



National Curriculum End of Year Learning Priorities

SUBJECT: WRITING

Abbey Gates Primary School

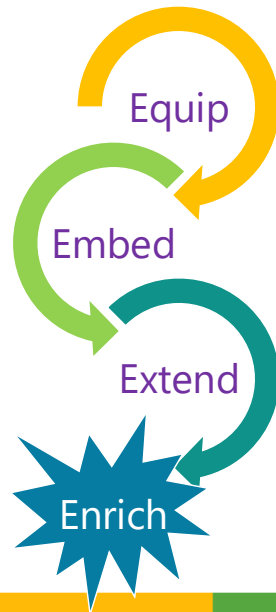
LEARNING TOGETHER & MAKING A DIFFERENCE | FROM EARLY YEARS TO YEAR 6

Our Vision for Excellence

Equipping all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

Extending pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



Enriching throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.



'Learning Together and Making a Difference'

In writing, our core end of year learning priorities focus on the essential skills children need to build confidence and make progress – such as accurate spelling, punctuation and grammar, as well as being able to plan, draft and edit their work effectively. These priorities act as strong foundations for future learning, enabling children to write clearly for different audiences and purposes. We will work with you to support your child in achieving them.

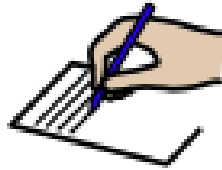
Fluency in the areas outlined below in each year group is essential so that the children keep up, and don't need to catch up as well as learn the wider curriculum for their year group.

Speak to your child's class teacher to find out how you can support your child to embed these core skills in their long-term memory, gaining fluency and freeing their minds to focus on creativity, style, vocabulary and the effective use of grammar so that their writing has real purpose and impact.

For more information, head to our school website curriculum pages and check out the mathematics pages. [Click here](#) to find out more.

Foundation 1 – End of Year Writing Expectations

- Copy lines, circles, wavy lines and zig zags.
- 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.



Foundation 2 – End of Year Writing Expectations

Writing Skills

- Hold a sentence in their head before attempting to write it.
- Say the sentence out loud and count how many words they need to write.
- Write short sentences or phrases that someone else can read and understand.
- Leave spaces between words.
- Begin to use capital letters and full stops.

Spelling and Phonics

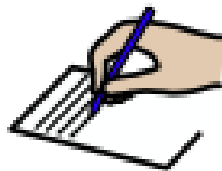
- Spell phase 2, 3 and most of phase 4 tricky words correctly.
- Hear the sounds in a word and write the letter or letters that match those sounds. For example, they might write *play* as “plai” or *bike* as “bighk” — even if spelling isn’t perfect, the sounds should match their phonics skills.

Handwriting

- Write letters that can be recognised easily.
- Form most letters correctly (starting and finishing in the right place, with clear shapes).

Editing and Proofreading

- Read back their writing to check it makes sense.



Year 1 – End of Year Writing Expectations

Writing Skills

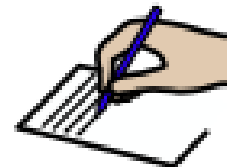
- Use capital letters for names of people, places, days of the week, and the word 'I'.
- Use full stops and capital letters in all sentences.
- Sometimes use question marks and exclamation marks.
- Join words and ideas using 'and' or 'but' (e.g. I went to the park and played on the swings).
- Write for different reasons, such as labels, lists, and short stories.
- Write simple sentences to make short pieces like stories, diary entries, instructions and recounts.

Spelling and Phonics

- Spell many of the Year 1 common exception words correctly.
- Make good attempts at spelling words by sounding them out (making use of the first 40 graphemes).
- Begin to use rules for adding -s or -es to show plurals or third person verbs (e.g. cats, wishes).
- Begin to use prefixes and suffixes like un-, -ing, -ed, -er, and -est.

Handwriting

- Form lowercase and capital letters correctly and consistently.
- Write numbers 0-9 correctly.
- Leave spaces between words.



Editing and Proofreading

- Read back their writing to check it makes sense.

Year 2 – End of Year Writing Expectations

Writing Skills

- Write simple stories and accounts based on real or made-up events.
- Use capital letters, full stops, question marks and exclamation marks correctly in most sentences.
- Use past and present tense correctly.
- Use joining words like and, or, but, when, if, that, because to link ideas.
- Learn how to use sentences with different forms – statements, questions, exclamations and commands.
- Use expanded noun phrases e.g. the blue butterfly.
- Accurately use commas for lists.

Spelling

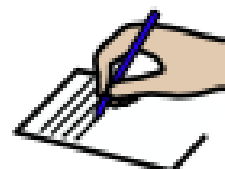
- Spell many common exception words for Year 2.
- Use phonics to spell unfamiliar words and make sensible phonically plausible attempts at others.
- Spell words with suffixes – ed, ing, er, est, ly, ful, less, ness.
- Use apostrophes for contraction and possession.

