

# Key End Points - for end of year

# Subject: Writing



## Ready to Progress Criteria...

|               | Handwriting  | Spelling   | Composition  | Grammar   | Punctuation  |
|---------------|--|--|--|---|--|
| <b>Year R</b> | <ul style="list-style-type: none"> <li>I can write recognisable letters, most of which are correctly formed.</li> </ul>  | <ul style="list-style-type: none"> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write simple phrases and sentences that can be read by others.</li> </ul>   |   |  |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>I can form lower case letters in the correct direction, starting and finishing in the right place.</li> </ul>                       | <ul style="list-style-type: none"> <li>I can write from memory simple dictated sentences including the words taught so far (hold a sentence).</li> </ul>   | <ul style="list-style-type: none"> <li>I can plan my writing by saying what I am going to write about.</li> <li>I can sequence sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use 'and' to join ideas within a sentence.</li> <li>I can begin to use adjectives to add detail to my sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use a full stop accurately.</li> <li>I can use capital letters for the start of a sentence and names of people, places and days of the week.</li> </ul>   |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>I can use spacing between words that reflects the size of the letters.</li> </ul>   | <ul style="list-style-type: none"> <li>I can spell many common exception words.</li> </ul>   | <ul style="list-style-type: none"> <li>I can write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> </ul>  | <ul style="list-style-type: none"> <li>I can use co-ordination (e.g. or / and / but).</li> <li>I can use some subordination (e.g. when / if / that / because) to join clauses.</li> </ul>   | <ul style="list-style-type: none"> <li>I can demarcate most sentences in my writing with capital letters and full stops.</li> <li>I can use commas in lists and apostrophes.</li> <li>I can use question marks and exclamation marks correctly when required.</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>I understand which letters to join and which should be left un-joined.</li> </ul>   | <ul style="list-style-type: none"> <li>I can spell many identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>   | <ul style="list-style-type: none"> <li>I can compose a variety of simple and compound sentences and understand their impact on the reader.</li> <li>I can organise paragraphs around a theme.</li> </ul>   | <ul style="list-style-type: none"> <li>I can see where detail is added by the expansion of noun phrases.</li> <li>I can make adventurous word choices to engage my reader.</li> </ul>   | <ul style="list-style-type: none"> <li>I can make sure most of my sentences are correctly demarcated. (CL,FS, !, ? and “ ”)</li> </ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>I can write legibly and consistently in every piece of writing</li> </ul>   | <ul style="list-style-type: none"> <li>I can spell most of the Y3/4 common exception words.</li> </ul>   | <ul style="list-style-type: none"> <li>I can create and develop detailed plot lines which move my narrative on.</li> <li>I can plan and write pieces using organisational devices which support the genre.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use standard English most of the time.</li> <li>I can use a subordinate clause to make a complex sentence, which adds additional information.</li> </ul>   | <ul style="list-style-type: none"> <li>I can make sure most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause).</li> </ul>                      |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>I continue to produce legible joined handwriting in all areas of my learning.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use word families/root words to support my spellings.</li> <li>I can spell some commonly misspelt words from Year 5 and 6 word list.</li> </ul>                                   | <ul style="list-style-type: none"> <li>I can use deliberate vocabulary and sentence types to develop atmosphere in my writing.</li> <li>I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use relative clauses and relative pronouns.</li> <li>I can identify and edit cohesion and standard English errors independently through proofreading of my writing.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use all taught punctuation correctly in my sentences.</li> </ul>  |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>I can maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.</li> </ul> | <ul style="list-style-type: none"> <li>I can spell correctly the majority of the words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>I can write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>I can use the most effective range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> </ul> | <ul style="list-style-type: none"> <li>I can select vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul> | <ul style="list-style-type: none"> <li>I can use inverted commas, commas for clarity and punctuation for parenthesis. (mostly correctly)</li> <li>I can make some correct use of: semi-colons, dashes, colons and hyphens.</li> </ul>                                    |