

Writing Non-Negotiables (Minimum end of year expectations)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	<p>Write simple sentences which can be read by themselves & others.</p> <p>Write own names correctly.</p>	<p>Write clearly demarcated sentences.</p> <p>Use 'and' to join ideas.</p> <p>Use conjunctions to join sentences (e.g. so, but).</p> <p>Use standard forms of verbs, e.g. go/went.</p>	<p>Write different kinds of sentence: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description & specification.</p> <p>Write using subordination (when, if, that, because).</p> <p>Correct & consistent use of present tense & past tense.</p> <p>Correct use of verb tenses.</p>	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p> <p>Use perfect form of verbs to mark relationships of time & cause.</p>	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Appropriate choice of noun or pronoun.</p>	<p>Add phrases to make sentences more precise & detailed.</p> <p>Use range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Use pronouns to avoid repetition.</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Evidence of sentence structure and layout matched to requirements of text type.</p>
Punctuation	<p>Use capital letters and full stops to demarcate sentences.</p>	<p>Evidence of: Capital letters. Full stops. Question marks. Exclamation marks.</p> <p>Capital letters for names & personal pronoun 'I'.</p>	<p>Correct & consistent use of: Capital letters. Full stops. Question marks. Exclamation marks.</p> <p>Commas in a list.</p> <p>Apostrophe (omission).</p> <p>Introduction of speech marks.</p>	<p>Correct use of speech marks for direct speech.</p>	<p>Apostrophe for singular & plural possession.</p> <p>Comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p>	<p>Brackets. Dashes. Commas.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of subordinating & coordinating conjunctions.</p> <p>Use verb phrases to create subtle differences (e.g. she began to run).</p>	<p>Semi-colon, colon, dash to mark the boundary between independent clauses.</p> <p>Correct punctuation of bullet points.</p> <p>Hyphens to avoid ambiguity.</p> <p>Full range of punctuation matched to requirements of text type.</p>
Paragraphing	<p>Clearly demarcated sentences</p>	<p>Clearly sequenced sentences</p>	<p>Write under headings</p>	<p>Group ideas into paragraphs around a theme.</p> <p>Write under headings & sub-headings.</p>	<p>Use connectives to link paragraphs.</p>	<p>Consistently organize into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	<p>Wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>
Handwriting	<p>Correct grip. Write name (correct upper & lower case). Correct letter formation for familiar words.</p>	<p>Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits.</p>	<p>Evidence of diagonal & horizontal strokes to join</p>	<p>Legible, joined handwriting.</p>	<p>Legible, joined handwriting of consistent quality.</p>	<p>Legible and fluent style.</p>	<p>Legible, fluent and personal style.</p>