Handwriting

- Use correct size and shape for letters, with capital letters and digits clearly different from lowercase letters.
- Keep spaces between words appropriate to the size of the letters.
- Start to join letters in most of their writing.

Editing and Proofreading

- Check writing for spelling, grammar and punctuation mistakes.
- Make sure their writing makes sense.



Year 3 – End of Year Writing Expectations

Writing Skills

- Use all basic punctuation (capital letters, full stops, question marks, exclamation marks, commas in lists).
- Begin to vary sentence openings and use different types of sentences.
- Use conjunctions like because, so, before, after to link ideas.
- Use prepositions like under, next to, behind.
- Use pronouns to avoid repeating the same words.
- Write with more detail using adjectives and adverbs (expanded noun phrases).
- Use speech marks (inverted commas) to show direct speech most of the time.

Spelling

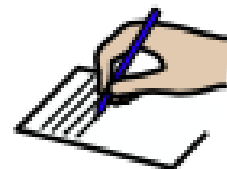
- Apply Year 3 spelling rules in their independent writing.
- Spell some words from the Year 3/4 word list.

Organisation and Structure

- Group ideas into sections or simple paragraphs.
- Use headings and sub-headings when needed.
- Structure their writing with a beginning, middle, and end, and describe setting, character and plot.

Handwriting

- Join letters in most of their writing.
- Use correct letter joins and spacing.



Editing and Proofreading

- Make simple changes and improvements when reading back their work.

Year 4 – End of Year Writing Expectations

Writing Skills

- Use speech punctuation correctly, including commas and speech marks (inverted commas).
- Use apostrophes for possession correctly (even with plurals).
- Vary sentence openers (using fronted adverbs, prepositions, conjunctions).
- Use commas after fronted adverbials (e.g. "Later that day, we went to the park.").
- Use expanded noun phrases to add detail (e.g. "the tall, fierce dog").
- Select vocabulary for effect (e.g. specific nouns, ambitious adjectives and adverbs).
- Use pronouns and nouns to link ideas and avoid repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use different sentence types, including simple, compound and complex.

Spelling

- Spell most words from the Year 3/4 list correctly.
- Use spelling rules confidently in their writing.

Organisation and Structure

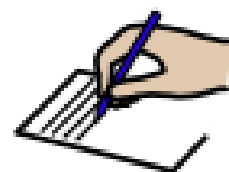
- Organise writing into paragraphs around a theme and in a logical order.
- Use headings and subheadings to help structure writing.
- Write longer stories with more developed characters, settings, and plots.

Handwriting

- Write neatly and fluently with joined handwriting.

Editing and Proofreading

- Edit and improve their writing independently.



Year 5 – End of Year Writing Expectations

Writing Skills

- Use commas to clarify meaning and avoid confusion.
- Use brackets, dashes or commas to add extra information.
- Use relative clauses in their writing: who, which, where, when, whose, that (e.g. "The boy, who was late, missed the bus.").
- Use modal verbs (might, must, should) and adverbs (perhaps, surely) to show possibility.
- Describe characters, settings, and atmosphere in detail.
- Select appropriate grammar and vocabulary to reflect the style, mood and atmosphere of a piece of writing.
- Use figurative language like similes, metaphors and personification.
- Use dialogue effectively to show character and move the story forward and include all punctuation and new speaker/new line.

Spelling

- Apply Year 5 spelling rules in their writing.
- Spell many words from the Year 5/6 word list.

Organisation and Structure

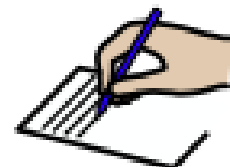
- Link ideas within and across paragraphs using adverbials, conjunctions, prepositions (e.g. "Afterwards, In the distance").
- Write appropriately for different audiences and purposes.

Handwriting

- Write in a joined, fluent style and keep handwriting legible at speed.

Editing and Proofreading

- Edit and improve their own work confidently.



Year 6 – End of Year Writing Expectations

Writing Skills

- Write effectively and clearly for a range of purposes and audiences, selecting vocabulary that shows good awareness of the reader.
- Use language suited to the type of writing (e.g. persuasive, diary, narrative).
- Describe settings, characters and atmosphere effectively.
- Use dialogue correctly (including all punctuation) to show character and move the action forward.
- Choose grammar and vocabulary that suits the style and purpose of the writing.
- Use cohesive devices (such as conjunctions, adverbials, pronouns, synonyms) to link ideas within and across paragraphs.
- Use verb tenses correctly and consistently.
- Use punctuation taught at Key Stage 2 accurately (including speech marks (inverted commas), brackets, dashes, colons, etc.).

Spelling

- Spell most words from the Year 5/6 spelling list correctly.
- Use dictionaries to check unfamiliar words and thesaurus to further improve their vocabulary choices.

Handwriting

- Maintain joined, legible handwriting even when writing at speed.

Editing and Proofreading

- Reread and improve writing independently to improve clarity, meaning and effect.
- Check for accurate spelling, punctuation, and grammar.

