

Writing End Points



E A R L Y Y E A R S F O U N D A T I O N S T A G E



Early Years Foundation Stage Statements:

- Use one-handed tools and equipment, such as scissors. •
- Show a preference for a dominant hand.
- Write recognisable letters, most of which are correctly formed.
- Hold a pencil effectively, with a comfortable grip, showing good control., allowing them to write fluently.
- To use core muscle strength, enabling them to sit appropriately at a table in preparation for writing.
- Use longer sentences to articulate their thoughts and ideas.
- Begin to connect some ideas together using connectives, with adult support.
- Begin to use the correct tense (Past, present or future) when talking about personal experiences.
- Learn and use new vocabulary.
- Spell words by identifying taught sounds, using phonic knowledge, and then writing the sound with the letter/s (Developing knowledge of phoneme-grapheme correspondence)
- Write short sentences with words with known letter-sound correspondences.
- With adult support, begin to use some capital letters and full stops.
- Be able to write their first name independently.

On completion of Foundation Stage, a young writer at Moor End will:

- Able to write their first name
- Be ready to write by being able to sit at a table for an appropriate length of time
- Developing an understanding of why we write and different ways of writing (E.g., A list for shopping, a story to entertain)
- Have good pencil control, with an appropriate grip
- Form most letters correctly to write words linked to known letter-sound correspondence
- Be excited by new words
- Explain ideas by communicating in longer sentences, using new language.

Writing End Points

END OF KEY STAGE 1



National Curriculum Objectives for KS1:

- Pupils should be taught to spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning 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 and add suffixes -ment, -ness etc
- learning to spell common exception words and more words with contracted forms and to use the possessive, singular apostrophe
- Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- Consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- 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. learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly, consistently including the progressive form subordination (using when, if, that, or because), co-ordination (using or, and, or but)

On completion of Key Stage 1, a young writer at Moor End will:

- Be excited to write and enjoy writing for a range of purposes
- Enjoy reading their work with peers and teachers
- Plan stories using a range of stimuli, including books they have read
- Be able to write a recount about known events
- Choose exciting words to make their writing interesting to read
- Form all letters correctly and begin to write letters of an appropriate size, understanding how to form ascenders and descenders
- Take pride in the presentation and composition of their work
- Use writing to express themselves, showing imagination and personality.

Writing End Points

END OF KEY STAGE 2



National Curriculum Objectives for KS2

- Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus. Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

On completion of Key Stage 2, a young writer at Moor End will:

- Be excited to write, using writing as an opportunity to express themselves, showing greater personality and flair
- Understand writing's place and importance in the wider world
- Write for a range of real-life purposes that will be encountered in the world beyond school
- Work both independently and collaboratively, to improve writing, correcting spelling and grammar errors
- Write fluently and at an appropriate pace, using consistently cursive handwriting
- Take pride in the presentation of each piece of written work
- Use writing to influence others, expressing thoughts, feelings and beliefs, to achieve a goal
- Choosing words, structures and punctuation to deliberately emphasise a point and serve a specific purpose
- Plan and write a range of stories, using books read and drawing upon models

Writing End Points



END OF KEY STAGE 2

National Curriculum Objectives for KS2

- Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register #
- proof-read for spelling and punctuation errors
- recognising vocabulary and structures that are appropriate for formal speech and writing, including sub-junctive forms
- using passive verbs and the perfect form and modal verbs to show possibility
- using expanded noun phrases to convey complicated information concisely
- using relative clauses beginning with who, which, where, when, whose, that
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity, using brackets, dashes or commas to show parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses and colons to introduce a list
- punctuating bullet points consistently

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