

Writing Non-negotiables: Reception-Year 6

	R	Y1	Y2	Y3	Y4	Y5	Y6
P	Can use CL and fs to demarcate sentences with support	Some use of CL and FS to demarcate sentences CL for names and 'I' Awareness of ? and !	Consistent use of: CL: sentence demarcation, I and names FS ? ! Some use of: ! Commas in a list Apostrophes for contracted words and singular possession in nouns	Consistent use of: CL: sentence demarcation, I and names FS ? ! Commas in a list Apostrophes for contracted words and singular possession in nouns Use of inverted commas to punctuate direct speech	Consistent use of: CL: sentence demarcation, I and names FS ? ! Apostrophe for singular and plural possession. Commas in a list Comma after fronted adverbial. Commas to mark clauses. Inverted commas and other punctuation to punctuate direct speech.	Consistent use of: CL: sentence demarcation, I and names FS ? ! Apostrophe for contracted words and possession (singular and plural) Commas in a list Commas to clarify meaning or avoid ambiguity. Parenthesis: <ul style="list-style-type: none"> • Brackets • Dashes • Commas Subordinating and coordinating conjunctions to link clauses in sentences. Verb phrases to create subtle differences (e.g. she begin to run).	Consistent use of: CL: sentence demarcation, I and names FS ? ! Apostrophe for contracted words and possession (singular and plural) Commas in a list Commas to clarify meaning or avoid ambiguity. Mark boundary between independent clauses using: <ul style="list-style-type: none"> • Semi-colon • Colon • Dash Lists: <ul style="list-style-type: none"> • Colon to introduce • Semi-colon within list. Correct punctuation of bullet points Hyphens to avoid ambiguity

							Full range of punctuation matched to requirements of text type.
G	Simple sentences which can be read by themselves and others.	<p>Noun phrases</p> <p>Subordinating conjunction: because</p> <p>Coordinating conjunctions: and, or, but</p> <p>Standard forms of verbs, e.g. go/went</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions: when, if, that, because</p> <p>Coordinating conjunctions: and, but, or</p> <p>Correct and consistent use of present and past tense.</p> <p>Adverbs</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions: when, if, that, because</p> <p>Coordinating conjunctions: and, but, or, so</p> <p>Prepositions</p> <p>Correctly use verbs in 1st, 2nd and 3rd person</p> <p>Adverbials: TRaMP (Time, Reason and Manner, Place)</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions: when, if, that, because</p> <p>Coordinating conjunctions: and, or, but, so</p> <p>Vary sentence structure using different openers.</p> <p>Use appropriate choice of noun or pronoun</p> <p>Adverbials TRaMP (Time, Reason and Manner Place)</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions:</p> <p>Coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so)</p> <p>Use range of sentence openers -judging the impact or effect needed</p> <p>Pronouns to avoid repetition.</p> <p>Adverbials TRaMP (Time, Reason and Manner, Place)</p> <p>Indicate degrees or possibility using adverbs or modal verbs: must, shall, will, should, would, can, could, may, and might.</p> <p>Relative clauses and relative pronouns: who, which, whose, whom, that</p>	<p>Expanded noun phrases to convey complicated information concisely</p> <p>Coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so)</p> <p>Subordinating conjunctions:</p> <p>Subordinate clauses to write complex sentences.</p> <p>Passive voice where appropriate.</p> <p>Adverbials TRaMP (Time, Reason and Manner, Place)</p> <p>Relative clauses and relative pronouns: who, which, whose, whom</p> <p>Modal verbs: must, shall, will, should, would, can, could, may, and might</p> <p>Subjunctive: If only I were..., It was suggested that he wait..., His voice</p>

						Begin to adapt sentence structure to text type.	was strained as if he were... Sentence structure and lay out matched to the requirements of the text type.
S	<p>Write words which match their spoken sounds, using phonic knowledge</p> <p>Segment and write VC (at, eat,) CV (cow, bee, boy) CVC (man, pull, fuss, down) words</p> <p>Write some common irregular words: the, to, I, no, go</p>	<p>Spell most NC Year 1 common exception words and days of the week</p> <p>Use -s and -es for plurals</p> <p>Use prefix -un</p> <p>Add suffixes -ing, -ed, -er and -est to root words (where no change to root word is needed)</p>	<p>Spell many common exception words from NC year group word list</p> <p>Use -s and -es for plurals correctly</p> <p>Use prefix -un</p> <p>Add suffixes -ing, -ed, -er and -est (including where changes to the root words are required)</p>	<p>Spells many of NC Y3&4 common exception words list</p> <p>Spell many words with prefixes correctly: auto-, ir-, in-, dis-, super-, anti-</p> <p>Spell many words with suffixes correctly: -ous, -ly, -ation</p> <p>Spell some homophones correctly</p>	<p>Spells all of NC Y3&4 common exception words list</p> <p>Spell all words with prefixes correctly: auto-, ir-, in-, dis-, super-, anti-</p> <p>Spell all words with suffixes correctly: -ous, -ly, -ation</p> <p>Spell homophones correctly</p>	<p>Spells many of the NC Y5&6 common exception words list</p> <p>Spell many verb prefixes correctly: de-, over-, mis-</p> <p>Convert nouns or adjectives into verbs: designate, classify, criticise</p>	<p>Spells most of the NC Y5&6 common exception words list.</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
HW	<p>Correct grip</p> <p>Write name: correct upper and lower case</p> <p>Spacing between words</p>	<p>Correct formation of lower case</p> <p>Correct formation of capital letters</p> <p>Correct formation of digits</p>	<p>Write lower case letters correct size relative to one another</p> <p>Show evidence of diagonal and horizontal strokes</p> <p>ton join</p>	<p>Increase legibility, consistency and fluency.</p> <p>Joining most letters and knowing that capital letters remain unjoined.</p>	<p>Write joined up legibly, fluently and with increasing speed.</p>		

