

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

		YEAR N	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Handwriting									
	WTS	<p>Sometimes gives meaning to their drawings and paintings.</p> <p>Includes mark making and early writing in their play.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses a comfortable grip with good control when using a pencil.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols from left to right.</p>	<p>Holds a pencil using a tripod grip.</p> <p>Puts detail into their pictures ascribing meaning to the marks they make.</p> <p>Begins to show accuracy when drawing.</p> <p>Forms recognisable letters using anticlockwise movements with fluid movements.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form digits 0-9</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</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>	<p>Form capital letters and lower case letters correctly</p>	<p>Write legibly (joining not required)</p>	<p>Write legibly (joining not required)</p>	<p>Write legibly (joining not required)</p>

Based on the St. Andrew's EYFS Mid and End Point Assessment sheets (for Nursery and Reception) EYFS ELGs, National TAF for Y2/Y6 and the HfL TAF for Y1,3,4,5.  
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		Can draw lines and circles.							
	EXS	<p>Can write some letters from their own name.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>Uses lines and circles to draw with.</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begins to show care when drawing.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Form many letters and digits correctly, with some difference between upper and lower-case letters.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<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 and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Write legibly and with increasing fluency, paying attention to size and spacing. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Maintain the use of joined handwriting throughout independent writing</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Start to choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p>
	GDS			<p>Form most letters correctly.</p>	<p>Use the diagonal and horizontal strokes needed to join some letters and understand which letters, when adjacent to one another, are best left unjoined.</p>				

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Spelling		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	WTS	Writes labels using CVC sounds that have been taught.  Begin to write captions using CVC sounds that have been taught.  Writes some recognisable letters.	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*
	EXS	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

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	<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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Cohesion and Sentence Structure		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	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.	Join words and clauses with the conjunction 'and'	Use coordination e.g. Or/and/but and some subordination e.g. When/if/that/because to join clauses.  Recognise different forms of sentences: Statement Question Exclamation Command  Expanded noun phrases to describe and specify.	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	Use a range of conjunctions, adverbs (including fronted), 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  Relative clauses beginning with who, which, where, why or whose  Adverbs and modal verbs to show degree of possibility.	Use a range of devices to build cohesion (e.g. Conjunctions, adverbials of time and place, pronouns, synonyms, ellipsis) within and across paragraphs  The difference between structures typical of informal and formal speech and writing.  Passive voice to affect the presentation of information.  Expanded noun phrases to convey complicated information concisely????
	GDS		Join words and clauses with a variety of commonly used conjunctions e.g. And, but, because			Begin to make choices about using sentences of different lengths and types		

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Text Structure and Organisation		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	WTS	N/A See 'Fiction' and 'Non-fiction' statements below.	N/A See 'Fiction' and 'Non-fiction' statements below.		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	N/A See 'Fiction' and 'Non-fiction' statements below.	N/A See 'Fiction' and 'Non-fiction' statements below.	<b>Headings and sub-headings to aid presentation.</b>	<b>Use paragraphs to organise ideas around a theme.</b>		
	GDS	N/A See 'Fiction' and 'Non-fiction' statements below.	N/A See 'Fiction' and 'Non-fiction' statements below.	Use paragraphs			

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Punctuation		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	WTS	Single sentence with a capital letter and full stop.  Recognise where spaces between words have been missed	Demarcate some sentences with capital letters and full stops.	Use the range of punctuation taught up to and including Y2 mostly correctly^	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
	EXS	Demarcate many sentences using: -Capital letter -Full stop -Exclamation mark -Question mark  Use spaces between words.	Demarcate most sentences in their writing with: -Capital letters -Full stops -Question marks -Exclamation marks	Use the range of punctuation taught up to and including Y3 mostly correctly. See previous year groups, plus:  Use speech punctuation correctly when following modelled writing	Use the range of punctuation taught up to and including Y4 mostly correctly. See previous year groups, plus:  -Speech punctuation -Apostrophes to mark singular and plural possession. -Commas after fronted adverbials.	Use the range of punctuation taught up to and including Y5 mostly correctly. See previous year groups, plus:  -Commas separating clauses. -Commas to clarify meaning or avoid ambiguity -Use brackets, dashes or commas for parenthesis	Use the range of punctuation taught at key stage 2 mostly correctly - see previous year groups, plus:  -Use of the semi-colon , colon and dash to mark a boundary between clauses. -Use of colon to introduce a list and semi-colons in lists. -Bullet points in lists -Hyphens to avoid ambiguity.
	GDS	Use capital letters and full stops mostly correctly.  Capital letters for personal pronoun	Use the punctuation taught at key stage 1 mostly correctly  -Commas for lists -Apostrophes to show contracted forms. -Apostrophes to show possession			Begin to independently use punctuation^ and sentence constructions to show the difference between formal and informal writing (e.g. Contractions in speech).	Use the range of punctuation taught at key stage 2 correctly (see EXS) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

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Verb Tenses		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	WTS						
	EXS	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
	GDS						

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		<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>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>Non-Fiction</b>	<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>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<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>	Read own writing aloud for others to hear and discuss.  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  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)	In narratives, describe settings, characters and atmosphere†  Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description  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)	In narratives, describe settings, characters and atmosphere†  Integrate dialogue in narratives to convey character and advance the action  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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		Begin to write effectively and coherently for different purposes.	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.  Editing – making simple:  Additions Revisions Corrections	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  Use detail and vocabulary to interest and engage the reader  Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  Develop character through description, actions and dialogue  Improve the effect of their writing by making changes when editing (e.g. Re-ordering sentences and adapting vocabulary).	Sustain and develop ideas within paragraphs  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)	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)  Distinguish between the language of speech and writing and choose the appropriate register  Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
	<b>GDS</b>						

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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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