

End Point Assessment in Writing



**St John's**  
Church of England  
**Academy**

END POINT ASSESSMENT IN WRITING

2021-2022

**EYFS and Years 1 - 6**

# End Point Assessment in Writing

Three Year Old Nursery: Writing	
Autumn Term	Demonstrate increased fine motor skills through tweezer/playdough activities. Begin to demonstrate correct pencil grip.
Spring Term	Has correct pencil grip. Sequence two events from a story I have heard. Write the first letter of their name. Sequence events from stories I have heard: Going on a bear hunt, Jack and Beanstalk, Hungry Caterpillar.
Summer Term	Write more than 1 letter of their name. Write first letter of name with correct formation. Retell a familiar story using pictures: Goldilocks. Write for a purpose: List of ingredients. Write first name. Write some letters with correct formation. Use story language in my play: mythical creatures/settings. Retell some familiar stories: Little Red Hen Owl babies, Each Peach Pear Plum. Write for a purpose: Invitation to Little Red Hen's.

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Reception: Writing Process and VGP	
Autumn Term	
Spring Term	
Summer Term	

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## Year 1: Writing Process and VGP

<b>Autumn Term</b>	<p>Join in a whole class retelling of a story using a simple story map</p> <p>Sequence short narratives orally and pictorially</p> <p>Compose phrases and sentences orally and attempts to replicate them in writing (some mediation needed)</p> <p>Use capital letters and full stops at times</p> <p>Say a sentence, write and read it back to check it makes sense</p> <p>Sit correctly at the table and hold a pencil comfortably and correctly distinguish between lower case letters and capital letters.</p>
<b>Spring Term</b>	<p>Join in a whole class retelling of a story with a simple beginning, middle and end</p> <p>Write to entertain</p> <p>Begin to write short narratives based on real and fictional experiences with a simple beginning, middle and end</p> <p>Join words/sentences with simple connectives (and, who, until, but)</p> <p>Use ly openers – luckily, unfortunately</p> <p>Compose phrases and simple sentences orally and replicate them in writing with CL and full stops</p> <p>Begin to use capital letters for names</p> <p>Recognise basic punctuation, question marks and exclamation marks in print</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use knowledge of handwriting ‘families’ to begin to form letters correctly</p> <p>spaces evident between words</p>
<b>Summer Term</b>	<p>Join in a whole class retelling of a story with 5 brief parts (opening, build up, dilemma, resolution, ending)</p> <p>Use a simple plan (e.g. story mountain, story map,, washing line, flowchart)</p> <p>Join in whole class retelling of a non-fiction text with an opening, a middle section and an ending</p> <p>Write short narratives based on real and fictional experiences – plan openings around character(s), setting, time of day and type of weather.</p> <p>Write short pieces to inform – opening factual statement, middle section with simple factual sentences around a theme, labelled diagrams, concluding sentence</p> <p>Write embellished simple sentences using adjectives</p> <p>Use complex sentences using who (relative clause)</p> <p>Use repetition for description and rhythm</p> <p>Write sentences that makes sense using correct punctuation (CL . ? ! )</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun I</p> <p>Re-read what has been written to check it makes sense</p> <p>Make simple changes to writing where suggested</p> <p>Read aloud own writing clearly enough to be heard by peers and the teacher</p> <p>begins to form lower case letters in the correct direction starting and finishing in the right place</p> <p>Form capital letters correctly</p>

