



# Thomas Jolyffe Primary School Writing Curriculum End Points



Autumn	Spring	Summer
<b>EYFS</b>		
<p><b>Children will focus on the following texts:</b></p> <p>Owl Babies            The Little Red Hen            Remember, Remember            3 Little Pigs            Stick Man            The Christmas Story</p>	<p><b>Children will focus on the following texts:</b></p> <p>Handa’s Surprise            Mixed            Superworm            CNY            We’re Going on A Bear Hunt            The Gruffalo            Goldilocks &amp; ...</p>	<p><b>Children will focus on the following texts:</b></p> <p>Errol’s Garden            Very Hungry Caterpillar            Topsy &amp; Tim Go to the Dentist (additional)            Traditional Tales            Billy’s Bucket            The Rainbow Fish            People who help us            Poetry</p>
<p><b>What should children have achieved by the end of the term?</b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in story times.</p>	<p><b>What should children have achieved by the end of the term?</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them. *Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Develop social phrases. *Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>

<p>Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Form lower case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with know letter-sound-correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound-correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.</p>
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**Year 1**

<p><b>By the end of the term children will be able to write:</b> Traditional Tales Fact File Letter/Lists Facts Character description</p>	<p><b>By the end of the term children will be able to write:</b> Narrative Invitation writing Poetry Fact File</p>	<p><b>By the end of the term children will be able to write:</b> Narrative Retells Recounts Non-Chronological reports Instructions Fact-Files Poetry</p>
<p><b>They will have gained an understanding of the following grammar and compositional skills:</b> Finger spaces capital letters full stops</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b> Re- tell a story Sentence writing Adjectives</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b> Begin to punctuate sentences with a question mark and exclamation mark</p>

write lists, labels and sentences Use adjectives to describe a noun	Exclamation mark Question marks Join with clause 'and'	Where to use capitals (Proper nouns and personal pronoun I) Conjunctions (and, but so) Sequence parts of a narrative Using Time words Sentence writing (compose a sentence orally before writing it) Use capital letters for people Using adjectives Prefixes and suffixes - s/es/ed/ing
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## Year 2

<p><b>By the end of the term children will be able to write:</b></p> <p>Instructions Dialogue Adventure Story Diary recount Narrative Imagery Poem Non-Chronological report</p>	<p><b>By the end of the term children will be able to write:</b></p> <p>Legend Story about overcoming difficulties Letter</p>	<p><b>By the end of the term children will be able to write:</b></p> <p>Non-Chronological report biography Recount Leaflet Narrative</p>
<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Use time conjunctions to order writing To write dialogue Use past tense correctly Use expanded noun phrases to describe</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Write short sections of narrative Collect nouns and adjectives in preparation for writing Write questions Use expanded noun phrases to describe Use subordinating conjunctions Use prepositions Use the suffix -er</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>To understand, identify and use apostrophes to show possession (singular). To understand and identify contractions. To use contractions. To understand and identify past and present tense (progressive form). To use past and present tense (progressive form). To understand and use subordinating conjunctions To edit and improve writing Use time adverbials Commas in a list Superlatives Noun phrases</p>

## Year 3

<p><b>By the end of the term children will be able to write:</b>          Setting/character description          Comedy story          Information Poster          Non-Chronological reports          Historical fiction story</p>	<p><b>By the end of the term children will be able to write:</b>          A witness interview          A newspaper report          A suspense narrative          A diary entry</p>	<p><b>By the end of the term children will be able to write:</b>          Newspaper Report          Traditional Tale          Tourism Leaflet          Setting description          Diary entry          Adventure story          letter</p>
<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Create settings, characters and plot with some development/detail          Use expanded noun phrases to describe          Express time, place and cause using appropriate adverbial phrases          Use inverted commas to punctuate speech          Express time place and cause using prepositions          Compose and rehearse sentences orally          Use headings and subheadings to aid presentation of non-fiction genres          Use paragraphing to group related material          Use conjunctions to extend sentences          Use subordinating conjunctions          Consistent use of apostrophe for contraction and possession          Use the suffix -ness          Extend sentences using coordinating conjunctions</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Time conjunctions          Inverted commas          Adverbials of time and place          Structuring writing into paragraphs          Using the determiners 'a' and 'an' correctly          Using subordinating conjunctions (when, if because, although)          Create characters, setting and plot in narratives</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Use conjunctions to extend sentences          Use fronted adverbials of time, place and manner          Punctuate direct speech using inverted commas          Group sentences into paragraphs          Write using features of a non-fiction text          To use prepositions          Use expanded noun phrases          Create settings, characters and plot in narratives          Use 'a' or 'an' correctly          Use subordinating conjunctions          Express place using prepositional phrases          Use simple organisational devices          To describe a character (thoughts and feelings)</p>

