



Upper KS2 English End Points – Writing

		Year 5	Year 6
Composition		<p>Children can plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models (e.g. text type prompts & scaffolds)</p> <p>Children can plan writing by: noting and developing initial ideas drawing on reading and research where necessary.</p> <p>Children can draft and write by: selecting appropriate grammar and vocabulary for meaning and impact understanding how choices can change and enhance meaning</p>	<p>Children can draft and write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, children can describe settings, characters and atmosphere.</p> <p>Children can integrate dialogue in narratives to convey character and advance the action.</p>
	Autumn	<p>Children can draft & write by using a range of devices to build cohesion within and across paragraphs, such as adverbials of time.</p> <p>Children can evaluate & edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Children can proof-read for spelling and punctuation errors.</p> <p>Children can perform their own compositions using appropriate tone, volume and action.</p> <p>Children can use further organisational and presentational devices to structure text and guide the reader.</p>	<p>Children can write and perform own poetry compositions using intonation, volume and movement for effect.</p> <p>Children can use further organisational and presentational devices to structure text and guide the reader.</p>



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	Spring	<p>Children can draft & write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Children can evaluate and edit by assessing the effectiveness of own and others' writing Children can evaluate and edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing.</p>	<p>Children can use a range of devices to build cohesion (e.g. repetition of a word/phrase, layout devices such as bullet points, adverbials, ellipsis, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Children can maintain a convincing viewpoint throughout a piece of writing.</p>
	Summe	<p>Children can evaluate & edit by proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Children can evaluate and edit by proof reading and making changes to vocabulary, grammar and spelling.</p>
Vocabulary, Grammar and Punctuation	Autumn	<p>Children can begin to identify relative pronouns and how to use them in my writing (who, which, that)</p> <p>Children can use brackets or commas to indicate parenthesis.</p> <p>Children can use expanded noun phrases to convey complicated information concisely</p> <p>Children can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Children can use adverbs.</p> <p>Children can correctly use commas in lists</p>	<p>Children can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly 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). Active and passive and subjunctive forms all used.</p> <p>Children can use verb tenses consistently and correctly throughout their writing.</p> <p>Children can use semi-colons and colons (in a complicated list as well as marking boundaries between independent clauses).</p>
	Spring	<p>Children can use a range of adverbs including ones to indicate degree of possibility.</p> <p>Children can use modal verbs</p>	<p>Children can use hyphens to avoid ambiguity.</p> <p>Children can use bullet points to draw attention to important information.</p> <p>Children can use passive verbs to affect the presentation of information in a sentence.</p>



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	Summer	Children can begin to use embedded clauses Children can use the perfect form of verbs Children can use & understand the year five grammatical terminology	Children can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
Spelling	Autumn	Children can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Children can use a thesaurus for alternative word choices.	Children use dictionaries to check spelling and meaning of words and use a thesaurus
	Spring	Children can spell some words with silent letters. Children can use further prefixes and suffixes and understand and can add them to root words (applying the guidelines). Verbs using suffixes – ate, ise, ify Verbs using prefixes – dis, de, mis, over, re.	Children spell most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
	Summer	Children can continue to distinguish between homophones & other words often confused.	
Handwriting	Autumn	Children can write legibly, fluently and with increasing speed and consistency.	Children can select the appropriate font and instrument needed to write.
	Spring	Children can write legibly, fluently and with increasing speed and consistency.	Children maintain legibility in joined handwriting when writing at speed.
	Summer	Children can maintain legibility in joined handwriting when writing at speed.	