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Year 2: Writing Process and VGP	
Autumn Term	<p>Create simple plans to support writing (story map, story mountain, boxing up grid, washing line)</p> <p>Use basic layout conventions in different forms of writing e.g. subheadings, bullet points for lists, diagrams</p> <p>Write sentences with 'Iy' openers</p> <p>Write compound sentences using connectives (and, but, so, because)</p> <p>Write embellished simple sentences using 2 adjective sentences</p> <p>Writes different types of sentences: statements, questions, commands and exclamations</p> <p>Proof-read own writing to check for basic errors and make simple changes where appropriate</p> <p>Form lower case letters of the correct size relative to one another</p>
Spring Term	<p>Develop plans with ideas and vocabulary from listening to and talking about whole books</p> <p>Write 5 part narratives about personal experiences and those of others (real and fictional)</p> <p>Using subheadings, lists and diagrams and final comment to reader</p> <p>Begin to use adverbs in writing – for description and for information</p> <p>Begins to use subordinating conjunctions <i>when, if, because, as</i></p> <p>Write complex sentences using 'who'</p> <p>Begin to use past and present tense correctly</p> <p>Use capital letters for proper nouns accurately</p> <p>Use commas in lists</p> <p>Use apostrophe for contraction</p> <p>Re-read own writing to check for sense, basic errors and meaning</p> <p>Almost all lower case letters and capitals accurately and consistently formed of the correct size orientation</p>
Summer Term	<p>Confidently use planning tools for a range of writing</p> <p>Writes for different purposes e.g. to entertain (including poetry) and to inform</p> <p>Link ideas and events using strategies to create 'flow' (Iy starters, vary openers, long/short sentences, list of 3 )</p> <p>Use coordinating and subordinating conjunctions to construct and extend sentences</p> <p>Write complex sentences using 'who' and 'which'</p> <p>Use expanded noun phrases, adjectives and adverbs for description and specification</p> <p>Use the past and present tense correctly throughout writing</p> <p>Use of the continuous form of verbs in present and past tense to mark actions in progress</p> <p>Use punctuation almost always correctly – commas in lists, apostrophe for contraction and singular possession</p> <p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Makes appropriate additions, revisions and corrections including correct and consistent tense</p> <p>Evaluates the effective use of word choice, grammar and punctuation with teachers and peers</p> <p>Words are almost always appropriately and consistently spaced in relation to the size of the letters</p> <p>Some diagonal and horizontal strokes are used to join letters</p>

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## Year 3: Writing Process and VGP

Autumn Term	<p>Use a range of planning strategies and tools to plan 5 part stories</p> <p>Discuss and records ideas</p> <p>Is more aware of the audience and purpose of different types of writing</p> <p>Begin to use paragraphs to group related material</p> <p>Use a wide range of conjunctions to join sentences and develop ideas</p> <p>Use a variety of sentence openers eg adverbial starters,</p> <p>Use pronouns to avoid repetition</p> <p>Begin to select words for effect</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Use a range of punctuation accurately – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Makes appropriate additions, revisions and corrections including correct and consistent tense</p> <p>Evaluates the effective use of word choice, grammar and punctuation with teachers and peers</p>
Spring Term	<p>Use a range of planning strategies and tools with increasing independence</p> <p>Write for a range of real purposes and engage writers interest as part of their work across the curriculum</p> <p>Use headings and sub-headings, lists and diagrams to aid presentation</p> <p>Vary long and short sentences</p> <p>Use fronted adverbials – when, where , how</p> <p>Use powerful verbs</p> <p>Begin to use apostrophe for plural possession</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Understand main clauses</p> <p>Reads aloud own writing using appropriate intonation</p>
Summer Term	<p>Use texts similar to those that they are planning to write, to understand and learn from its structure</p> <p>Include a clear ending that links back to the start in stories</p> <p>Use a topic sentence to introduce paragraphs</p> <p>Express time, place and cause using: conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) prepositions (e.g. <i>before, after, during, in, because, of</i>)</p> <p>Drop in relative clauses using who, whom, which, whose</p> <p>Use a varied and rich vocabulary and more specific technical vocabulary</p> <p>Begin to understand subordinate clauses</p> <p>Use the present perfect form of verbs instead of the simple past</p> <p>Use a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech</p> <p>Proof read for spelling, grammar and punctuation errors and self-corrects</p> <p>Assess the effectiveness of own and others' writing</p> <p>Use diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.</p>

