Key Stage 1- Writing Non-Negotiables

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

	Reception	Year 1	Year 2
Text outcomes	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. To write about real events clearly and simply.
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 question marks. Use 'and' to join ideas and begin to use 'so' and 'but'.	Demarcate MOST sentences with capital letters and full stops. Use question marks correctly when required. Use past and present tense mostly correctly and consistently. Use some conjunctions – coordinating (and, but, so, or) and subordinating (because, when, if, that) Writing makes sense.
Handwriting	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 for capital letters and lower case letters showing correct orientation and letter sizing relative to one another. Leave spacing between words that reflect the size of letters
Spelling	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. Segment spoken words into phonemes and represent these as graphemes, spelling many of these correctly and making phonically plausible attempts at others.

Lower Key Stage 2- Writing Non-Negotiables

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

	Year 3	Year 4
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 (e.g. headings, sub-headings, bullet points).
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	MOST sentences correctly punctuated with full stops, question marks and capital letters. Use apostrophes to mark plural possession. Use commas in lists accurately. Use commas to mark phrases and after fronted adverbials. Use inverted commas for speech correctly and consistently. Use paragraphs to organise ideas Use some cohesive devises within and across sentences and paragraphs. Use different sentence structures and openers.
Handwriting	Join consistently and legibly with increasing fluency.	Join consistently and legibly with increasing fluency.
Spelling	Spell at least 50% of the words on the year 3/4 spelling list correctly. Begin to use correct homophones. Use prefixes and suffixes. Use the possessive apostrophe accurately for regular plurals. Use apostrophes for contractions.	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.

Upper Key Stage 2- Writing Non-Negotiables

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

	Year 5	Year 6
Text outcomes	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, describing settings, characters and creating atmosphere. Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions, and persuasive writing)
Sentence level skills	ALL sentences correctly punctuated with full stops, question marks and capital letters. No comma splicing. A wider range of punctuation beginning to be used: hyphens, inverted commas, commas, brackets, dashes, semi-colons and colons. 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. Use verb tenses consistently and correctly through their writing.	Use the range of punctuation taught at key stage 2 mostly correctly: hyphens, inverted commas, commas, brackets, dashes, semi-colons and colons. Consistently use paragraphs to organise ideas and use a range of cohesive devices within and across sentences and paragraphs, (e.g. adverbials of time and place, conjunctions, synonyms and pronouns.) within and across paragraphs. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility) Add detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases.
Handwriting	Join consistently, legibly, fluently and with increasing speed.	Join consistently, legibly, fluently and with increasing speed.
Spelling	Spell most words accurately from the year 3/4 list. 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. Use dictionary to check more uncommon and ambitious vocabulary. Demonstrate accurate spelling or words that are easily confused.