

Writing Non-Negotiables

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure and Text Structure	<p>Write clearly demarcated sentences</p> <p>Use 'and' to join ideas</p> <p>Use conjunctions to join sentences (or, but)</p> <p>Use standard forms of verbs (e.g. go/went)</p>	<p>Write different kinds of sentences: statement, question, exclamation, command</p> <p>Use expanded noun phrases</p> <p>Use subordination (when, if, that, because)</p> <p>Correct use of tense (past & present)</p>	<p>Use variety of conjunctions (when, before, after, while, so, because)</p> <p>Use adverbs (then, next, soon)</p> <p>Use prepositions (before, after, during, in, because of)</p> <p>Choose adjectives to create impact</p> <p>Correctly use verbs in 1st, 2nd & 3rd person</p>	<p>Vary sentence structure, using different openers (fronted adverbials)</p> <p>Use adjectival phrases (e.g. biting cold wind)</p> <p>Choose pronoun or noun to aid cohesion and avoid repetition</p> <p>Standard English forms of verbs (not local spoken forms)</p>	<p>Add phrases to make sentences more precise and detailed</p> <p>Use range of sentence openers – judging impact or effect needed</p> <p>Use pronouns to avoid repetition</p> <p>Begin to adapt sentence structure to text type</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>Evidence of: Capital letters Full stops Question marks Exclamation marks</p> <p>Capital letters for names and personal pronoun 'I'</p>	<p>Correct and consistent use of: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas in a list</p> <p>Apostrophe (omission)</p>	<p>Correct use of inverted commas (speech marks)</p>	<p>Correct use of punctuation for direct speech</p> <p>Apostrophe for possession</p> <p>Use commas after fronted adverbial (e.g. Later that day, ...)</p>	<p>Correct and consistent use of: Brackets, dashes, commas</p> <p>Commas to clarify meaning or avoid ambiguity</p>	<p>Correct and consistent use of: Semi-colon, colon, dash</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 sequenced sentences</p>	<p>Write under headings (as introduction to paragraphs)</p>	<p>Group ideas into paragraphs</p> <p>Write under headings and sub-headings</p>	<p>Group ideas into paragraphs around a theme</p>	<p>Consistently organise writing in 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, place, action, mood, person</p>
Handwriting	<p>Correct formation of lower case</p> <p>Correct formation of capital letters</p> <p>Correct formation of digits</p>	<p>Formation of lower case letters of the correct size relative to one another</p> <p>Evidence of diagonal & horizontal strokes to join</p>	<p>Legible, joined handwriting (when appropriate)</p>	<p>Legible, joined handwriting of consistent quality (when appropriate)</p>	<p>Legible and fluent style</p>	<p>Legible, fluent and personal style</p>