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Year 4: Writing Process and VGP	
Autumn Term	<p>Develop a secure use of a range of planning tools</p> <p>Write a 5 part story where the ending includes reflection on events or characters</p> <p>Use fronted adverbials</p> <p>Use appropriate choice of pronoun/noun within and across sentences to aid cohesion</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use apostrophes for singular and plural possession</p> <p>Proof read for spelling, grammar and punctuation errors and self-corrects as the writing develops</p>
Spring Term	<p>Plan effectively for a range of writing</p> <p>Decisions about writing are based on awareness of audience and purpose</p> <p>Link information within paragraphs using a range of connectives</p> <p>Attempt to make simple links between paragraphs</p> <p>Become increasingly aware of subordinate clauses and experiments with their position in sentences</p> <p>Use vocabulary which is appropriate to task, audience and purpose</p> <p>Use Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>)</p> <p>Use commas to demarcate fronted adverbials</p> <p>Read aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</p> <p>Propose changes to grammar and vocabulary to improve consistency</p>
Summer Term	<p>Discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</p> <p>Create settings, characters and plot in narratives</p> <p>Write non-narratives using appropriate organisational devices</p> <p>Organise paragraphs around a theme and a topic sentence</p> <p>Use subordinate clauses and fronted adverbials which are correctly punctuated using commas</p> <p>Use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</p> <p>Use a range of starters e.g. ed clauses, ing clauses</p> <p>Use sentences of 3 for action</p> <p>Use a varied and rich vocabulary</p> <p>Write with grammatical accuracy</p> <p>Punctuate direct speech correctly, using commas after reporting clause and new speaker, new line</p> <p>identify parts of speech (now including possessive pronouns and determiners)</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</p>

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Writing Process and VGP	
Autumn Term	<p>Use planning tools securely and independently</p> <p>Write with a growing awareness of audience and purpose</p> <p>Build paragraphs around a topic sentence</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Develop characters and settings through selection of effective vocabulary</p> <p>Select words for effect to support purpose and engage readers' interest</p> <p>Use relative clauses with/without a relative pronoun</p> <p>Consider the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</p>
Spring Term	<p>Use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</p> <p>Select appropriate formats and forms to suit audience and purpose</p> <p>Write openings around description, action or dialogue</p> <p>Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</p> <p>Use modal verbs to indicate degrees of possibility</p> <p>Use brackets, dashes and commas to demarcate relative clauses</p> <p>Proof read own work for spelling and punctuation errors</p> <p>Edit own work and offers suggestions to others to improve the impact and effect of writing</p> <p>Use a thesaurus to refine word choice</p>
Summer Term	<p>Use other similar writing as models for their own</p> <p>Write a secure ending to stories eg. reflect on events, lessons, look forward to the future, ask a question</p> <p>Consistently maintain viewpoint</p> <p>Use devices to build cohesion within and across paragraphs</p> <p>Use expanded ed clauses as starters</p> <p>Elaborate starters using adverbial phrases</p> <p>Choose vocabulary to complement purpose</p> <p>Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Show a growing awareness of how authors develop character and setting, including through the use of dialogue</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Make effective changes when editing own and others' work</p> <p>Know what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</p>



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Writing Process and VGP	
Autumn Term	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use further organisational and presentational devices to structure texts and guide the reader</p> <p>Secure use of linking ideas within and across paragraphs</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</p> <p>Use colons to introduce a list and semi colons within lists</p> <p>Assess effectiveness of own/others' writing</p> <p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
Spring Term	<p>Write making conscious links to reading</p> <p>Plan writing to start at any of the 5 points</p> <p>Maintain plot consistency when working from plan</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations and recognise the subjunctive form</p> <p>Vary length, structure and subject of sentences to extend meaning and interest the reader</p> <p>Know the difference between the active and passive voice</p> <p>Integrate dialogue to convey character and advance action</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity</p> <p>Evaluate own/others writing edit as appropriate</p>
Summer Term	<p>Demonstrate secure independent planning across fiction and non-fiction genres</p> <p>Write for a range of purposes and audiences</p> <p>Use suitable forms with appropriate features for different text types</p> <p>Introduce, develop and conclude paragraphs appropriately</p> <p>Use a range of techniques to engage the reader – comments, questions, observations</p> <p>Make appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use the passive voice to effect the presentation of information in a sentence</p> <p>Use colons, semi colons and dashes to mark boundaries between independent clauses</p> <p>Use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis</p> <p>Proof read writing for wider audience to ensure accuracy of spelling and punctuation</p> <p>Use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p> <p>Write legibly and fluently and with increasingly efficient speed</p> <p>Know which letters join and which writing implement is best suited to a task</p>