

## ENGLISH – Writing – KS2 End Points

WRITING COMPOSITION	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to <b>PLAN</b> their writing by...	<ul style="list-style-type: none"> <li>Begin discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Develop discussion skills and different ways of recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>Able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Able to discuss ideas and different ways of recording these ideas</li> </ul>	<ul style="list-style-type: none"> <li>Develop identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Able to note and develop initial ideas, drawing on reading and research where necessary</li> <li>When writing narratives, develop ability to consider how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Consistently able to note and develop initial ideas, drawing on reading and research where necessary</li> <li>When writing narratives, able to consider how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul>
Pupils should be taught to <b>DRAFT</b> and <b>WRITE</b> by...	<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2 – link to ALAN PEAT sentences to show progression?</a>)</li> <li>mostly organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2 – link to ALAN PEAT sentences to show progression?</a>)</li> <li>consistently organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>develop the ability to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, to describe settings, characters and atmosphere and integrating dialogue to begin to convey character and advance the action</li> <li>begin to precise longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader such as</li> </ul>	<ul style="list-style-type: none"> <li>consistently able to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>able to precise longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader such as</li> </ul>

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			headings, bullet points, underlining	headings, bullet points, underlining
Pupils should be taught to <b>EVALUATE</b> and <b>EDIT</b> by...	<ul style="list-style-type: none"> <li>beginning to assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>beginning to proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>able to assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>able to proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>able to assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>able to assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
	<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>accurately proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

## ENGLISH – Writing – KS2 End Points

VOCABULARY, GRAMMAR and PUNCTUATION	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to develop their <b>understanding of the concepts</b> set out in English Appendix 2 by:	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)</li> <li>begin using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>begin using fronted adverbials</li> <li>learning the grammar for Year 3 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>able to accurately use the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>consistently using conjunctions, adverbs and prepositions to express time and cause accurately</li> <li>consistently using fronted adverbials accurately</li> <li>learn the grammar for Year 4 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>begin using passive verbs to affect the presentation of information in a sentence</li> <li>begin using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for Year 5 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>accurately use passive verbs to affect the presentation of information in a sentence</li> <li>consistently use the perfect form of verbs to mark relationships of time and cause accurately</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>consistently using modal verbs or adverbs to indicate degrees of possibility accurately</li> <li>consistently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun accurately</li> <li>learning the grammar for Year 6 in English Appendix 2</li> </ul>
Pupils should be taught to indicate <b>grammatical and other features</b> by...			<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>consistently using commas to clarify meaning or avoid ambiguity in writing accurately</li> <li>consistently using hyphens to avoid ambiguity</li> <li>consistently using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries</li> </ul>



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			<ul style="list-style-type: none"> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>	<p>between independent clauses</p> <ul style="list-style-type: none"> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>
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HANDWRITING	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to...	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>		<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	