

KS2 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	80% of Y2 Common exception words	- 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 a range of subordinating and co-ordinating conjunctions, prepositions and adverbs correctly in sentences.	Can spell 80% Year 3 word list correctly.	Handwriting is joined consistently.

	• Use apostrophes for omission and singular possession mostly correctly. • Begin to use inverted commas correctly to demarcate speech.			
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.	• 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.