

Maryland Primary School Writing non-negotiables

YEAR 1

Name		Half		
Class		Term		
Year 1 WRITING Non-Negotiables		1	2	3
1	I can <b>write a sentence</b> without help.			
2	I can <b>say my sentence</b> out loud before writing it down.			
3	I can write sentences that <b>link</b> .			
4	I can <b>read</b> my sentence aloud and <b>discuss</b> it with my teacher.			
5	I always leave <b>finger spaces</b>  between words.			
6	I am able to use the word " <b>and</b> " correctly in a sentence.			
7	I am beginning to use <b>capital letters</b> for names of people, places, days of the week and I.			
8	I am beginning to use <b>capital letters to start sentences and full stops question marks or exclamation marks</b> to end a sentence.			
9	I can sit correctly and <b>hold a pencil correctly</b> when writing.			
10	I write all letters, numbers and capital letters <b>starting and finishing in the right place and correct direction</b>			
11	I can <b>spell</b> common " <b>red</b> " words.			
	<b>Teachers to mark for:</b>			
	<i>Spell words containing 40+ phonemes already taught.</i>			
	<i>Prefixes and suffixes: use of use of un -s, -es for plurals, -ing, -ed , -er, -est where no change is needed in spelling.</i>			

# Maryland Primary School Writing non-negotiables

## YEAR 2

Name		Half		
		Term		
Class		1	2	3
Year 2 WRITING Non-Negotiables				
1	I use an <b>idea tree</b> with bullet points to plan my writing.			
2	I can build a sentence that makes sense orally and then write it down.			
3	I am starting to write in <b>different genre</b> , e.g. personal recounts, poetry, letters and instructions.			
4	My writing has a beginning, middle and end ( <b>sequence</b> ).			
5	I am starting to <b>edit</b> my own work with help from my teacher, by rereading the sentence and checking my writing makes sense			
6	I can <b>read my work aloud</b> with expression.			
7	I have used <b>capital letters and full stops</b> correctly in most sentences.			
8	I am starting to use <b>more punctuation</b> : exclamation marks (!), commas for lists, question marks (?) and apostrophes ( ' ) for possessions (the girl's coat) and contractions (I <b>didn't</b> know).			
9	I am using <b>adjectives and adverbs</b> to add detail to my work.			
10	I am using more <b>conjunctions and prepositions</b> (because, if, when, afterwards).			
11	I can use the present and past <b>tense</b> correctly (I am/ I was)			
12	I can use <b>paragraphs</b> for different ideas in the same piece of writing.			
13	When I write letters and numbers they are all the <b>same size</b> .			
14	I am beginning to <b>join</b> my letters and I cross out mistakes neatly.			
15	I can write 4 different sentence types (exclamation; statement; question and command).			

# Maryland Primary School Writing non-negotiables

## YEARS 3 & 4

	Name	Half Term					
		Year 3			Year 4		
	<b>Year 3 &amp; 4 WRITING Non-Negotiables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	I can <b>edit</b> my work by reading and checking that each sentence makes <b>grammatical sense</b> . I check by adding missing words, punctuation or making sure that words are in the correct order.						
2	I can use a wide range of <b>prefixes</b> and <b>suffixes</b> (sub-, dis-, re-, super-, -ation, -ly, -ous, -tion, -sion).						
3	I can <b>spell</b> a wide range of <b>homophones</b> and frequently misspelt words (your/you're, break/brake).						
4	I can spell a wide range of 'contractions' (your/you're, could've)						
5	I correctly use an <b>apostrophe</b> (girls', boys' and children's)						
6	I can use a <b>dictionary quickly</b> , using first 3 letters and guide words.						
7	I can write sentences exactly how my teacher says them (follow dictation).						
8	I can record my ideas for writing on an <b>idea tree</b> using bullet points.						
9	I can write in <b>paragraphs</b> and order my work logically with a clear beginning, middle and end ( <b>sequence</b> ).						
10	I can use and range of <b>sentence openers</b> .						
11	I can <b>edit</b> my work for <b>improvement</b> before saying, "I am finished".						
12	I can read my work aloud and use <b>tone and volume</b> to make my intention clear.						
13	I can write <b>complex sentences</b> using a range of conjunctions (incl. <i>because, when, although, if</i> ).						
14	I can use the correct <b>tense</b> , including present, perfect and past.						
15	I <b>vary my vocabulary</b> to avoid repetition.						
16	I use <b>speech marks</b> .						
17	My handwriting has <b>even letter size</b> . My ascenders and descenders don't touch.						
18	I <b>join my letters</b> but know which ones not to join, e.g. 'x'. I cross out mistakes neatly.						

# Maryland Primary School Writing non-negotiables

## YEARS 5 & 6

Name		Half Term					
		Year 5			Year 6		
Class		1	2	3	1	2	3
<b>Year 5 &amp; 6 WRITING Non-Negotiables</b>							
1	I can <b>write grammatically</b> correct sentences most of the time and ensure each individual sentence I write makes <b>sense</b> .						
2	I can use a <b>full range</b> of prefixes and suffixes (-ible, -able).						
3	I can spell words with <b>silent letters</b> (e.g. knight, psalm, solemn).						
4	I can use a <b>dictionary quickly</b> (under 15 seconds to find a word), using first 3 letters and guide words.						
5	I can use a <b>thesaurus</b> to select appropriate words that <b>make sense</b> in my sentence.						
6	I can <b>select an appropriate genre</b> based on a prompt given. I identify the <b>audience and purpose</b> for writing.						
7	I record ideas and <b>planning on an idea tree</b> using bullet points.						
8	When I write a story I describe settings, develop character, build atmosphere and include speech to move the story along.						
9	All my paragraphs are <b>linked</b> and I use headings, underlining and bullet points if appropriate.						
10	I use complex and simple sentences to <b>vary effect</b> .						
11	I carefully select vocabulary and grammar to <b>interest the reader</b> .						
12	I can <b>evaluate</b> my own work, <b>edit</b> for improvement and <b>correct errors</b> before saying, "I am finished". I check by adding missing words, punctuation or making sure that words are in the correct order.						
13	I use the correct <b>tense</b> .						
14	I can explain the difference between <b>formal and informal</b> writing and know how and when to use.						
15	I can use and understand a range of <b>verb forms</b> and use them for effect.						
16	I can use <b>expanded noun phrases</b> to add detail and clarity.						
17	I use a full range of <b>punctuation accurately</b> .						
18	I use <b>imaginative vocabulary</b> and avoid repeating words to ensure I interest the reader.						
19	My handwriting is <b>consistent in style</b> , has clear spacing with even letter sizes and formation. My ascenders and descenders don't touch.						
20	I <b>join</b> my letters but know which ones not to join, e.g. 'x'. I cross out mistakes neatly using a single line						