



## End of Reception Writing

### Non-negotiables

By the end of Reception all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

Handwriting
I can form MOST lower-case letters correctly starting from the line. I can form MOST capital letters correctly
I can hold a pencil correctly
I write my name with a capital letter
Sentence and Text Structure
I can write my own name in cursive handwriting
I can write simple sentences that I can read back
I can write simple sentences that can be read by others
Punctuation
I am beginning to use capital letters to start a sentence
I am beginning to use a full stop to end a sentence
Spelling
I am beginning to spell SOME of the high frequency words correctly
I can write words phonetically using correctly ALL set 1 sounds and SOME of set 2 sounds

\*I am beginning to use the 'Five Finger' rule to check my sentences.



## End of Year 1 Writing

### Non-negotiables

By the end of Year 1 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

Handwriting
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I can form ALL lower-case cursive letters correctly starting from the line. I can form ALL capital letters correctly

### Composition

I use a full stop to end a sentence

I can use conjunctions such as 'and' to join my ideas

My sentences link to one another

I can read my sentence back to check it makes sense

### Grammar and Punctuation

I use capital letters to start a sentence

I use capital letters for names of people, places, days and months

I can use full stop correctly

I use the 'Five Finger' rule to check my sentences

I can begin to use question marks - ?

### Spelling

I spell MANY of the Red Words correctly

I can write words phonetically using ALL set 1 and 2 sounds and SOME set 3 sounds

I can spell SOME of the Year 1 / 2 common exemption words

**\* I can use the 'Five Finger' rule to check my sentences and make any necessary changes.**



## End of Year 2 Writing Non-negotiables

By the end of Year 2 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

### Handwriting

I can form ALL lower-case letters correctly and join MOST of them together

I can form ALL capital letters correctly of the correct size

### Composition

I can write a question

I can write a command

I can write a statement

I can write an exclamation sentence

I use an adjective to describe a noun. e.g. *my exciting trip*

I use subordination in my sentence - '*when, if, that, because*'

I can use co-ordination in my sentence – ‘or, and, but’

I can write in the past and present tense

My verbs are always in the right tense

### Grammar and Punctuation

I use capital letters to start a sentence

I use capital letters for names of people and things

I can use full stops

I can use question marks - ?

I can use possessive apostrophes correctly

### Spelling

I spell MANY of the Red Words correctly

I can spell MANY of the Year 1 / 2 common exemption words

\* I use the ‘Five Finger’ rule to check my sentences and make any necessary changes.



## End of Year 3 Writing Non-negotiables

By the end of Year 3 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

### Handwriting

ALL my letters are the correct size and are neatly joined

### Composition

I use conjunctions *when, so, before, after, while, because* correctly

I use words to show the passage of time. E.g. *then, next, soon*

I can use prepositions. E.g. *before, after, during, in*

I can write in 1<sup>st</sup> person

I can write in 3<sup>rd</sup> person

I can choose different adjectives for impact

I write similar ideas in one paragraph

I write under headings and sub-headings

### Grammar and Punctuation

I use speech marks correctly to show direct speech

I use . , (list) ! ? correctly

### Spelling

I can spell ALL Red Words correctly

I can spell SOME of the Year 3 / 4 common exemption words correctly

\* I can proof-read my work and make the necessary amendments (Green Pen)



## **End of Year 4 Writing**

### **Non-negotiables**

By the end of Year 4 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

<b>Handwriting</b>
My handwriting is neatly joined and all my letters are the correct size
<b>Composition</b>
I open my sentences in a variety of different ways
I use expanded noun phrases with a comma
I know when to use a pronoun
I can write in 1 <sup>st</sup> and 3 <sup>rd</sup> person throughout my writing
I use conjunctions to link paragraphs
I can write in paragraphs
I can use a range of clauses for impact
I can select and use the correct homophone. E.g. there / their pear / pair
<b>Grammar and Punctuation</b>
I use . , (list) ! ? "" correctly
I use an apostrophe to show singular possession
I use an apostrophe to show plural possession
I use a comma after a fronted adverbial. E.g. <i>later that day, I heard bad news</i>
I use commas to mark clauses
I use pronouns to avoid repetition
<b>Spelling</b>
I spell ALL high frequency words correctly
I can spell MOST of the Year 3 / 4 common exemption words

\* I can proof-read my work and make the necessary amendments (Green Pen)



## End of Year 5 Writing

### Non-negotiables

By the end of Year 5 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

Handwriting
I have legible, cursive handwriting with correctly formed and proportionate ascenders and descenders
I can write at speed making sure that my handwriting is neat and legible throughout
Composition
I can use sentences of different lengths for different effects
I understand and use subordinate clauses correctly
I can select verb phrases for effect
I use conjunctions to link paragraphs
I link my paragraphs using adverbials of time
I can select and use words in the correct context
I can use and maintain the correct tense in my writing
Grammar and Punctuation
I use relative clauses beginning with <i>who, which, where, when, whose</i> .
I use brackets
I use dashes
I use commas to mark clauses
I use . , ' "" ! ? confidently
Spelling
I can spell MOST of the Year 3/4 common exception words
I can spell SOME of the Year 5/6 common exception words

**\*I can proof-read my work and make the necessary amendments in order to up level my writing (Green Pen)**



## End of Year 6 Writing

### Non-negotiables

By the end of Year 6 all children must have been taught how to use the following elements of writing. Children should be able to apply the following skills independently.

<b>Handwriting</b>
I have legible, cursive handwriting with correctly formed and proportionate ascenders and descenders
I can write at speed making sure that my handwriting is neat and legible
<b>Composition</b>
I can vary sentence structure (simple, compound and complex) and length to engage the reader
I can select verb phrases for effect
I understand and use subordinate clauses
I use conjunctions to link paragraphs
I use expanded noun phrases to convey complicated information concisely
I use a range of devices to build cohesion – such as conjunctions, adverbial phrases, pronouns and synonyms.
My paragraphs link with one another
I use paragraphs to show changes in time, scene and mood
I select vocabulary that is suitable for the audience and purpose (choosing between levels of formality)
I can independently use and maintain the correct tense
<b>Grammar and Punctuation</b>
I use commas to mark clauses
I can use a colon and a semi colon correctly
I can use bullet points correctly
I use . , ' ( ) "" ! ? ... confidently and independently
<b>Spelling</b>
I can spell MOST of the Year 5/6 common exemption words