

Writing End Points Davyhulme Primary School

Year	Composition	Grammar	Punctuation	Spelling/Word	Handwriting
Reception	<p>I can write simple phrases and sentences that can be read by others.</p> <p>I can engage in extended conversations about stories.</p> <p>I can develop complex stories using small world equipment.</p>		<p>I can begin to use capital letters and full stops to demarcate sentences.</p>	<p>I can spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p>	<p>I can hold a pencil effectively in preparation for fluent handwriting – using the tripod grip.</p> <p>I can write recognisable letters, most of which are correctly formed.</p>
Year 1	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with my teacher or peers.</p>	<p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can use age-appropriate grammatical terminology to discuss writing.</p>	<p>I can leave spaces between words.</p> <p>I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>I can spell words containing each of the 40+ phonemes that I know.</p> <p>I can spell the common exception words.</p> <p>I can spell the days of the week.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can use the prefix un- to change the meaning of words.</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families' (letters that are formed in similar</p>

	<p>I can read aloud my writing clearly enough to be heard by my peers and my teacher.</p>			<p>I can add suffixes: -s – es and -ing, -ed, -er, and -est to a root word.</p> <p>I can write from memory simple sentences dictated by my teacher that include words using the GPCs and common exception words taught so far.</p>	<p>ways) and I can practice these.</p>
<p>Year 2</p>	<p>I can write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>I can write about real events.</p> <p>I can write poetry.</p> <p>I can write for different purposes.</p> <p>Before I begin to write, I can plan or say out loud what I am going to write about.</p> <p>Before writing, I can write down ideas and/or key words,</p>	<p>I can use verbs to indicate time correctly and consistently.</p> <p>I can proof-read my writing to check for errors in spelling, grammar and punctuation.</p> <p>I can use coordination (e.g. or/and/but).</p> <p>I can use some subordination (e.g. when, if, that, because) to join clauses.</p> <p>I can use some expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I can use commas to separate items in a list.</p> <p>I can use the possessive apostrophe (singular).</p>	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>I can spell some common exception words.</p> <p>I can spell contracted forms correctly using an apostrophe.</p> <p>I can show singular possession using an apostrophe.</p> <p>I can distinguish between some</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can start to use of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that</p>

	<p>including new vocabulary.</p> <p>Before writing, I can encapsulate what I want to say, sentence by sentence.</p> <p>I can use present and past tense mostly correctly and consistently (including the progressive form e.g. she is drumming).</p> <p>I can edit and improve my writing by making simple additions, revisions and corrections.</p> <p>I can evaluate my writing with my teacher and my peers.</p> <p>I can re-read my writing to check it makes sense.</p>	<p>I can use sentences with different forms in my writing (e.g. statements, questions, exclamations and commands).</p> <p>I can use age-appropriate grammatical terminology to discuss writing.</p>		<p>homophones and near homophones.</p> <p>I can add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly.</p> <p>I can write from memory simple sentences dictated by my teacher that include words using the GPCs and common exception words taught so far.</p> <p>I can use apostrophes to mark where letters are missing in spelling</p>	<p>reflects the size of the letters.</p>
<p>Year 3</p>	<p>I can plan my writing by looking at models to learn about their structure, vocabulary and grammar (shared texts).</p>	<p>I can make correct use of determiners (a or an) according to whether the next word begins with a vowel or consonant.</p> <p>I can begin to use conjunctions to</p>	<p>I can begin to use inverted commas to punctuate direct speech.</p> <p>I can proof-read for punctuation errors.</p>	<p>I can form nouns by using a range of prefixes: super-, anti-, auto-.</p> <p>I can use the first two letters of a word to check its spelling in a dictionary.</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters.</p> <p>I understand which letters, when adjacent to one another, are best left un-joined.</p>

