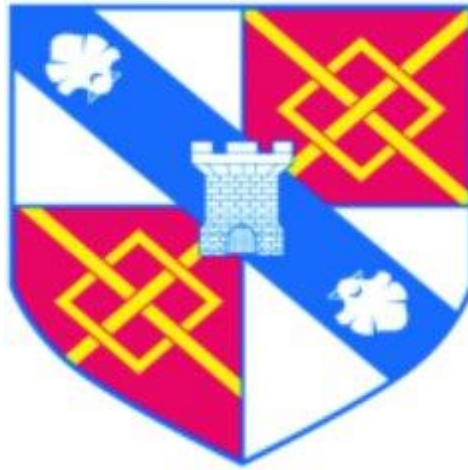


ESP Non – negotiables for writing



EARL SPENCER PRIMARY SCHOOL



Non- Negotiables for writing



EYFS

- Write simple sentences which can be read by themselves and others
- Write name (correct upper and lower case)
- Use capital letters and full stops to demarcate sentences
- Write clearly demarcated sentences
- Correct pencil grip
- Correct letter formation for familiar words



Year 1

- Write clearly demarcated sentences
- Use 'and' to join ideas
- Use conjunctions to join sentences (e.g. so, but)
- Use standard forms of verbs e.g. go/went
- Evidence of:
 - ⇒ Capital letters
 - ⇒ Full stops
 - ⇒ Question marks
 - ⇒ Exclamation marks
- Use capital letters for names and the personal pronoun 'I'
- Write clearly sequenced sentences
- Correct formation of lower-case letters-finishing in right place
- Correct formation of capital letters
- Correct formation of digits



Year 2

- Write different kinds of sentences:
- Statement, question, exclamation and command
- Use expanded noun phrases to add description and specification eg 'The tall, handsome prince' as opposed to 'The prince.'
- Write using subordination (when, if, that, because)
- Correct and consistent use of present tense and past tense
- Correct use of verb tenses
- Correct and consistent use of:
- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in a list
- Apostrophe (omissions)
- Introduction of speech marks
- Write under headings
- Evidence of diagonal and horizontal strokes to join handwriting



Year 3

- Use conjunctions (when, so, before, after, while, because)
- Use adverbs (eg then, next, soon)
- Use prepositions (eg before, after, during, in, because of)
- Experiment with adjectives to create impact
- Correctly use verbs in 1st, 2nd and 3rd person
- Use perfect form of verbs to mark relationships of time and cause
- Correct use of speech marks for direct speech
- Group ideas into paragraphs around a theme
- Write under headings and sub-headings
- Legible, joined handwriting



Year 4

- Vary sentence structure, using different openers
- Use adjectival phrases (eg biting, cold, wind)
- Appropriate choice of noun or pronoun
- Apostrophe for singular and plural possession (eg The boy's coat. The boys' coats.
- Comma after fronted adverbial (eg Later that day, I heard bad news)
- Use commas to mark clauses (eg As I walked past the dog, it began to bark)
- Use connectives to link paragraphs
- Legible, joined handwriting of consistent quality



Year 5

- Add phrases to make sentences more precise and detailed.
- Use a range of sentence openers—judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Use:
 - ⇒ Brackets
 - ⇒ Dashes
 - ⇒ Commas
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run)
- Consistently organise paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later) place, (e.g. nearby) and number (e.g. secondly)
- Legible and fluent handwriting style



Year 6

- Use subordinate clauses to write complex sentences
- Use passive voice where appropriate
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day)
- Evidence of sentence structure and layout matched to requirements of text type
- Use:
 - ⇒ Semi-colon, colon, dash to mark the boundary between independent clauses
 - ⇒ Correct punctuation of bullet points
 - ⇒ Hyphens to avoid ambiguity
 - ⇒ Full range of punctuation matched to requirements of text type
- Use wide range of devices to build cohesion within and across paragraphs
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent and personal handwriting style