



Whole School Writing Non-Negotiable Expectations

Year	Punctuation	Grammar/Text	Spelling	Handwriting
Pre-School		Model simple sentence		- Pattern making - Directional anticlockwise - Correct pencil grip
Reception	Modelling and using the vocabulary: capital letter/ full stops, finger spaces	- Finger spaces - Verbalise a sentence	Reception list agreed	- Correct pencil grip using triangular pencil - Form correctly all the letters of the alphabet with lead ins. - Can form capitals: T I A - Model capital letters when they start writing in sentences i.e. RWI red books. (Adults model joining special friends)
1	- Full stops - Capital letters	- Basic sentences - Compose meaningful statements - Re-read and check a simple sentence makes sense	80% of Y1 Common exception words	- Relative size of letters e.g. ascenders and descenders - Form capital letters - Can join special friends and spelling patterns.
2	- Use capital letters, full stops, question marks and exclamation marks mostly correctly - Use commas in a list mostly correctly - Use apostrophes for omission mostly correctly	- Use co-ordinating (but) - subordinating conjunctions (when/ if /that because) - Write in past and present tense consistently - Command, Statement, Question, Exclamation - Compose the 4 different types of sentences - Add detail using adjective - Adverbs E.g Beautiful, Pretty - Use was/were correctly in sentences	80% of Y2 Common exception words - Homophones: where/wear/were your/you're are/our	- Handwriting joined - Finger spaces of a relative size to the letters
3	- Use capital letters, full stops, question marks and exclamation marks correctly. - Use commas in a list correctly - Use apostrophes for omission and singular possession mostly correctly.	Use a range of subordinating and co-ordinating conjunctions, prepositions and adverbs correctly in sentences.	- Can spell 80% Year 3 word list correctly. - Homophones: there/their/they're here/hear	Handwriting is joined consistently.



	Begin to use inverted commas correctly to demarcate speech.		to/too/two whole/hole Its/it's	
4	- Punctuate speech mostly correctly, (e.g. 'something on the line, 66, capital letter, blah, something on the line, 99. New line). - Use commas after fronted adverbials mostly correctly. - Begin to use apostrophes to mark plural possession.	- Sentences are written in Standard English mostly correctly (e.g. we were, I was). - Uses noun phrases and prepositional phrases mostly correctly. - Uses fronted adverbials mostly correctly.	Can spell 80% Year 4 word list correctly.	Handwriting is joined and legible throughout.
5	- Uses brackets, dashes and commas to indicate parenthesis mostly correctly. - Uses apostrophes to mark plural possession mostly correctly. - Uses commas to separate clauses and clarify meaning mostly correctly.	- Uses relative clauses mostly correctly. - Uses modal verbs mostly correctly. - Uses cohesive devices mostly correctly to link within paragraphs. - Begin to use cohesive devices to link between paragraphs.	- Can spell 80% Year 5 word list correctly. - Uses a dictionary to correct uncommon or ambitious vocabulary. - Homophones: Weather/whether Whose/who's Which/witch Aloud/allowed	Handwriting is consistent in size and orientation, joined and legible throughout.
6	- Uses bullet points to punctuate a list mostly correctly. - Uses a colon to introduce a list and semi-colons within a list mostly correctly. - Begin to use semi-colon, colon and dash to mark the boundary between independent clauses - Begin to use hyphens to avoid ambiguity	- Maintains formal/informal language as appropriate. - Uses a range of cohesive devices to link between paragraphs mostly correctly. - Use layout devices as appropriate mostly correctly.	- Can spell 80% Year 6 word list correctly. - Uses a dictionary to correct uncommon or ambitious vocabulary.	Maintain legibility in joined handwriting when writing at speed.

Homophones

Homophone	Year first taught	Year non-negotiable correct in independent writing
there/their/they're	2	3
Here/hear	2	3
To/too/two	2	3
Whole/hole	2	3



Weather/whether	4	5
Whose/who's	4	5
Which – witch	4	5
Aloud/allowed	4	5
where/wear/were	Were – Y1 Where – Y1 Wear – Y1	2
your/you're	You – Y1 You're – Y2	2
are/our	Our – Y1 Are – Y1	2
Its/it's	Contractions – Y2	3