	<p>I can discuss and record my ideas when planning my writing.</p> <p>I can compose and rehearse my sentences orally, building a rich vocabulary and an increasing range of sentence structures (as modelled in the shared text and during shared writing).</p> <p>I can begin to organise my paragraphs around a theme.</p> <p>I can write narratives by creating settings, characters and plot.</p> <p>I can write non-narratives by using simple organisational devices (for example: headings and sub-headings).</p> <p>I can evaluate, edit and improve my writing and that of my peers by assessing the effectiveness of a particular piece.</p>	<p>express time, place and cause (for example: when, before, after, while, so, because).</p> <p>I can begin to use adverbs to express time, place and cause (for example: then, next, soon, therefore).</p> <p>I can begin to use prepositions to express time, place and cause (for example: before, after, during, in, because of).</p> <p>I can begin to use the present perfect form of verbs instead of the simple past tense (for example: 'He has gone out to play' contrasted with, 'He went out to play.')</p> <p>I can use and understand the Year 3 grammatical terminology.</p>		<p>I can begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble.</p> <p>I can spell many identified commonly misspelt words from the Year 3 and Year 4 word list.</p> <p>I can write from memory simple sentences that include words and punctuation taught so far.</p> <p>I can recognise and spell some more homophones, building on work in Year 2.</p> <p>I can identify the root in longer words.</p> <p>I can proof-read for spelling errors.</p> <p>I can indicate possession by using the possessive</p>	<p>I can join all letters using diagonal and horizontal strokes with consistency and accuracy in terms of size.</p> <p>I can increase the legibility, consistency and quality of my handwriting (ensuring downward strokes are parallel and equidistant).</p>
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	<p>I can evaluate and edit a piece of writing by proposing changes to grammar and vocabulary to improve consistency.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>			<p>apostrophe with singular nouns and regular and irregular plurals (e.g. the boys' coats, the children's bags).</p>	
<p>Year 4</p>	<p>I can further develop my ability to plan my writing by looking at models to learn about their structure, vocabulary and grammar (shared texts). This is building on my work in Year 3.</p> <p>I can draft and write using increasingly varied vocabulary, grammar and sentence structures.</p> <p>I can continue to organise paragraphs around a theme. I am beginning to link them when appropriate to create cohesion.</p>	<p>I can use standard verb forms mostly correctly (e.g. we were instead of we was, I did instead of I done).</p> <p>I know the grammatical differences between plural and possessive -s (e.g. boys and boy's/boys').</p> <p>I can write expanded noun phrases by adding adjectives as well as nouns and preposition phrases (e.g. the teacher expanded to : the strict maths teachers with curly hair).</p>	<p>I can accurately use inverted commas to punctuate direct speech.</p> <p>I know that I also need to add additional punctuation when indicating direct speech (for example: a comma after the reporting clause).</p> <p>I can use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>I can use a comma after a fronted adverbial.</p>	<p>I can use further prefixes and suffixes and can add them to root words, building on my work in Year 3.</p> <p>I can use the apostrophe for omission (contractions).</p> <p>I can use the possessive apostrophe (singular and plural/regular and irregular nouns).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can continue to accurately spell words</p>	<p>I can refine and improve my use of diagonal and horizontal strokes that are needed to join letters.</p> <p>I have a firm understanding of which letters, when adjacent to one another, are best left un-joined.</p> <p>I can increase the legibility/consistency/quality of handwriting (lines spaced, ascenders/descenders not touching).</p>

