Writing Non-Negotiables (Minimum end of year expectations)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	Write simple sentences which can be read by themselves & others.	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. Write using subordination (when, if, that, because) and co-ordination (or, and, but). 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 appropriate choice of noun or pronoun. Use fronted adverbials.	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 pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)	Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type.
Punctuation	Use capital letters and full stops to demarcate sentences.	Introduce use of: o capital letters o full stops o question marks o exclamation marks Use capital letters for names & personal pronoun 'I'.	Write with correct & consistent use of: o capital letters o full stops o question marks o exclamation marks Use commas in a list. Use apostrophe to mark omission and singular possession in nouns.	Use inverted commas to punctuate direct speech.	Use apostrophe for plural possession. Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct speech.	Use the following to indicate parenthesis: o brackets o dashes o comma Use commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).	Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list & semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type.
Paragraphing	Write demarcated sentences *[as introduction to paragraphs]*.	Write a sequence of sentences to form a short narrative *[as introduction to paragraphs]*.	Write under headings.	Group ideas into basic paragraphs. Write under headings & sub-headings.	Use paragraphs to organised ideas around a theme. Use connecting adverbs to link paragraphs.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Handwriting	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.	Use correct formation of lower case – finishing in right place. Use correct formation of capital letters. Use correct formation of digits.	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join.	Increase legibility, consistency and fluency.		Write legibly, fluently and with increasing speed.	