **spell words from the National Curriculum word list for Years 3 and 4** • **use the first 2 or 3 letters of a word to check its spelling in a dictionary**	• writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)

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Year 5	COMPOSITION		TRANSCRIPTION	
End Of Year	**V.G.P**	**Writing Process**	**Spelling**	**Handwriting**
	• **uses modal verbs and adverbs to indicate degrees of possibility** • **uses brackets, dashes and commas to indicate <u>parenthesis</u>** • **uses commas to clarify meaning or avoid <u>ambiguity</u>** • chooses vocabulary to complement purpose	• **identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own** • **uses devices to build <u>cohesion</u> within and across paragraphs** • shows a growing awareness of how authors develop character and setting, including through the use of dialogue • begins to précis longer passages • makes effective changes when editing own and others' work	• spells some words from the National Curriculum word list for Years 5 and 6 • **uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary** • **words ending in –able and –ible** • **words ending in –ably and –ibly**	• knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

Year 6	COMPOSITION		TRANSCRIPTION	
End Of Year	**V.G.P**	**Writing Process**	**Spelling**	**Handwriting**
	• **uses the passive voice to effect the presentation of information in a sentence** • **uses colons, semi colons and dashes to mark boundaries between independent clauses** • uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u> • **demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form** • makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus	• **writes for a range of purposes and audiences** • uses suitable forms with appropriate features for different text types • introduces, develops and concludes paragraphs appropriately • **ensures the consistent and correct use of tense throughout a piece of writing** • **uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning** • **précises longer passages appropriately** • **proof reads writing for wider audience to ensure accuracy of spelling and punctuation**	• **spells words from the National Curriculum word list for Years 5 and 6** • **uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately** • **words using a hyphen to link a prefix to a route word** • **words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**	• **writes legibly and fluently and with increasingly efficient speed** • **knows which letters join and which writing implement is best suited to a task**