

## St. Andrew's Writing End Points by Strand.

		<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Handwriting</b>	<b>WTS</b>		<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Use spacing between words.</p>	Form capital letters and lower case letters correctly	Write legibly (joining not required)	Write legibly (joining not required)	Write legibly (joining not required)
	<b>EXS</b>	Write recognisable letters, most of which are correctly formed.	Form many letters and digits correctly, with some difference between upper and lower-case letters.	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Increase the legibility, consistency and quality of handwriting (e.g. By ensuring that down-strokes of letters are parallel and equidistant)</p> <p>Join letters with diagonal and horizontal strokes where appropriate.</p>	<p>Write legibly and with increasing fluency, paying attention to size and spacing</p> <p>Maintain the use of joined handwriting throughout independent writing</p>	Write legibly, fluently and with increasing speed.	Maintain legibility in joined handwriting when writing at speed.
	<b>GDS</b>		Form most letters correctly.	Use the diagonal and horizontal strokes needed to join some letters.				

Based on the EYFS ELGs, National TAF for Y2/Y6 and the HfL TAF for Y1,3,4,5. Highlighted parts are additional points taken from the English National Curriculum for KS1 and KS2.

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<b>Spelling</b>	<b>WTS</b>		Segment many spoken words into phonemes and represent these by graphemes.  Spell some y1 common exception words.	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.  Spell some common exception words.	Use the range of punctuation taught up to and including y2 mostly correctly^  Use phonic knowledge and other knowledge of spelling to spell many words relating to the ks1 programme of study correctly.	Spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list*	Spell correctly common exception words and many words from y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
	<b>EXS</b>	Spell words by identifying sounds in them and representing the sounds with a letter of letters.	Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way.  Spell many common exception words and the days of the week.	Segment spoken words into phonemes and represent these graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  Spell many common exception words.	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 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
	<b>GDS</b>		Spell most y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words.	Spell most common exception words.  Add suffixes to spell most words correctly in their writing e.g. – ment, -nes, -ful, -less, -ly				

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		WTS	EXS	GDS
Cohesion and Sentence Structure		WTS	EXS	GDS
		WTS	EXS	GDS
WTS	How words can combine to make sentences.	Use co-ordination (e.g. Or / and / but) and some subordination (e.g. When / if / that / because) to join clauses		
EXS	Write simple phrases and sentences that can be read by others.	<p>Join words and clauses with the conjunction 'and'</p> <p>Use coordination e.g. Or/and/but and some subordination e.g. When/if/that/because to join clauses.</p> <p>Recognise different forms of sentences: Statement Question Exclamation Command</p> <p>Expanded noun phrases to describe and specify.</p>	<p>Use some: -conjunctions (e.g. and, because, when, even though), -adverbs (e.g. often, quickly, very, soon, next), -prepositions (e.g. next to, underneath, with) for cohesion and to add detail about time, place or cause</p>	<p>Use a range of conjunctions, adverbs (including fronted), prepositions and pronouns for cohesion, detail and clarity.</p> <p>(e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</p>
GDS	Join words and clauses with a variety of commonly used conjunctions e.g. And, but, because			<p>Begin to make choices about using sentences of different lengths and types</p>
YEAR 6				<p>Use a range of devices to build cohesion (e.g. Conjunctions, adverbials of time and place, pronouns, synonyms, ellipsis) within and across paragraphs</p> <p>The difference between structures typical of informal and formal speech and writing.</p> <p>Passive voice to affect the presentation of information.</p> <p>Expanded noun phrases to convey complicated information concisely????</p>

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		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Text Structure and Organisation</b>	WTS				Begin to use paragraphs  Non-narrative writing, use simple devices to structure the writing and support the reader (e.g. Headings)	Use paragraphs to organise ideas  In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. Headings, sub-headings, bullet points)	Use paragraphs to organise ideas  In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. Headings, sub-headings, bullet points, <b>columns or tables</b> )
	EXS			Headings and sub-headings to aid presentation.	Use paragraphs to organise ideas around a theme.		
	GDS			Use paragraphs			

