



## St Botolph's Non-Negotiables



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammatical terms</b>		Spell words containing 40+ learned phonemes.	Word, sentence, letter, capital letter full stop, punctuation, singular, plural, question mark, exclamation mark. Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').	Word family, conjunction, adverb, preposition, direct speech, inverted comma (or speech marks), prefix, consonant, vowel, clause, subordinate clause, determiner, pronoun, possessive pronoun, adverbial.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	- Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. - Know how words are related by meaning as synonyms and antonyms (for example, big, large, little).
<b>Spelling</b>	- Spell words by identifying sounds in them and representing the sounds with a letter or letters	- Spell words containing 40+ learned phonemes	- Use spelling rules - Spell by segmenting words into phonemes and represent them with the correct graphemes - Spell common exception words correctly - Spell contraction words correctly Add suffixes to longer words	- Form nouns using a range of prefixes e.g. super-, anti-, auto-. - Recognise word families based on common words, showing how words are related in form and meaning e.g.	- Use prefixes and suffixes and understand how to add them - Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	- Use verb prefixes appropriately e.g. dis-, de-, mis-, over-, re-. - Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.	- Spell the vast majority of words correctly.

			(ment, ness, ful, kess) -Use the possessive apostrophe (singular - girl's book)	solve, solution, solver, dissolve, insoluble.			
Punctuation		- Leave spaces between words. - Use the word 'and' to join words and sentences. - Begin to punctuate using a capital letter for the names of people, places, the days of the week and I. - Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,	-Full stops -Capital letters -exclamation marks -Question marks -Commas for lists -Apostrophes for contracted forms -Apostrophes for singular possession	-Using and punctuating direct speech (use speech marks and a reporting clause AFTER speech)	-Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although at the beginning of sentences, using commas to indicate subordination. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using fronted adverbials. -Using commas after fronted adverbials. Indicating possession by using the	-Using modal verbs or adverbs to indicate degrees of possibility. -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. -Using commas to clarify meaning or avoid ambiguity in writing. -Using brackets, dashes or commas to mark boundaries between independent clauses.	-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using passive verbs to affect the presentation of information in a sentence -Using hyphens to avoid ambiguity -Using brackets, dashes or commas to mark boundaries between independent clauses. -Using a colon to introduce a list. -Punctuating bullet points consistently.

					<p>possessive apostrophe with plural nouns.</p> <p>-Using and punctuating direct speech to advance the narrative</p> <p>(reporting clause before and after the speech)</p>		
Functions of sentences			<ul style="list-style-type: none"> <li>- Statement</li> <li>- Question</li> <li>- Exclamation</li> <li>- Command</li> <li>-Use expanded noun phrases</li> <li>- Use subordination (when if that or because - at the end of sentences)</li> <li>-Use coordination (or, and, but)</li> </ul>	<ul style="list-style-type: none"> <li>- Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although at the end of a sentence.</li> <li>-Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Prepositions (before, after, during, because of).</li> </ul>	<p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>o Conjunctions</li> <li>o Adverbs</li> <li>o Direct speech,</li> <li>o Clauses for subordination (both at the beginning and end of sentences)</li> <li>o Prepositions (before, after, during, because of).</li> <li>o Adverbial phrases.</li> <li>o Noun phrases expanded by the addition of modifying adjective, nouns and preposition</li> </ul>	<p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>o Relative clauses</li> <li>o Modal verbs</li> <li>o Relative pronouns</li> <li>o Brackets</li> <li>o Parenthesis</li> </ul> <p>Hyphens, colons and semi colons</p>	<p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>o Relative clauses</li> <li>o Modal verbs</li> <li>o Relative pronouns</li> <li>o Brackets</li> <li>o Parenthesis</li> <li>o A mixture of active and passive voice</li> <li>o A clear subject and object</li> <li>o Hyphens, colons and semi colons</li> <li>o Bullet points</li> </ul>

					phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'.		
Verb forms and tenses			- Use the present and past tense correctly				
Writing composition	<ul style="list-style-type: none"> <li>- Write recognisable letters; most of which are correctly formed.</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>	<ul style="list-style-type: none"> <li>- Say first and then write to tell others about ideas.</li> <li>- Re-read writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Write for a variety of purposes.</li> <li>- Make simple additions, revisions and corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, write, edit and improve.</li> <li>- Organise paragraphs around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, write, edit and improve.</li> <li>- Organise paragraphs around a theme.</li> <li>- Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Write cohesively at length using devices to build cohesion within a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the audience for writing - know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>- Interweave descriptions of characters, settings and atmosphere with dialogue.</li> <li>- Write cohesively at length, linking ideas across paragraphs using a wider range of cohesive devices:</li> </ul>

							repetition of a word or phrase, grammatical connections (e.g. the use of adverbials.
Present neatly	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> </ul>	<ul style="list-style-type: none"> <li>- Sit correctly and hold a pencil correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Write for a variety of purposes.</li> <li>- Write, review and improve.</li> <li>- Begin to form lower-case letters correctly.</li> <li>- Form lower-case letters of a consistent size.</li> <li>- Begin to join some letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Write fluently and legibly with personal style.</li> </ul>	<ul style="list-style-type: none"> <li>- Write fluently and legibly with personal style.</li> </ul>