



EYFS and KS1 English End Points – Writing



	Reception		Year 1	Year 2
Composition	<p>Use and understand recently introduced vocabulary.</p> <p>During discussions and sharing of information speak clearly being aware of the listener.</p> <p>Retell simple stories with or without props.</p> <p>Begin to innovate simple stories like traditional tales.</p> <p>Sing songs and nursery rhymes.</p> <p>Continue a rhyming string.</p>	Autumn	<p>Children can compose a sentence orally before writing, including noun and adjective.</p> <p>Children can discuss what they have written with the teacher or other children.</p> <p>Children can re-reads what they have written to check that it makes sense and are beginning to be able to put things right if it doesn't. Children can write from memory simple dictated sentences that include words using the GPCs and common exception words taught.</p>	<p>Children can consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocabulary, encapsulating ideas sentence by sentence.</p> <p>Children can usually say or record in writing or pictorially their ideas for writing.</p>
		Spring	<p>Children can sequence ideas appropriately to form short narratives or recount events, considering the order in which they happen.</p>	<p>Children can write simple coherent narratives, simple poems and simple recounts of real experiences and those of others (real or fictional) for different purposes; some evidence of writing stamina.</p> <p>Children can read their writing aloud with expression to make the meaning clear.</p>
		Summer	<p>Children can re-reads what they have written to check that it makes sense and are beginning to be able to put things right if it doesn't. Children can write from memory simple dictated sentences that include words using the GPCs and common exception words taught.</p>	<p>Children can make simple additions, revisions and corrections to writing by proof reading to check it makes sense and to check spelling, grammar and punctuation.</p> <p>Children can write from memory, simple dictated sentences including the words and punctuation taught.</p>



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<p>Vocabulary, Grammar and Punctuation</p> <p>Invent, adapt and recount narratives with their peers and their teachers.</p> <p>Use a capital letter for the start of their name. Use a capital letter for the pronoun 'I'.</p> <p>Begin to use finger spaces and full stops.</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>Express their ideas and feelings using full sentences, including past, present and future tenses and making use of conjunctions with support.</p>	<p>Autumn</p> <p>Children can leave spaces between words.</p> <p>Children can punctuate sentences with full stops and capital letters at the beginning of a sentence.</p> <p>Children can recognise nouns (singular and plural) as objects, people, places and use them appropriately.</p> <p>Children understand and use the term 'adjective' and use to describe a noun.</p> <p>Children recognise verbs as action/doing words and use them appropriately.</p>	<p>Children confidently demarcates simple and compound sentences accurately with capital letters and full stops and uses question marks and exclamation marks as alternatives to the full stop when required.</p> <p>Children can usually use expanded noun phrases to describe and specify</p> <p>Children can usually use adjective, verb and adverb.</p> <p>Children can consistently make the correct choice in use of present and past tense.</p> <p>Children begin to use speech mark</p> <p>Children can begin to use 4 sentence types; statements, questions, exclamation sentences and commands and punctuate mostly correctly.</p>
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		Spring <p>Children can leave spaces between words.</p> <p>Children can punctuate sentences with full stops and capital letters at the beginning of a sentence.</p> <p>Children can recognise nouns (singular and plural) as objects, people, places and use them appropriately.</p> <p>Children understand and use the term 'adjective' and use to describe a noun.</p> <p>Children recognise verbs as action/doing words and use them appropriately.</p>	<p>Children begin to use commas in lists.</p> <p>Children can deploy apostrophes accurately for contractions and to show possession.</p> <p>Children can use, with some consistency, coordination e.g or/and/but to join clauses.</p> <p>Children can correctly use 4 sentence types; statements, questions, exclamation sentences and commands and punctuate correctly.</p>
		Summer <p>Children can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation appropriately.</p> <p>Children can use accurate sentence demarcation across a range of dictated and independent writing.</p> <p>Children use age-appropriate grammatical terminology to discuss writing</p>	<p>Children are consistent in accurate sentence demarcation across a range of dictated and independent writing.</p> <p>Children can use , with some consistency, coordination e.g or/and/but and some subordination e.g when/if/that/because to join clauses</p> <p>Children use age-appropriate grammatical terminology to discuss writing.</p> <p>Children can, with some consistency, correctly use features of standard written English.</p>
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Autumn <p>Children can name the letters of the alphabet in order.</p> <p>Children can use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Children can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible.</p> <p>Children can spell many common exception words (listed within the spelling appendix to the national curriculum)</p>



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	<p>Write some irregular common words.</p>	<p>Spring</p> <p>Children can name the letters of the alphabet in order.</p> <p>Children can use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Children can show singular possession using an apostrophe.</p> <p>Children can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly</p>
		<p>Summer</p> <p>Children can spell words containing each of the 40+ phonemes taught.</p> <p>Children can independently use the prefix un to change the meaning of words</p> <p>Children can independently, but with some inconsistencies, spell regular plurals adding s and es</p> <p>Children can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly</p>	<p>Children can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly.</p> <p>Children can spell contracted forms correctly using an apostrophe.</p> <p>Children can spell a few common homophones and distinguish between homophones and near homophones.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting</p>	<p>Hold a pencil effectively for fluent writing (tripod grip in almost all cases)</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Autumn</p> <p>Children can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.</p> <p>Children can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Children can form capital letters and digits 0-9</p>	<p>Children can leave appropriately sized spaces between words that reflect the size of the letters.</p> <p>Children can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Children will be able to use 'lead in' lines for most lower-case letters.</p>
	<p>Write recognisable letters, most of which are correctly formed.</p>	<p>Spring</p> <p>Children understand which letters belong to which handwriting 'families'.</p>	<p>Children can draft and write using increasingly varied vocabulary and grammar.</p>



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		Summer Children begin to use 'lead in lines' as a precursive style. Children will start each letter at the line with a 'lead in' stroke.	Children will join most letters in a cursive style.
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