	<p>In narratives, I can write increasingly effective and complex settings, characters and plot.</p> <p>When writing non-narratives, I can use simple organisational devices with increasing effect, such as: headings, sub-headings and bullet points.</p> <p>I can assess the effectiveness of my own and others' writing and suggest I improvements.</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can continue to proof-read for spelling and punctuation errors.</p>	<p>I can use fronted adverbials followed by commas: e.g. Later that day, I heard the bad news.</p> <p>I can choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>I can use and understand the Year 4 grammatical terminology.</p> <p>I can use a range of sentences which have more than one clause.</p>	<p>I can write from memory sentences dictated by my teacher that include words and punctuation taught so far.</p>	<p>that are often misspelt from Y3/4 word list.</p> <p>I can recognise and spell further homophones, building on previous work.</p> <p>I can write from memory sentences dictated by my teacher that include words and punctuation taught so far.</p>	
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<p>Year 5</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing.</p> <p>I can plan my writing by selecting the appropriate form and using other similar writing as models for my own (e.g. sample texts, text type prompts and scaffolds).</p> <p>I can plan my writing by noting and developing my initial ideas, drawing on reading and research where necessary (e.g. model texts).</p> <p>When planning narratives, I can consider how authors have developed characters and setting (sample texts).</p> <p>I can draft and write by selecting the appropriate grammar and vocabulary for meaning and impact.</p>	<p>I can recognise relative clauses beginning with: who, which, where, when, whose, that.</p> <p>I can use relative clauses in my writing.</p> <p>I can use modal verbs (for example: might, should, will, must) and adverbs (for example: perhaps, surely) to indicate degrees of possibility.</p> <p>I can use adverbials of time, place and number to link ideas across paragraphs. For example: later, secondly.</p> <p>I can use the correct use of tense consistently throughout a piece of writing.</p> <p>I can ensure correct subject and verb agreement when using singular and plural.</p>	<p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can spell some words with silent letters.</p> <p>I can use further prefixes and suffixes. I can understand and can add them to root words (applying guidelines). For example: Verbs using suffixes – ate, -ise, -ify. Verbs using prefixes – dis-, de-, mis-, over-, re-.</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I can confidently use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary.</p> <p>I can begin to use a thesaurus for alternative word choices.</p> <p>I can spell many of the commonly mis-spelt</p>	<p>I can write legibly, fluently and with increasing speed and consistency.</p> <p>I can maintain legibility in joined handwriting when writing at speed.</p> <p>I can choose the handwriting that is best suited for a specific task.</p>
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	<p>I understand how choices can change and enhance meaning.</p> <p>In narratives, I can describe settings, characters and the atmosphere.</p> <p>I can integrate dialogue to convey character and to advance the action.</p> <p>I can use a range of devices to build cohesion within and across paragraphs, such as adverbials of time.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (for example: headings, bullet points, underlining).</p> <p>I can continue to edit and improve a piece of writing.</p> <p>I can propose some changes necessary to vocabulary, grammar</p>	<p>I can use and understand the Year 5 grammatical terminology.</p>		<p>words from the Year 5/6 list.</p> <p>I can proof-read my work for spelling and punctuation errors.</p>	
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	and punctuation to enhance effects and clarify meaning.				
Year 6	<p>I can write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (for example, the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>In narratives, I can describe complex and effective settings, characters and atmosphere.</p> <p>I can skillfully integrate dialogue in narratives to convey character and to advance the action.</p> <p>I can effectively use a range of devices to build cohesion (for example, repetition of a word/phrase, layout devices such as bullet points, adverbials, ellipses, conjunctions,</p>	<p>I know how to use the passive voice to affect the presentation of information in a sentence (for example: I broke the window in the greenhouse versus The window in the greenhouse was broken.</p> <p>I understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he? Or, the use of subjunctive forms such as If I were or Were they to come, used in very formal writing).</p> <p>I can use verb tenses consistently and correctly throughout my writing.</p>	<p>I can use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining here; I'm fed up).</p> <p>I can use the colon to introduce a list.</p> <p>I can use semi-colons within lists.</p> <p>I can use punctuation of bullet points to list information.</p> <p>I know how hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover).</p> <p>I can use the range of punctuation taught at Key Stage 2 mostly accurately.</p>	<p>I can confidently use a dictionary to check the spelling and meaning of uncommon or more ambitious vocabulary.</p> <p>I can routinely use a thesaurus to select impactful and ambitious words. I can use these in the right context.</p> <p>I can spell most of the commonly mis-spelt words from the Year 5/6 list.</p> <p>I can confidently and accurately proof-read my work for spelling and punctuation errors.</p> <p>I know how words are related by meaning as synonyms and antonyms (for examples: big, large, little).</p>	<p>I can maintain legibility in joined handwriting when writing at speed.</p> <p>I can select the appropriate font and instrument needed to write.</p>

	<p>pronouns, synonyms) within and across paragraphs.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader.</p> <p>I can maintain a convincing viewpoint throughout a piece of writing.</p> <p>I can confidently and effectively evaluate and edit a piece of writing by proof-reading and making changes to vocabulary, grammar and spelling.</p>				
<p>Year 6 Greater Depth</p>	<p>To work at greater depth, I will: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing.</p>	<p>To work at greater depth, I will exercise an assured and conscious control over levels of formality particularly through skilfully manipulating grammar and vocabulary to achieve this.</p>	<p>To work at greater depth, I will use the range of punctuation taught at Key Stage 2 confidently and correctly (for example, semi-colons, dashes, colons, hyphen) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>		