 **Reception and Key Stage 1**

**Writing Non-Negotiables (minimum end of year expectations)**

*NB: Pupils must demonstrate each of the non-negotiables listed in their year group* ***AND*** *all of the statements in the preceding year groups.*

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|  | Nursery | Reception | Year 1 | Year 2 |
| **Text Outcomes** | Usually gives meaning to marks they draw, write and paint.  (W: 30-50/ 40-60 mths)  Ascribe meaning to marks they see in different places.  (W:30-50 mths)  When talking, uses more complex sentences to link thoughts, e.g. using ‘and’ and ‘because’.  (CL: 30-50 mths)  Begins to use talk to sequence thoughts and ideas.  (CL: 40-60 mths) | **Write simple sentences that can be read by themselves and others.** | **Write a sequence of sentences to form a short narrative.** | **To write real and fictional narratives using sentences with different forms (statements, exclamations, commands and questions).**  **To write about real events.** |
| **Sentence Level Skills** | Write simple sentences that can be read by themselves and others. | Use capital letters for ‘I’ **ALL** of the time and for names of people, places and days of the week **MOST** of the time.  Demonstrates a good understanding that capital letters and full stops are needed to demarcate sentences (correct demarcation 80% of the time).  Begin to use exclamation marks and question marks.  Use ‘and’ to join ideas and begin to use ‘so’ and ‘but’. | Demarcate **MOST** sentences with capital letters and full stops.  Use some question marks and exclamation marks.  Use some apostrophes to mark omission and singular possession.  Use expanded noun phrases to describe and specify.  Correct and consistent use of past and present tense.  Use some conjunctions – coordinating (and, but, so) and subordinating (because, when, if)  Writing makes sense. |
| **Handwriting** | Use modified/ emerging tripod grip.  (PD: 30-50 mths)  Can copy some letters from their name.  (PD: 30-50 mths)  Begins to show a preference for a dominant hand.  (PD: 30-50/40-60 mths) | Use correct grip.  Write name with correct use of upper and lower case letters.  Use correct letter formation for familiar words. | Use correct letter formation of: **ALL** lower case letters, capital letters and digits 0 – 9.  Leave spaces between words **ALL** of the time. | Use correct letter formation and correct letter sizing relative to one another.  Show some evidence of joining.  Leave spacing between words that reflects size of letters. |
| **Spelling** | Begins to hear and say the initial sounds in words.  (W:40-60 mths) | Spell words containing the phonemes already taught.  To correctly spell 90% of the Reception High Frequency Words. | Spell at least 90% of the Year 1 common exception words correctly.  Spell words containing each of the 40+ phonemes already taught.  Spell the days of the week. | Spell at least 90% of the year 1 and 2 common exception words correctly.  Spell some words with contracted forms.  Spell some words with the possessive apostrophe (singular)  Add suffixes to spell longer words (-ment, -ness, - ful, -less, -ly) |

**Key Stage 2**

**Writing Non-Negotiables (minimum end of year expectations)**

*NB: Pupils must demonstrate each of the non-negotiables listed in their year group* ***AND*** *all of the statements in the preceding year groups.*

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| **Text Outcomes** | **To write narratives, creating settings and characters, using speech and beginning to use paragraphs.**  **To begin to organise non-narrative material – writing to inform, describe and explain.** | **To begin to write extended narratives developing plot, describing settings and characters, using speech to move a story on.**  **To write an increasing range of non-fiction using paragraphs and other organisational devices.** | **To write narratives, describing settings and characters, and including speech that moves the story on and begins to depict character.**  **To write for an increasing range of purposes (to explain, to summarise, to evaluate, to compare) using a range of organisational devices to build cohesion.** | **To write a short story and other narratives creating atmosphere and integrating dialogue to convey character and advance the action.**  **To write for a range of purposes and audiences, building cohesion across paragraphs and using further organisational devices to build cohesion.** |
| **Sentence Level Skills** | **ALMOST ALL** sentences correctly punctuated with full stops and capital letters.  Use inverted commas to punctuate direct speech.  Group ideas into basic paragraphs.  Begin to use different sentence structures.  Express time and place using conjunctions, adverbs and prepositions.  Show some use of commas in a list.  Use a greater variety of verb forms including the perfect present. | Use a variety of expanded noun phrases.  Use apostrophes to mark plural possession.  Use commas to mark phrases and after fronted adverbials.  Use inverted commas for speech correctly and consistently.  Use paragraphs to organise ideas around a theme.  Use some cohesive devises within and across sentences and paragraphs.  Use different sentence structures and openers. | **ALL** sentences correctly punctuated with full stops and capital letters. No comma splicing.  Use commas to clarify meaning or avoid ambiguity – marking phrases and clauses.  Use pronouns to avoid repetition.  Show a developing use of clause structures including relative clauses and use of modal verbs.  Link ideas across paragraphs using adverbials of time, place and number. | Correctly and consistently use: hyphens, inverted commas, commas, brackets, dashes, semi-colons and colons.  Use a wide range of clause structures including passive and modal verbs.  Add detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases.  Use a range of cohesive devices within and across sentences and paragraphs, including adverbials. |
| **Handwriting** | Join consistently and correctly with increasing fluency. | Join consistently and correctly with increasing fluency. | Join consistently, correctly, fluently and with increasing speed. | Join consistently, correctly, fluently and with increasing speed. |
| **Spelling** | Spell at least 50% of the words on the year 3/4 spelling list correctly.  Begin to use correct homophones.  Use further prefixes and suffixes.  Use the possessive apostrophe accurately for regular plurals. | Spell at least 80% of the words on the year 3/4 spelling list correctly.  Use the possessive apostrophe accurately for irregular plurals.  Mostly use the correct homophone. | Spell at least 50% of the words on the year 5/6 spelling list correctly.  Spell words with silent letters.  Use correct homophones. | Spell at least 80% of the words on the year 5/6 spelling list correctly.  Demonstrate accurate spelling or words that are easily confused. |