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		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Punctuation</b>	<b>WTS</b>	<p>Single sentence with a capital letter and full stop.</p> <p>Recognise where spaces between words have been missed</p>	Demarcate some sentences with capital letters and full stops.	Use the range of punctuation taught up to and including Y2 mostly correctly <sup>^</sup>	Use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4	Use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
	<b>EXS</b>	<p>Demarcate many sentences using:</p> <ul style="list-style-type: none"> <li>-Capital letter</li> <li>-Full stop</li> <li>-Exclamation mark</li> <li>-Question mark</li> </ul> <p>Use spaces between words.</p>	<p>Demarcate most sentences in their writing with:</p> <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full stops</li> <li>-Question marks</li> <li>-Exclamation marks</li> </ul>	<p>Use the range of punctuation taught up to and including Y3 mostly correctly. See previous year groups, plus:</p> <p>Use speech punctuation correctly when following modelled writing</p>	<p>Use the range of punctuation taught up to and including Y4 mostly correctly. See previous year groups, plus:</p> <ul style="list-style-type: none"> <li>-Speech punctuation</li> <li>-Apostrophes to mark singular and plural possession.</li> <li>-Commas after fronted adverbials.</li> </ul>	<p>Use the range of punctuation taught up to and including Y5 mostly correctly. See previous year groups, plus:</p> <ul style="list-style-type: none"> <li>-Commas separating clauses.</li> <li>-Commas to clarify meaning or avoid ambiguity</li> <li>-Use brackets, dashes or commas for parenthesis</li> </ul>	<p>Use the range of punctuation taught at key stage 2 mostly correctly - see previous year groups, plus:</p> <ul style="list-style-type: none"> <li>-Use of the semi-colon , colon and dash to mark a boundary between clauses.</li> <li>-Use of colon to introduce a list and semi-colons in lists.</li> <li>-Bullet points in lists</li> <li>-Hyphens to avoid ambiguity.</li> </ul>
	<b>GDS</b>	<p>Use capital letters and full stops mostly correctly.</p> <p>Capital letters for personal pronoun</p>	<p>Use the punctuation taught at key stage 1 mostly correctly</p> <ul style="list-style-type: none"> <li>-Commas for lists</li> <li>-Apostrophes to show contracted forms.</li> <li>-Apostrophes to show possession</li> </ul>				<p>Begin to independently use punctuation<sup>^</sup> and sentence constructions to show the difference between formal and informal writing (e.g. Contractions in speech).</p>

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		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Verb Tenses</b>	<b>WTS</b>						
	<b>EXS</b>	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 of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.	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
	<b>GDS</b>						

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<b>Non-Fiction</b>	<b>WTS</b>	Say out loud what they are going to write about.		Write in a range of non-narrative forms	Write for a range of purposes	Write for a range of purposes	Write for a range of purposes
	<b>EXS</b>	Read own writing aloud for others to hear and discuss.	Write about real events, recording these simply and clearly.	Write for a range of real purposes and audiences, 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; 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)  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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	<b>GDS</b>	<p>Begin to write effectively and coherently for different purposes.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Editing – making simple:</p> <p>Additions Revisions Corrections</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Use detail and vocabulary to interest and engage the reader</p> <p>Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary)</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary).</p>	<p>Sustain and develop ideas within paragraphs</p> <p>Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. Rhetorical questions; interactions between characters; range of sentence constructions and types)</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literary language, characterisation, structure)</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>
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<b>Fiction</b>	<b>WTS</b>	Say out loud what they are going to write about.	Write sentences that are sequenced to form a short narrative (real or fictional).	Write simple, coherent narratives†	Create settings and characters in narrative	In narratives, describe settings and characters†	Write for a range of purposes
	<b>EXS</b>	<p>Read own writing aloud for others to hear and discuss.</p> <p>Orally rehearse sentences and sequence them to form short narratives.</p>	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	Create settings, characters and plot in narrative	<p>Create settings, characters and plot in narrative</p> <p>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)</p>	<p>In narratives, describe settings, characters and atmosphere†</p> <p>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</p> <p>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)</p>	<p>In narratives, describe settings, characters and atmosphere†</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>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)</p>

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## St. Andrew's Writing End Points by Strand.

<b>GDS</b>	<p>Begin to write effectively and coherently for different purposes.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Editing – making simple:</p> <p>Additions Revisions Corrections</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Use detail and vocabulary to interest and engage the reader</p> <p>Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary)</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Develop character through description, actions and dialogue</p> <p>Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary).</p>	<p>Sustain and develop ideas within paragraphs</p> <p>Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. Rhetorical questions; interactions between characters; range of sentence constructions and types)</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>
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## St. Andrew's Writing End Points by Strand.

Key Vocabulary	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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