

South Avenue Primary School

Writing End Points



Writing Curriculum Intent

South Avenue School believe that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

Teaching children to write for a range of purposes and audiences can be very exciting, especially here at South Avenue where we provide children with a range of engaging hooks to capture their imagination! We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Writing across all subject areas will prepare our children for secondary and the more in-depth approach to analysing, planning and innovating their writing.

Oracy is prioritised in our writing curriculum in order to build vocabulary for all learners and increase understanding of trickier texts used in all subjects. Discussion, questioning and learning texts with actions all increase understanding and prepare our children with the tools they need in order to be successful in their writing. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this whilst fostering a love of writing. At South Avenue, we are excited about writing!

Writing Transcription Handwriting Skills	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Handwriting Early Learning Goal</p> <ul style="list-style-type: none"> Children handle equipment and tools effectively, including pencils for writing. <p>Children write in print</p> <ul style="list-style-type: none"> Hold pencil near point between first two fingers and thumb and use it with good control can copy some letters, e.g. letters from their name 	<p>Handwriting</p> <p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to</p>	<p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some 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>Handwriting</p> <p>Use 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>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down</p>	<p>Handwriting</p> <p>Use 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>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down</p>	<p>Handwriting</p> <p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. <p>Choosing the writing implement that is best suited for the task.</p>	<p>Handwriting</p> <p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. <p>Choosing the writing implement that is best suited for the task.</p>

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	<ul style="list-style-type: none"> • show a preference for a dominant hand • begin to use anticlockwise movement and retrace vertical lines • begin to form recognisable letters. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed • give meaning to marks they make as they draw, write and paint. 	<p>which handwriting 'families' and practise these.</p> <p>To form digits 0-9</p>	<p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>	<p>strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		
<p>Writing, Punctuation and Grammar Skills</p>	<p>Word Level</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop • use a capital letter for own name and the personal pronoun 'I' 	<p>Word Level</p> <p>Regular plural noun suffixes '-s' or '-es'</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix '-un' changes the meaning of verbs and adjectives.</p>	<p>Word Level</p> <p>Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words</p> <p>Formation of adjectives using suffixes such as '-ful' and '-less'</p> <p>Use of the suffixes '-er', '-est' in adjectives</p> <p>The use of the suffix '-ly' to turn</p>	<p>Word Level</p> <p>Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are</p>	<p>Word Level</p> <p>The grammatical difference between plural and possessive -s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.</p> <p>Double f,l,z,k.</p> <p>Syllable division -tch</p> <p>Plural 's' 'es'</p>	<p>Word Level</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify'</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re.</p> <p>Spell some words with silent letters e.g. knight, psalm, solemn.</p>	<p>Word Level</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and</p>

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	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <ul style="list-style-type: none"> begin to break the flow of speech into words. use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence <p>Write some of the tricky words such as I, me, my, like, to, the.</p> <p>Write some CVC words independently.</p>	<p>Spell most of the year 1 common exception words accurately.</p> <p>Spell most words consistently using previous taught phonemes and GPC accurately.</p>	<p>adjectives into adverbs.</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell common exception words correctly.</p> <p>Correct spelling of some homophones.</p> <p>Spell some of the contracted forms correctly.</p>	<p>related in form and meaning. E.g. solve/solution</p>	<p>Ee – spelt ‘y’ at the end of words.</p> <p>Oy</p> <p>Contractions</p> <p>Possessive apostrophe</p> <p>Suffixes -er, -ing, -ment, -ness, -ful, -less, -ly, -sion, -tion.</p> <p>Suffixes beginning with a vowel to polysyllabic – cian/ssion</p> <p>Tial/cial-</p> <p>Prefixes – sure, ture, ous, ious</p>	<p>Distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the meanings and spellings of words.</p> <p>Use a thesaurus.</p>	<p>antonyms e.g. big, large, little.</p>
	<p>Sentence Structure</p> <ul style="list-style-type: none"> attempt to write short sentences in meaningful contexts <p>Early Learning Goal</p> <p>They write simple sentences which can be read by themselves and others.</p>	<p>Sentence Structure</p> <p>How words can combine to make sentences.</p> <p>Joining words and joining sentences using and.</p> <p>Use adjectives to describe.</p>	<p>Sentence Structure</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p>	<p>Sentence Structure</p> <p>Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g.</p>	<p>Sentence Structure</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths</p>	<p>Sentence Structure</p> <p>Relative clauses beginning with who, which, where, why, whose, that</p> <p>*** an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps,</p>	<p>Sentence Structure</p> <p>Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for</p>

