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| **Writing Non-negotiables (Minimum end of year requirements)** | | | | | | | |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sentence and text structure** | Write simple sentences which can be read by themselves & others.  Write own names correctly. | Write clearly demarcated sentences.  Use ‘and’ to join ideas.  Use conjunctions to join sentences (e.g. so, but).  Use standard forms of verbs, e.g. go/went. | Write different kinds of sentence: statement, question, exclamation, command.  Use expanded noun phrases to add description & specification. E.g. ‘The tall, handsome prince’ as opposed to ‘The prince.’  Write using subordination (when, if, that, because).  Correct & consistent use of present tense & past tense.  Correct use of verb tenses. | Use conjunctions (when, so, before, after, while, because).  Use adverbs (e.g. then, next, soon).  Use prepositions (e.g. before, after, during, in, because of).  Experiment with adjectives to create impact.  Correctly use verbs in 1st, 2nd & 3rd person.  Use perfect form of verbs to mark relationships of time & cause. | Vary sentence structure, using different openers.  Use adjectival phrases (e.g. biting cold wind).  Use expanded noun phrases with modifying adjectives and prepositional phrases (e.g….in an isolated cottage at the top of the hill)  Appropriate choice of noun or pronoun within or across sentences to aid cohesion and avoid repetition  Use conjunctions to extend a range of sentences with more than one clause (when, so, before, after, while, because). | Add phrases to make sentences more precise & detailed.  Use range of sentence openers – judging the impact or effect needed.  Begin to adapt sentence structure to text type.  Use adverbs (e.g. perhaps/surely) or modal verbs to indicate degrees of possibility (e.g. may/could, nearly/definitely/always)  Use pronouns to avoid repetition.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely (e.g. Stanley arrived at the house, which stood at the top of a hill.)  Link clauses in sentences using a range of subordinating & coordinating conjunctions. | Recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.  Use relative clauses beginning  with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely  Use passive verbs in a sentence (e.g. The flag was raised by the dark knight).  Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).  Vary sentence structure and use a variety of different tenses  Recognise vocabulary and structures appropriate for formal speech/writing (e.g. furthermore)  Include subjunctive forms in writing (The doctor recommended he give up smoking) |
| **Punctuation** | Use capital letters and full stops to demarcate sentences. | Evidence of: Capital letters. Full stops.  Question marks. Exclamation marks.  Capital letters for names & personal pronoun ‘I’. | Correct & consistent use of:  Capital letters. Full stops at the end of a sentence.  Question marks. Exclamation marks.  Commas in a list.  Apostrophes to mark where letters are missing in spelling (I will=I’ll) and to mark singular possession in nouns (e.g. the girl’s name).  Introduction of speech marks.  Can use capital letters for some proper nouns and the personal pronoun ‘I’ | Use capital letters for names of people, places, day of the week and the personal pronoun ‘I’.  Correctly use question marks and exclamation marks.  Use commas to separate items in a list.  Correct use of speech marks for direct speech. | Correctly use question marks and exclamation marks.  Apostrophe for singular & plural possession. (eg The  boy’s coat. The boys’ coats.  Use commas after fronted adverbial (e.g. Later that day, I heard bad news.).  Use commas to mark clauses. (eg As I walked past the  dog, it began to bark)  Can use inverted commas and other punctuation to indicate direct speech. | Use brackets, dashes and commas to indicate parenthesis  Commas to clarify meaning or avoid ambiguity.  Use verb phrases to create subtle differences (e.g. she began to run). | Use Semi-colons, colons, dashes to mark the boundary between independent clauses.  Correct punctuation of bullet points.  Hyphens to avoid ambiguity.  Full range of punctuation matched to requirements of text type. |
| **Paragraphing** | Clearly demarcated sentences | Clearly sequenced sentences | Write under headings | Begin to group ideas into paragraphs  Write under headings & sub-headings. | Group ideas into paragraphs around a  theme. | Consistently organise paragraphs.  Begin to use a wide range of devices to build cohesion across paragraphs e.g. then, after, that, this, firstly.  Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). | Use a wide range of devices to build cohesion within  and across paragraphs e.g. repetition, adverbials such as on the other hand, in contrast and ellipses.  Use paragraphs to signal change in time, scene, action, mood or person. |
| **Handwriting** | Correct grip.  Write name (correct upper & lower case).  Correct letter formation for familiar words. | Hold a pencil correctly  Correct formation of lower case – finishing in right place.  Correct formation of capital letters.  Correct formation of digits. | Evidence of diagonal & horizontal strokes to join | Legible, joined handwriting. | Legible, joined handwriting of consistent quality. | Legible and fluent style. | Legible, fluent and personal style. |