

## End Points for Writing



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing in non-fiction forms					
read own writing aloud clearly for others to hear and discuss	write about real events, recording these simply and clearly	write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)	write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)	write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

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Writing narratives					
orally rehearse sentences and sequence them to form short narratives	write simple, coherent narratives about personal experiences and those of others (real or fictional)	create settings, characters and plot in narrative†	create settings, characters and plot in narrative†	in narratives, describe settings, characters and atmosphere†	in narratives, describe settings, characters and atmosphere†
		use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	integrate dialogue in narratives to convey character and advance the action
			use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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)

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Cohesion					
join words and clauses with the conjunction 'and'	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next, underneath, with) for cohesion and to add detail	use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
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Verb tenses					
use past present and future accurately in speech and begin to incorporate these in their writing	use present and past tense mostly correctly and consistently	use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	use verb tenses consistently and correctly throughout most of their writing	use verb tenses consistently and correctly throughout their writing
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Sentence punctuation					
demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)	use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)	use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

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Spelling					
spell some common exception words* and the days of the week	spell many common exception words*	spell most common exception words*	spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings	spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary	spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
segment spoken words into phonemes and represent these by graphemes, spelling some words in a phonically plausible way	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible			

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Handwriting					
form many letters and digits correctly, with some difference between upper and lower-case letters	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant	write legibly and with increasing fluency, paying attention to size and spacing	write legibly, fluently and with increasing speed	maintain legibility in joined handwriting when writing at speed <sup>2</sup>
use spaces between words	use spacing between words that reflects the size of the letters	join letters with diagonal and horizontal strokes where appropriate <sup>2</sup>	maintain the use of joined handwriting <sup>2</sup> throughout independent writing		

## Common Exception Words

### Year One

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

## Year Two

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	



### Year Three and Four

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



## Year Five and Six

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	