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	<ul style="list-style-type: none">• Learn new vocabulary <p>Early Learning Goal</p> <ul style="list-style-type: none">• use past, present and future forms accurately when talking about events that have happened or are to happen in the future• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities <p>Explain how things work and why they might happen</p> <ul style="list-style-type: none">• Use new vocabulary in different contexts.		<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>before, after, during, in, because)</p>	<p>teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>surely) or modal verbs (e.g. might, should, will, must).</p>	<p>formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech).</p>
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	<p>Text structure</p> <ul style="list-style-type: none"> • Re-read what they have written to check it makes sense. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen to and talk about stories to build familiarity and understanding 	<p>Text structure</p> <p>Sequencing sentences to form short narratives.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Text Structure</p> <p>Correct choice and consistent use of the present tense and past tense throughout handwriting</p> <p>Use of the progressive forms of verbs in the past and present tense to mark actions in progress</p>	<p>Text Structure</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentations</p> <p>Use of the present form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play.)</p>	<p>Text Structure</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Use of figurative language: Metaphor, simile, alliteration, personification, onomatopoeia, parenthesis.</p>	<p>Text structure</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Ensure correct subject verb agreement when using singular and plural.</p>	<p>Text structure</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>
		<p>Punctuation</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question</p>	<p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks</p>	<p>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>Punctuation</p> <p>Commas after fronted adverbials. Use of passive verbs.</p>	<p>Punctuation</p> <p>Use of semi-colon, colon and dash to mark the boundary between</p>

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		marks and exclamation marks to demarcate sentences Capital letters for names, people, places, days of the week and the personal pronoun I.	to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.		Apostrophes to mark plural possession. Use of commas after fronted adverbials.	Expanded noun phrases. Use of modal verbs to indicate degrees of possibility. Use of relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use of colon to introduce a list. Punctuate bullet points consistently. Use of semicolons, colons or dashes to mark independent clauses. Use of hyphens to avoid ambiguity.	independent clauses. Use of the colon to introduce a list and use of the semicolon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
	Terminology Letter, capital letter, word,	Terminology • Letter, capital letter	Terminology • noun, noun phrase	Terminology • preposition, conjunction	Terminology • determiner • pronoun, possessive pronoun	Terminology • modal verb, relative pronoun • relative clause	Terminology • subject, object • active, passive

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	<p>sentence, full stop, question mark</p>	<ul style="list-style-type: none"> • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma 	<ul style="list-style-type: none"> • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter • vowel, vowel letter • inverted commas (or speech marks) • vowel, vowel letter • inverted commas (or speech marks) 	<ul style="list-style-type: none"> • adverbial 	<ul style="list-style-type: none"> • parenthesis, bracket, dash • cohesion, ambiguity 	<ul style="list-style-type: none"> • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.
<p>Writing: Composition</p> <p>Skills</p>	<p>Write own name</p> <ul style="list-style-type: none"> • scribed stories based on own ideas <p>Early Learning Goal</p> <ul style="list-style-type: none"> • develop their own narratives and explanations by connecting ideas or events. <p>Non-fiction</p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme <ul style="list-style-type: none"> • write labels, captions, lists, diagrams, message 		<p>Develop positive attitudes towards and stamina for writing by writing</p> <ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes 	<p>Develop positive attitudes towards and stamina for writing by writing</p> <ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes 	<p>Develop positive attitudes towards and stamina for writing by writing</p> <ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes 	<p>Develop positive attitudes towards and stamina for writing by writing</p> <ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes 	<p>Develop positive attitudes towards and stamina for writing by writing</p> <ul style="list-style-type: none"> • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes

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	<p>Plan writing Write simple sentences which can be read by themselves and others.</p> <p>Guided writing based around labels, captions and short sentences and in line with their phonic knowledge – becoming more independent. Begin to develop short sentences in a meaningful context.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Plan writing Say out loud what they are going to write about.</p>	<p>Plan writing Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.</p>	<p>Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.</p>	<p>Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.</p>	<p>Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>	<p>Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>
<p>Writing Composition</p>	<p>Drafting & writing Compose a sentence orally before writing</p>	<p>Drafting & writing Compose a sentence orally before writing</p>	<p>Drafting & writing Encapsulate what they want to say, sentence by sentence.</p>	<p>Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p>	<p>Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p>	<p>Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p>	<p>Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p>

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		Sequence sentences to form short narratives		Organise paragraphs around a theme.	Organise paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs.	Use a wide range of devices to build cohesion within and across paragraphs.
						Précis longer paragraphs.	Précis longer paragraphs
Writing Composition Skills	Create own story maps, writing captions and labels, simple sentences, modelled poems more independently.			In narratives, create settings, characters and plot.	In narratives, create settings, characters and plot.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
				In non-narrative material, use simple organisational devices such as headings and subheadings.	In non-narrative material, use simple organisational devices such as headings and subheadings.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure

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						text and guide the reader (e.g. headings, bullet points, underlining).	text and guide the reader (e.g. headings, bullet points, underlining).
			<p>Make additions, revision and corrections to their own writing by</p> <ul style="list-style-type: none"> Evaluating their own writing with the teacher or other pupils Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the

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						language of speech and writing and choosing the appropriate	language of speech and writing and choosing the appropriate
		Re-read what they have written to check that it makes sense. Encouraged to edit and improve work.	Proof read to check for errors in spelling, grammar and punctuation.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.
		Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

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Progression of Writing Genres

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Lists of instructions linked to actions or procedures e.g. baking.	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Consolidate work from previous learning.
Recount – experiences, diary, police reports, sports reports	Labelling posters or writing about experiences.	Ideas grouped together in time sequence. . Written in first person. Written in the past tense. Focused on	Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organised in	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs	Developed introduction and conclusion including elaborated personal response. Description of	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks

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		individual or group participants e.g. I, we.	chronological order using conjunctions that signal time.	summarise the overall impact.	organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Non-Chronological Reports	Writing about experiences or truffle moments.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organised in groups.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a

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					Qualities, body parts, behaviour	the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader.	frame of response set up for the reply.
Letters	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.

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<p>Persuasion - Purpose: advert, leaflet, argument</p>		<p>Ideas are grouped together for similarity. Writes in first person.</p>	<p>Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.</p>	<p>Clear introduction. Points about subject/issue. Organised into paragraphs. Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>
<p>Biography</p>	<p>Writing about themselves.</p>	<p>Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we.</p>	<p>Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the</p>	<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically</p>	<p>The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a</p>

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					writer's emotions and responses.	with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.	frame of response set up for the reply.
Balanced Argument – Purpose: Speech, Essay, Letter		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style. Main idea organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Newspaper	Writing wanted or missing posters.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion.	Clear introduction. Points about the	Clear introduction and conclusion. Links between	Developed introduction and conclusion using	Newspapers well-constructed that answers the

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		Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
Story	Orally saying or writing stories of others and their own. Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g.	The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of

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		tense. (mainly consistent) e.g. Goldilocks was... Jack is...	refer to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.	Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis.	repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods.	the reader until later in the text
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