



Key End Points - for end of year

Subject: Writing

Ready to Progress Criteria...

EYFS	
Handwriting	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.
Spelling	<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Composition	<ul style="list-style-type: none">• Write simple phrases and sentences that can be read by others.



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Year One	
Handwriting	
<ul style="list-style-type: none">I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks).	
Spelling	
<ul style="list-style-type: none">I write from memory simple dictated sentences including the words taught so far (hold a sentence).	
Composition	
<ul style="list-style-type: none">I can plan my writing by saying what I am going to write about.I sequence sentences.	
Grammar	
<ul style="list-style-type: none">I use 'and' to join ideas within a sentence.I begin to use adjectives to add detail to my sentences.	
Punctuation	
<ul style="list-style-type: none">I use a full stop accurately.I use capital letters for the start of a sentence and names of people, places and days of the week..	



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Year Two	
Handwriting	
	<ul style="list-style-type: none">• Use spacing between words that reflects the size of the letters.
Spelling	
	<ul style="list-style-type: none">• Spell many common exception words.
Composition	
	<ul style="list-style-type: none">• Write simple, coherent narratives about personal experiences and those of others (real or fictional).
Grammar	
	<ul style="list-style-type: none">• Use co-ordination (e.g. or / and / but).• Use some subordination (e.g. when / if / that / because) to join clauses.
Punctuation	
	<ul style="list-style-type: none">• Demarcate most sentences in their writing with capital letters and full stops.• Use question marks correctly when required.

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Year Three	
Handwriting	
<ul style="list-style-type: none"> I understand which letters to join and which should be left un-joined. 	
Spelling	
<ul style="list-style-type: none"> I spell many identified commonly misspelt words from the Year 3 and 4 word list. 	
Composition	
<ul style="list-style-type: none"> I compose a variety of simple and compound sentences and understand their impact on the reader. I can organise paragraphs around a theme. 	
Grammar	
<ul style="list-style-type: none"> Detail is added by the expansion of noun phrases. I make adventurous word choices to engage my reader. 	
Punctuation	
<ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (CL,FS, !, ? and “ ”). 	

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Year Four	
Handwriting	
<ul style="list-style-type: none"> I can write legibly and consistently in every piece of writing. 	
Spelling	
<ul style="list-style-type: none"> Spells most of the Y3/4 common exception words. 	
Composition	
<ul style="list-style-type: none"> I can create and develop detailed plot lines which move my narrative on. I can plan and write pieces using organisational devices which support the genre. 	
Grammar	
<ul style="list-style-type: none"> I can use standard English most of the time. I can use a subordinate clause to make a complex sentence, which adds additional information. 	
Punctuation	
<ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause). 	

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Year Five	
Handwriting	
<ul style="list-style-type: none"> I continue to produce legible joined handwriting in all areas of my learning. 	
Spelling	
<ul style="list-style-type: none"> I can use word families/root words to support my spellings. I can spell some commonly misspelt words from Year 5 and 6 word list. 	
Composition	
<ul style="list-style-type: none"> I can use deliberate vocabulary and sentence types to develop atmosphere in my writing. I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions. 	
Grammar	
<ul style="list-style-type: none"> I can use relative clauses and relative pronouns. I can identify and edit cohesion and standard English errors independently through proofreading of my writing. 	
Punctuation	
<ul style="list-style-type: none"> I can use all taught punctuation correctly in my sentences. 	

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Year Six	
Handwriting	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed, choosing whether or not to join specific letters.
Spelling	<ul style="list-style-type: none"> Spell correctly the majority of the words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
Composition	<ul style="list-style-type: none"> Write effectively for a wide range of purposes and audiences, selecting language that shows good awareness of the reader. Use the most effective range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
Grammar	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this 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).
Punctuation	<ul style="list-style-type: none"> Use mostly correctly: inverted commas, commas for clarity and punctuation for parenthesis. Make some correct use of: semi-colons, dashes, colons and hyphens.