



**Bury and Whitefield**

JEWISH PRIMARY SCHOOL

## **English Writing**

### **End Points**

#### **Our Curriculum Celebrates**

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

**English Writing End Points**

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To develop an effective pencil grip.</li> <li>To give meaning to the marks that they make.</li> <li>To begin to write recognisable letters.</li> <li>To be able to write their own name.</li> </ul>	<ul style="list-style-type: none"> <li>To use an effective tripod grip.</li> <li>To write recognisable letters, most of which are correctly formed.</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>To write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>To form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>To apply Y1 spelling rules and guidance.</li> <li>To plan writing by saying what they are going to write about.</li> <li>To sequence sentences to make a simple story.</li> <li>To use 'and' to join ideas within a sentence.</li> <li>To begin to use adjectives to</li> </ul>	<ul style="list-style-type: none"> <li>To use spacing between words that reflects the size of the letters.</li> <li>To spell many common exception words.</li> <li>To apply further Y2 spelling rules and guidance.</li> <li>To write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>To use co-ordination (e.g. or/and/but).</li> <li>To use some subordination (e.g. when/ if/ that/ because) to join clauses.</li> <li>To demarcate most sentences in their writing with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>To understand which letters to join and which should be left unjoined.</li> <li>To spell many of the Y3 and Y4 statutory spelling words correctly.</li> <li>To compose a variety of simple and compound sentences and understand their impact on the reader.</li> <li>To organise paragraphs around a theme.</li> <li>To add detail to writing by the expansion of noun phrases.</li> <li>To make adventurous word choices to engage my reader.</li> <li>To demarcate most of my sentences correctly using capital letters, full stops, question</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly and consistently in the majority of pieces of writing.</li> <li>To spell most of the Y3 and Y4 statutory spelling words correctly.</li> <li>To create and develop detailed plot lines which move the narrative on.</li> <li>To plan and write pieces using organisational devices which support the genre.</li> <li>To use standard English most of the time.</li> <li>To use a subordinate clause to make a complex sentence, which adds additional information.</li> <li>To correctly demarcate all sentences with a capital letter and full stop, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To produce legible joined handwriting in all pieces of writing.</li> <li>To use word families/ root words to support my spellings.</li> <li>To spell many of the Y5 and Y6 statutory spelling words correctly.</li> <li>To use deliberate vocabulary and sentence types to develop atmosphere in their writing.</li> <li>To manage shifts in place and time effectively using adverbs, conjunctions and prepositions.</li> <li>To use relative clauses and pronouns.</li> <li>To identify and edit cohesion and standard English errors independently</li> </ul>	<ul style="list-style-type: none"> <li>To maintain legibility in joined handwriting when writing at speed.</li> <li>To spell correctly the majority of the Y5 and Y6 statutory spelling words.</li> <li>To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>To write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>To use the most effective range of devices to build cohesion (e.g.</li> </ul>

		<p>add detail to my sentences.</p> <ul style="list-style-type: none"> <li>• To use a full stop accurately.</li> <li>• To use capital letters for the start of a sentence, names of people, places and days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• To use question marks correctly when required.</li> </ul>	<p>marks and exclamation marks.</p> <ul style="list-style-type: none"> <li>• To begin to use inverted commas to punctuate speech.</li> </ul>	<ul style="list-style-type: none"> <li>• To correctly demarcate most sentences with the appropriate punctuation (e.g. question mark, exclamation mark, commas for a list, comma after a fronted adverbial).</li> <li>• To begin to use commas for subordinate and reported clauses.</li> </ul>	<p>through proofreading.</p> <ul style="list-style-type: none"> <li>• To use all taught punctuation correctly in majority of writing.</li> </ul>	<p>conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <ul style="list-style-type: none"> <li>• To select vocabulary and grammatical structures that reflect what the writing requires.</li> <li>• To use, mostly correctly, inverted commas, commas for clarity and punctuation for parenthesis.</li> <li>• To make some correct use of semi-colons, dashes, colons and hyphens.</li> </ul>
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