



Writing End of Year Expectations - Non-Negotiables

	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	<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) and co-ordination (or, and, but).</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>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials.</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>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)</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>Use a sentence structure and layout matched to requirements of text type.</p>
Punctuation	<p>Introduce use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use capital letters for names & personal pronoun 'I'.</p>	<p>Write with correct & consistent use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use commas in a list.</p> <p>Use apostrophe to mark omission and singular possession in nouns.</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use apostrophe for plural possession.</p> <p>Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p>	<p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> o brackets o dashes o comma <p>Use 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>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list & semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use full range of punctuation matched to requirements of text type.</p>
Paragraphing	<p>Write a sequence of sentences to form a short narrative [as introduction to paragraphs].</p>	<p>Write under headings.</p>	<p>Group ideas into basic paragraphs.</p> <p>Write under headings & sub-headings.</p>	<p>Use paragraphs to organised ideas around a theme.</p> <p>Use connecting adverbs to link paragraphs.</p>	<p>Consistently organise 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>Use 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>Use correct formation of lower case – finishing in right place.</p> <p>Use correct formation of capital letters.</p> <p>Use correct formation of digits.</p>		<p>Write lower case letters correct size relative to one another.</p> <p>Show evidence of diagonal & horizontal strokes to join.</p>		<p>Increase legibility, consistency and fluency.</p> <p>Write legibly, fluently and with increasing speed.</p>	
Spelling	<p>Spell the days of the week</p> <p>Spell words containing 40+ phonemes already taught.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p>	<p>Accurately use apostrophes for contractions.</p> <p>Use the first or second letters of a word to check its spelling in a dictionary.</p>	<p>Read and spell prefixes and suffixes.</p> <p>Place the possessive apostrophe accurately in words with singular nouns, regular and irregular plurals.</p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	<p>Distinguish between homophones and other words which are often confused.</p> <p>Read and spell all words from the 5/6 word list correctly.</p>



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		Add suffixes to spell longer words –ment, -ness, -ful, -less, -ly.	Accurately spell common homophones.	Read and spell all words from the 3/4 word list correctly.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	
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