## Year 4

<p><b>By the end of the term children will be able to write:</b>          Narrative Poem          Traditional Tale          Job Advert          Persuasive letter</p>	<p><b>By the end of the term children will be able to write:</b>          Science fiction story          Mystery story          Non-Chronological report</p>	<p><b>By the end of the term children will be able to write:</b>          Persuasive letter          Narrative          Non-chronological report          Blog entry</p>
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<p>Adventure story Newspaper Report</p>		
<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Appropriate choose of pronoun or noun within and across sentences          Use noun phrases expanded by adjectives, nouns and preposition phrases          Use fronted adverbials to express time, place and manner          Punctuate fronted adverbials with a comma          Use paragraphs to organise ideas          Use inverted commas and other punctuation to indicate direct speech          Understand the grammatical difference between plural and possessive -s          Use standard English for verb inflections          Punctuate fronted adverbials with a comma</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Use fronted adverbials          Use a range of conjunctions          Use figurative language          Use dialogue          Manipulate clauses with an awareness of impact on the reader          Use inverted commas to punctuate speech accurately          Use adjectives to create expanded noun phrases          Use organisational devices to structure a non-fiction text (headings/sub-headings, bullet points)</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b>          Direct and indirect speech          Contrasting conjunctions          Rhetorical questions          Fronted adverbials          Similes          Inverted commas          Adjectives          Prepositions          Apostrophes for possessions          Using formal language          Bullet points for making notes          Past tense verbs          Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition          Use standard English for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)          Adverbial phrases          Conjunctions          Using technical language          Time conjunctions</p>

## Year 5

<p><b>By the end of the term children will be able to write:</b>          Letter          Narrative          Diary          Newspaper Report          Mystery story          Acrostic Poems</p>	<p><b>By the end of the term children will be able to write:</b>          Persuasive advert          Science Fiction Story          Shakespeare-inspired story          Balanced Argument</p>	<p><b>By the end of the term children will be able to write:</b>          Non-Chronological report          Character description          Historical Narrative          Narrative Poetry          Cooking instructions (recipe)</p>
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<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Use fronted adverbials to express time and place          Use commas in lists          Use expanded noun phrases to convey complicated information concisely          Use inverted commas to indicate speech          Use relative clauses          1<sup>st</sup> and 3<sup>rd</sup> person pronouns          Modal verbs to indicate possibility          Prepositional phrases          Modal verbs          Subordinating conjunctions          Synonyms and antonyms          Figurative language</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Modal verbs          Subordinating clauses          Synonyms          Use a variety of reporting clauses for direct speech          Use a range of sentence types in writing with an awareness of the impact on the reader          Use relative clauses          Word families          Write using cohesive devices to link sentences and paragraphs together</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Bullet points, headings and underlining          Tenses – past, present, future, past progressive, past perfect (had), present perfect (has, have)          Dashes, commas, brackets for parenthesis          Use a wider range of devices to build cohesion          Use further organisational and presentational devices to structure text and to guide the reader          Identify the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own          Use relative clauses          Use Expanded noun phrases          Integrate dialogue to convey character and advance the action          Use bullet points and numbers to organise information          Use adverbials of time</p>
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**Year 6**

<p><b>By the end of the term children will be able to write:</b></p> <p>Character description          Witness Statement          Formal Police Report          Narrative          Explanation Text          Discursive Text</p>	<p><b>By the end of the term children will be able to write:</b></p> <p>Informal Letter          Horror Story          Evacuation Speech (persuasive writing)          Descriptive Setting (atmosphere)          Narrative with an Alternative ending          Non-Chronological report</p>	<p><b>By the end of the term children will be able to write:</b></p> <p>Story based on a photo stimulus          Informal letter          Narrative          Atmospheric narrative</p>
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<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Understand how words are related by meaning as synonyms and antonyms. (Contrasting Adjectives)          Use a thesaurus.          Use passive verbs to affect the presentation of information in a sentence (subjective/objective language).          Use quotes and reported speech</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.          Use the perfect form of verbs to mark relationships of time and cause.</p>	<p><b>They will have gained an understanding of the following grammar and compositional skills:</b></p> <p>Link ideas across paragraphs using a wider range of cohesive devices (repetition of words/phrases, use of adverbials and ellipsis)          in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>
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<p>Understand the difference between vocabulary used for informal and formal speech.</p> <p>Use semicolons, colons and dashes to mark boundaries between independent clauses.</p> <p>List ideas across paragraphs using a wider range of cohesive devices (repetition of words/phrases, use of adverbials and ellipsis).</p> <p>Use hyphens to avoid ambiguity.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech including subjunctive form.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Precising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, firstly.</p> <p>Use layout devices (headings, subheadings, columns, bullet points, tables).</p> <p>Use colons to introduce a list and semicolons within lists.</p> <p>Punctuate bullet points consistently.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand the difference between vocabulary used for informal and formal speech.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech, including subjunctive forms. (subjunctive form using dialogue)</p> <p>Relative clause.</p> <p>Subordinating conjunctions.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>List ideas across paragraphs using a wide-range of cohesive devices.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (repetition of words/phrases, use of adverbials and ellipsis).</p> <p>Use layout devices (headings, sub-headings, columns, bullets, tables).</p> <p>Use colons to introduce a list and semi colons within lists.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Relative clauses</p> <p>Subordinating conjunctions.</p>	<p>Draft and write by describing settings, characters and atmosphere and integrating dialogue to advance the action</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use verb tenses consistently and correctly</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Proof read for spelling and punctuation errors</p>
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