



## Writing exemplification: EYFS – Year 6

This document has samples of writing for each year group to show the **expected standard for the end of the year.**

There is a wide range within the expected standard so there are a few examples of different genres for each year group to demonstrate this.

Some children will be working towards their current year group expectations, others working within the expected level and some may even be exceeding the level expected.

Also included in this document are the pupil 'I can' statements used in Years 1,3,4 & 5 by teachers to assess children's attainment and to set targets. For Year 2 and 6, the Teacher Assessment Frameworks (TAFs) used for assessment are included.

You can find more information on the English curriculum at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

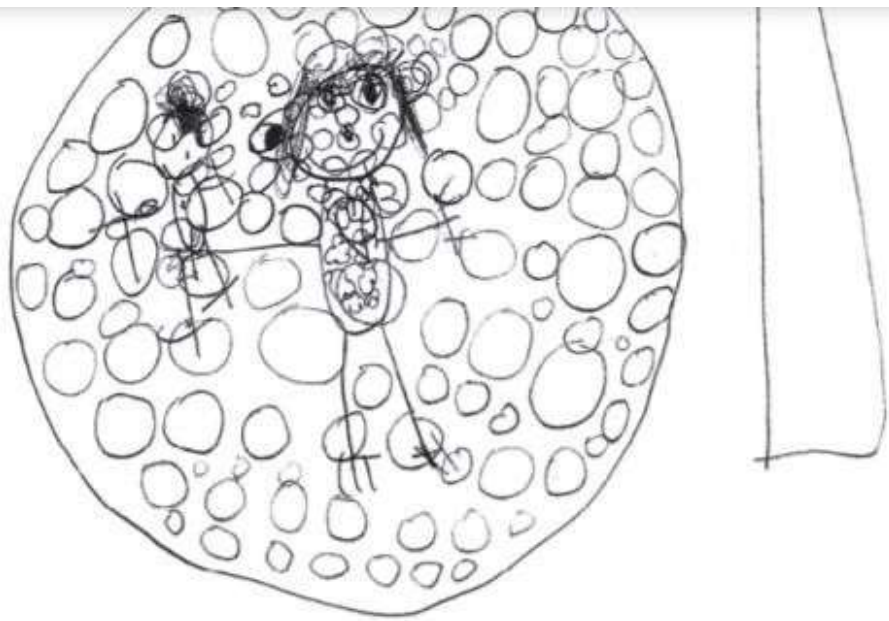
Year 2 (KS1) Writing exemplification:

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

Year 6 (KS2) Writing exemplification:

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

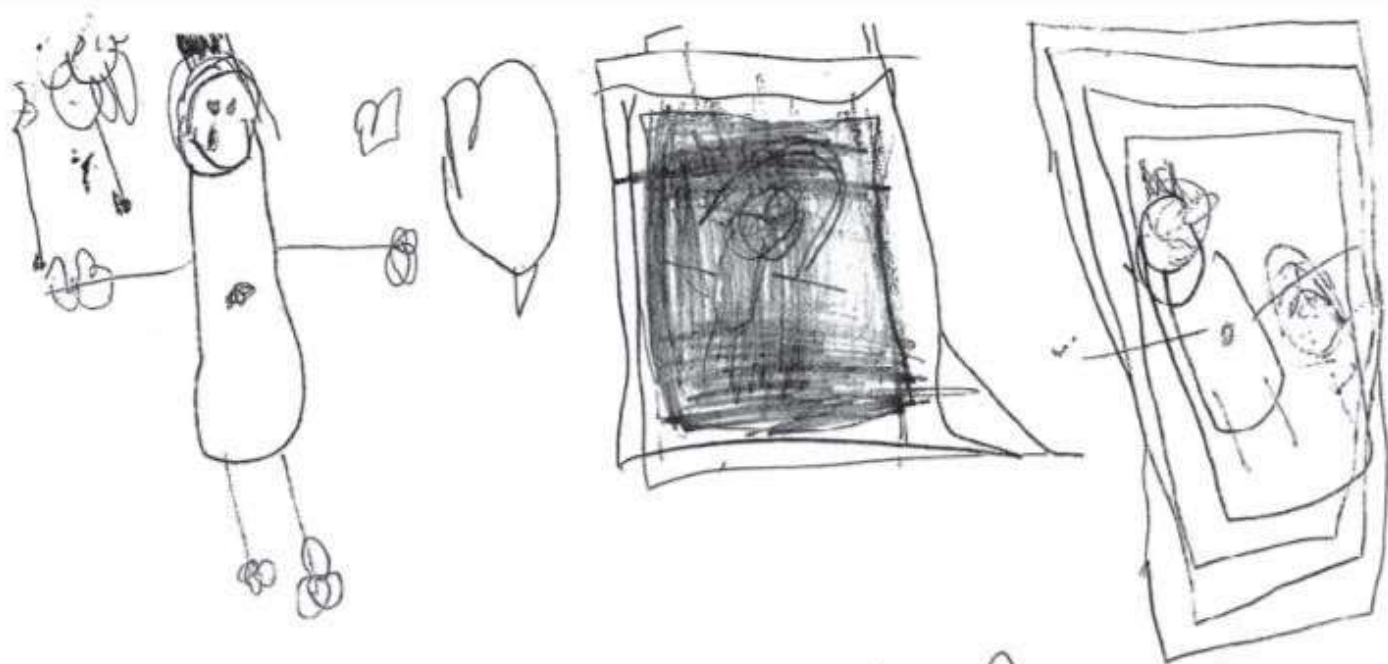
**EYFS Expected**



Oh sata day I

Went to the  
met rodoam

Is wama na plaia wivsa  
I Wenoh the siid:



I went to  
Land I sor dnosga  
bons I went to  
the moysel  
nn eser

### Context

The class had been making card and there was a selection of resources in the mark making area. Scarlet chose to go to this area and independently wrote an invitation to Miss Swaine.

### Observation

to miss swayn  
you are  
invited  
to my  
party  
Love  
Scarlett  
F x x x x x x x

Scarlet selected the paper and black felt pen. She copied 'invited' from a selection of helpful words. She wrote the key words independently – to, you, area, my and love and she used her phonic knowledge m-i-ss and s-w-ay-n.

She held the pen in her right hand with the correct pincer grip. She confidently wrote a, r, d, e – her letter m and n not so. When she had finished the card she took it to Miss Swaine with a big smile on her face as she read it.

'To Miss Swayn. You are invited to my party. Love Scarlett F xxxxxx'

# How To Look after minibeests

1. do not stand on them

2. and neither pick them up

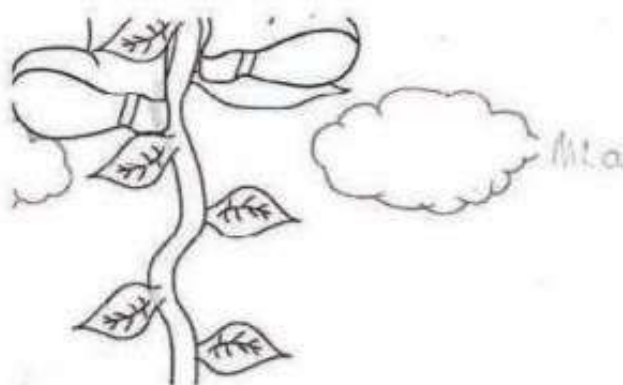
3. and neither chase them

4. Food and Friends too

5. neither make holes when you make a school







The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, 'I've written my own story, it's like the one in the book.'

once a poho time  
there lived a boy  
with his Mumy  
he took his cow  
to the market  
he saw a old man  
who sold the  
magic beans  
mumy found there  
a wall

After setting up an obstacle course, AL wrote, 'start', at the beginning of the course.



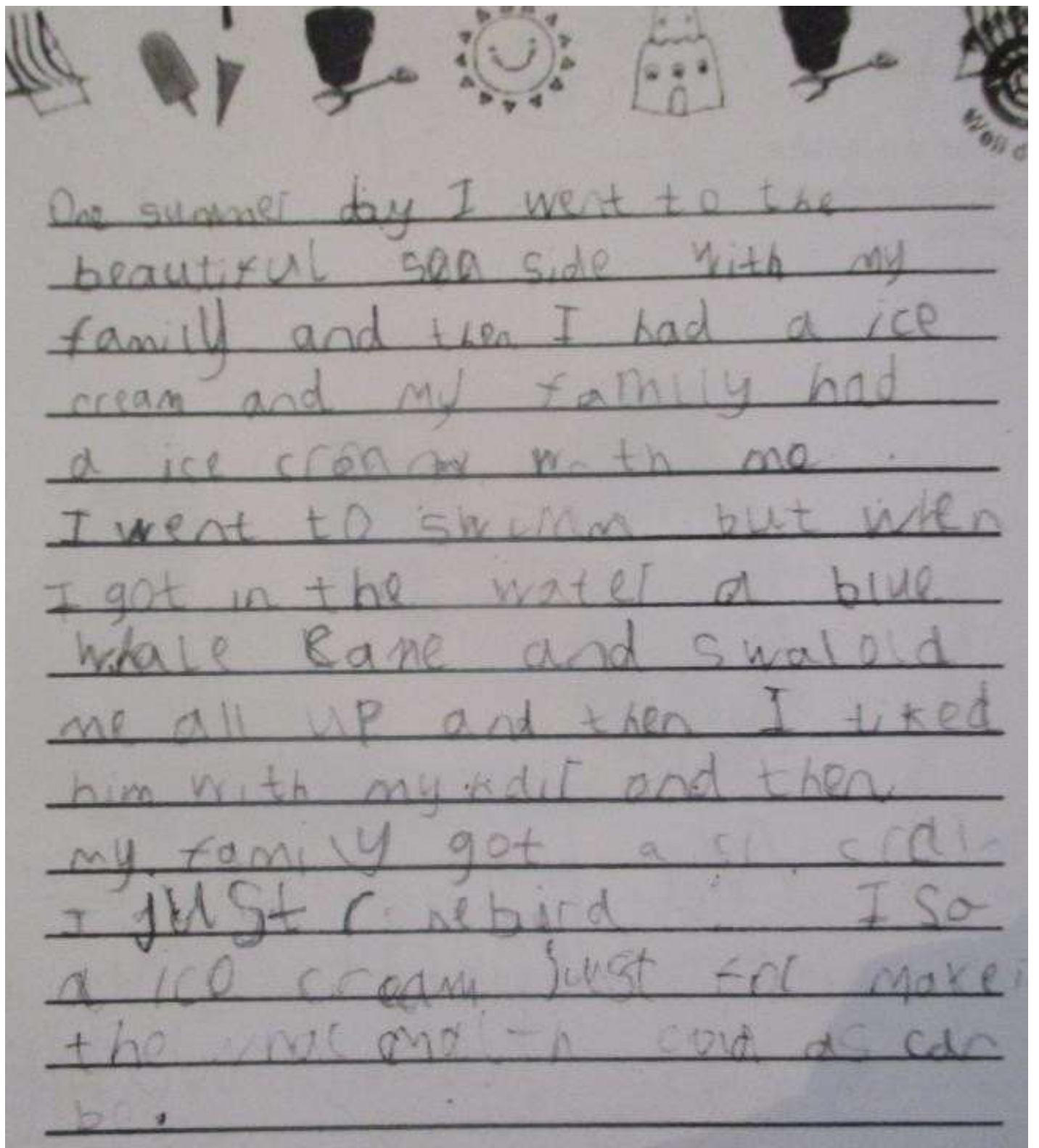
Resources taken from DfE document. Please refer to:

<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>



**Year 1 Expected**

## Story



## Writing based on a story

### Handa's Surprise

Handa put some delicious fruits in a basket for her friend, Akeyo. She will be surprised thought Handa as she set off for Akeyo's village.

I wonder which fruit she'll like best?

Will she like the guava?

But Handa did not

know that the antelope

had stolen it from

the basket. Will she

Will she like the avocado?

But along came a

gazelle who took the

avocado from the basket.

But Handa did not know

that the gazelle took the

Will She like the

'frighten? But the

flamingo got it

from the basket. But

Handa did not know

that the flamingo

took it from the

basket.



## Non-fiction

# Amazing Animals Facts!



Parrots

Where do they live?  
parrots live in Mexico  
and Australia. they live  
in rainforests because its  
hot damp and full of  
exotic fruits which parrots  
love.

What do they look like?  
they have ~~theirs~~<sup>feathers</sup> and  
curved beaks. They are very  
crazy and they can copy  
you. They have strong legs  
that are black. They have  
black eyes.



Parrots

## Predicting the next part of a story

The Tiger Child  
The Tiger Child  
Started walking  
to the village. But  
on his way he  
spotted two other  
tigers. So soon they  
started to fight.  
Then they both went  
the same way  
after the wrestle.  
So So So they  
went to catch  
fire but when



they took one  
step in the village  
all of the pea  
people in the  
village especially  
the kids  
ran in fright <sup>through</sup> the  
these <sup>the</sup> there <sup>through</sup>

the there there there there  
with windows  
and looked at  
the soon when the  
tiger had a plan.

The plan was  
to hide in the  
bushes and jump  
out when they  
came out of their  
cottage. About  
time they



## Writing – I Can Statements



I can write simple sentences	I can say aloud what I am going to write about.	I can use phonics to help me spell my words so that other people can read them

I can join my sentences with <i>and</i>	I can choose words to do with what I am writing about by saying them aloud.	I can usually spell high frequency words and use phonics for the rest	I can leave spaces between my words

I am starting to join my sentences with <i>but, so</i> or <i>then</i>	I can order my writing using <i>Once upon a time, then, the end;</i> or numbers.	I can spell the days of the week	I can sit correctly when writing

I can write short stories of my own after hearing or reading other people's stories	I can re-read my sentences to check they make sense.	I can write and name the letters of the alphabet in order	I can hold my pencil comfortably and correctly when writing

I can show where my sentences begin and end using capital letters and full stops	I can discuss what I have written with my teacher or my friends.	I can use letter names to explain different spellings of the same sound e.g. <i>blue/new</i>	I can write my lower-case letters in the right way

I can identify <i>?</i> and <i>!</i> and am trying to use them in my writing	I can read my work aloud clearly	I can use the spelling rule for adding <i>-s</i> , or <i>-es</i> (when the word has an /iz/ sound)	I can form capital letters and digits 0-9 correctly

I can use words like <i>he, she, I</i> <i>they</i> and <i>we</i> in my writing	I can write about the same person throughout my writing	I can use the pre-fix <i>un-</i> and understand how it changes the meaning	I am starting to use capital letters correctly

I can use interesting words for description in my writing	I can write for different purposes – stories, lists, letters, poems and instructions	I can use the suffixes <i>-ing, -ed, -er</i> and <i>-est</i> e.g. <i>helping, helped, helper</i>	I understand which letters belong to which handwriting "family"

**Vocabulary, Grammar  
& Punctuation**

**Composition**

**Spelling**

**Handwriting**