

## Writing Non-Negotiables

EYFS Non-Negotiables			
	Write simple sentences which can be read by themselves and others.		
	Some words are spelt accurately and some phonetically plausible.		
	Use correct grip Write name (capital and lower case) Use correct letter formation for familiar words.		

Y1 Non-Negotiables			
	Write clearly demarcated sentences.		
	Use capital letters for names and personal pronoun 'I'		
	Y1 common exception words (see appendix 1 of NC)		
	Use coordination (or/and/but) to join clauses.		
	Use correct formation of lower case – finishing in the right place Use correct formation of capital letters Use correct formation of digits.		
	Use spacing between words that reflects the size of the letters		

KS1/Y2 Non-Negotiables			
	Correct and consistent use of present tense and past tense.		
	Write with correct and consistent use of <ul style="list-style-type: none"> <li>★ Capital letters</li> <li>★ Full stops</li> <li>★ Question marks</li> <li>★ Exclamation marks</li> </ul>		
	Use expanded noun phrases to add description and specification		
	Use apostrophes to mark omission and singular possession in nouns.		
	Write using subordination (when, if, that, because) and co-ordination. (and, or, but)		
	Form letters correctly and begin to join using diagonal and horizontal strokes.		
	Accurately spell Y1 and Y2 CEWs		

Y3 Non-Negotiables			
	Use conjunctions (when, so, before, after, while, because)		
	Use verb tenses consistently and correctly.		
	In narratives describe settings and characters.		
	Use inverted commas to punctuate direct speech		
	Group ideas into basic paragraphs		
	Correct spelling of near homophones esp. they're, their, there, they're/ to, too, two/ which, witch, here, hear		
	Increase legibility and consistency of handwriting.		

Y4 Non-Negotiables		
	Use commas for clarity.	
	Correctly use and punctuate dialogue (to create atmosphere and to integrate it to move action on)	
	Use paragraphs to organise ideas around a theme.	
	Accurate spelling of Y3/4/5 words.	
	<i>Using some cohesive devices within and across sentences and paragraphs is replaced with:</i> In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
	*Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
	Maintain legibility in joined handwriting when writing at speed. (NC use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another are best left unjoined)	
	Proofread for spelling and punctuation errors. (Use supporting classroom resources.)	

Y5 Non-Negotiables		
	Use the range of punctuation taught at KS2 correctly (Not every single item needed but a range)	
	<ul style="list-style-type: none"> <li>• use inverted commas and other punctuation to indicate direct speech</li> </ul>	
	<ul style="list-style-type: none"> <li>• commas for clarity</li> </ul>	
	<ul style="list-style-type: none"> <li>• punctuation for parenthesis mostly correctly</li> </ul>	
	<ul style="list-style-type: none"> <li>• making some correct use of dashes</li> </ul>	
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
	Link clauses in sentences using a range of subordinating, coordinating conjunctions.	
	Use of relative clause (e.g. The bird, that lost the flock, flew the wrong way.)	
	Use verb phrases to create subtle differences (e.g. she began to run)	
	Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly (e.g. using contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)	
	Accurate spelling of Y5 words.	
	Accurate spelling of common homophones.	
	Write legibly, fluently and with increasing speed.	
	Proofread for spelling and punctuation errors. (Use supporting classroom resources.)	

## KS1 English Writing Framework 2018-19

### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.*

*<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).*

## KS2 English Writing Framework 2018-19

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list *(These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.)*
- write legibly. *(At this standard, there is no specific requirement for a pupil's handwriting to be joined.)*

### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>\*\*</sup>

### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>\*\*\*</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.*

*<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.*

*\*\*The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.*

*\*\*\*Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.*