



Writing end points

	Transcription	Composition
Rec	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Segment to spell words representing the sounds with GPCs they have learnt. 	<ul style="list-style-type: none"> • Able to write their first name. • Write simple phrases and sentences that can be read by others • Orally rehearse their writing.
Year 1	<ul style="list-style-type: none"> • Consistently use capital letters and full stops • consistently uses tripod grip to hold a pencil correctly. • use their taught GPCs to write words in ways which match their spoken sounds • Mostly form lower and upper case letters correctly including digits • Be able to spell Year 1 common exception words linked to FFT including days of the week. • Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> • Orally rehearse a sentence before writing. • Use the joining word and • Use capital letters for proper nouns • Sequence sentences to form short narratives.
Year 2	<ul style="list-style-type: none"> • Spell many common exception words correctly • Spell many GPCs correctly. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Consistently form lower- and upper-case letters including digits of the correct size, orientation and relationship to one another. 	<ul style="list-style-type: none"> • Writing for a range of purposes • Plan / orally rehearse what they are going to write about including using new vocabulary. • Use exclamation marks, question marks, commas for lists and apostrophes for possession and contraction • Use expanded noun phrases to describe and specify. • use co-ordination (e.g., or/ but) and some subordination (e.g., when / if / that / because) to join clauses • Rereading to check their writing makes sense for errors in spelling.
Year 3	<ul style="list-style-type: none"> • Mostly use diagonal and horizontal strokes to join letters. 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally which progressively build a varied and rich vocabulary

	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Spell many common exception words correctly including further homophones. 	<ul style="list-style-type: none"> • Use paragraphs to organise writing around a theme • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using conjunctions, adverbs and prepositions to express time and cause • Use simple organisational devices for example subheadings. • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements. • read aloud their own writing, to a group or the whole class
Year 4	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters • use the first two or three letters of a word to check its spelling in a dictionary • Spell many common exception words correctly • write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue) and progressively build a varied and rich vocabulary and an increasing range of sentence structures • use direct speech correctly and punctuate reporting clauses correctly. • Use fronted adverbials • using prepositional phrases and adverbs to add detail • Use a range of subordinating and coordinating conjunctions in different places within a sentence. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the spelling and punctuation errors.
Year 5	<ul style="list-style-type: none"> • Spell many common exception words correctly • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the spelling and meaning of words • Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> • use further organisational and presentational devices to structure texts and to guide the reader. • use relative clauses effectively • vary the position of subordinating clauses so they come at the middle, beginning or end of the sentence. • use modal verbs to suggest degrees of possibility • use a larger range of sophisticated subordinating conjunctions. • use colons to start a list • use punctuation for parenthesis (brackets, commas and dashes)

		<ul style="list-style-type: none"> • proofread for spelling, tense and punctuation errors • Assesses the effectiveness of their own and others' writing
Year 6	<ul style="list-style-type: none"> • Spell many common exception words correctly (including words with 'silent' letters) • use a thesaurus • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Maintain legible and high quality joined handwriting when writing at speed 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • create atmosphere, and integrate dialogue to convey character and advance the action • Accurately use semi colons and colons to mark boundaries between independent clauses • Punctuate using bullet points • Use hyphens to avoid ambiguity • Write using the passive voice to affect the presentation of information in a sentence • Edit work through changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Perform compositions, using appropriate intonation, volume, and movement.