English Writing - End Points

EARLY YEARS FOUNDATION STAGE

Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
	Literacy	• Write some letters accurately.
Reception	Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	• Form lower case and capital letters correctly.
ELG	Physical Development	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	• Write recognisable letters, most of which are correctly formed.

Writing: Composition		
Planning, Writing and Editing		
Three and Four-Year-Olds	Communication and Language	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
	Expressive Arts and Design	• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses,etc.
Reception	Communication and Language	• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	• Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
	Expressive Arts and Design	• Develop storylines in their pretend play.

By the end of Foundation Stage a young writer at Mytham will ...

- Begin to see themselves as writers
- See a purpose to writing whether it is to entertain, to remember, to learn or instruct
- Be excited by new words
- Be able to retell a story to entertain
- Be physically ready to write
- Share their own ideas for stories and maybe act them out with props and toys
- Solve problems and explain their ideas by communicating orally in longer sentences

English Writing - End Points

EARLY YEARS FOUNDATION STAGE

Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		• Use longer sentences of four to six words.
Reception	Communication and Language		• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense			
Three and Four-Year-Olds	Communication and Language		• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Transcription Spelling Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception	Literacy	• Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

By the end of Foundation Stage a young writer at Mytham will ...

- Begin to see themselves as writers
- See a purpose to writing whether it is to entertain, to remember, to learn or instruct
- Be excited by new words
- Be able to retell a story to entertain
- Be physically ready to write
- Share their own ideas for stories and maybe act them out with props and toys
- Solve problems and explain their ideas by communicating orally in longer sentences

English Writing - End Points

E n d o f K e y S t a g e O n e

National Curriculum Objectives for KS1

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and add suffixes –ment, -ness etc
- learning to spell common exception words and more words with contracted forms and to use the possessive, singular apostrophe

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation
- read aloud what they have written with appropriate intonation to make the meaning clear.
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly, consistently including the progressive form subordination (using when, if, that, or because), co-ordination (using or, and, or but)

By the end of KS1 Mytham writers should be ...

- **Excited to write and be sharing their writing with an audience by reading aloud**
- **Beginning to see writing as an extension of talking, to communicate to a wider audience**
- **Enjoying reading their work with their classmates and teachers**
- **Planning stories and recounting events**
- **Looking for ways to improve their writing for a purpose**
- **Choosing exciting words to write their own poems and perform these for others**
- **Able to see that writing can be an outlet for the imagination as well as instructing, explaining and teaching us things**

English Writing - End Points

End of Key Stage Two

National Curriculum Objectives for KS2

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs and the perfect form and modal verbs to show possibility
- using expanded noun phrases to convey complicated information concisely
- using relative clauses beginning with who, which, where, when, whose, that
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity, using brackets, dashes or commas to show parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses and colons to introduce a list
- punctuating bullet points consistently

By the end of KS2 , a Mytham writer should be ...

- **Excited to write and be sharing their writing with an audience to see their reaction**
- **Using writing for a range of real-life purposes that relate to the world beyond school**
- **Working collaboratively to enjoy and improve their work**
- **Editing confidently to eliminate spelling and grammatical errors to support the reader**
- **Planning a range of stories**
- **Looking for ways to improve their writing for a purpose**
- **Choosing exciting words to write their own poems and perform these for others**
- **Choosing words, structure and punctuation to include in their writing to emphasise the impact on the reader**
- **Use writing to influence others and ultimately achieve their goals**