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Introduction to the Fourth Edition

Since the *Non-Negotiables* were originally published in 2010 much has changed and continues to do so. This fourth edition has been updated to take account of:

- Feedback from teachers in schools we work with who have been using the *Non-Negotiables* concept.
- The draft of the revised National Curriculum – statutory from Sep 2014.

Please remember... the *Non-Negotiables* publication is intended as a starting point to save time and stop you re-inventing the wheel. To ensure that it works for you – you will need to personalise it for your school and your context, i.e. you may wish to add additional challenge or detail..

We hope you find the materials a helpful and time-saving starting point.

Background to the Non-Negotiables

What prompted the concept of the non-negotiables?

The non-negotiables evolved out of work with teachers and leaders in hundreds of schools. Despite teachers working really hard and wanting the best for their children the following factors were evident in many schools:

- Teachers often bogged down in trying to teach to too many objectives and losing sight of the basics.
- Children not really focused on the most important parts of their learning.
- The curriculum being overly packed but many children still not making enough progress.
- Lack of evidence of basic skills being applied in other areas of learning.
- Leaders losing sight of checking on the absolute essentials, often being too concerned about coverage rather than focusing on learning and progress.
- Interventions being well meaning but not always hitting the mark.

So... the concept of the non-negotiables was born. The non-negotiables have been designed to help teachers with their planning. They are a response to the very many headteachers and teachers who, in discussion, have voiced a wish for a simple, clutter-free format which identifies 'the basics' for each year group.

Non-negotiables in a nutshell

The non-negotiables are designed to:

1. Identify the essential components that children need to becoming confident with, i.e. be able to demonstrate in independent tasks and be able to apply in other contexts.
2. Unblock learning, i.e. to keep teachers focused on the essential rather than coverage at the expense of progress.
3. Unlock learning and progress.

The non-negotiables are not designed to imply that the rest of the curriculum is an irrelevance – it clearly isn't. But rather to give a structure for professionals to decide what the right curriculum is for their pupils.

Content

The outline for each year group lists key objectives for the **academic non-negotiables** in:

Reading

Writing

Mathematics

These non-negotiables are designed with age-appropriate expectations in mind. In writing and mathematics especially, we include pointers linked to areas where children often ‘get stuck’ in their learning. This is not to say that other matters to be taught are not equally valuable, but rather that certain basics can be identified that most powerfully help children to access, advance and secure their learning in all areas, as well as to enhance their future employability and prosperity.

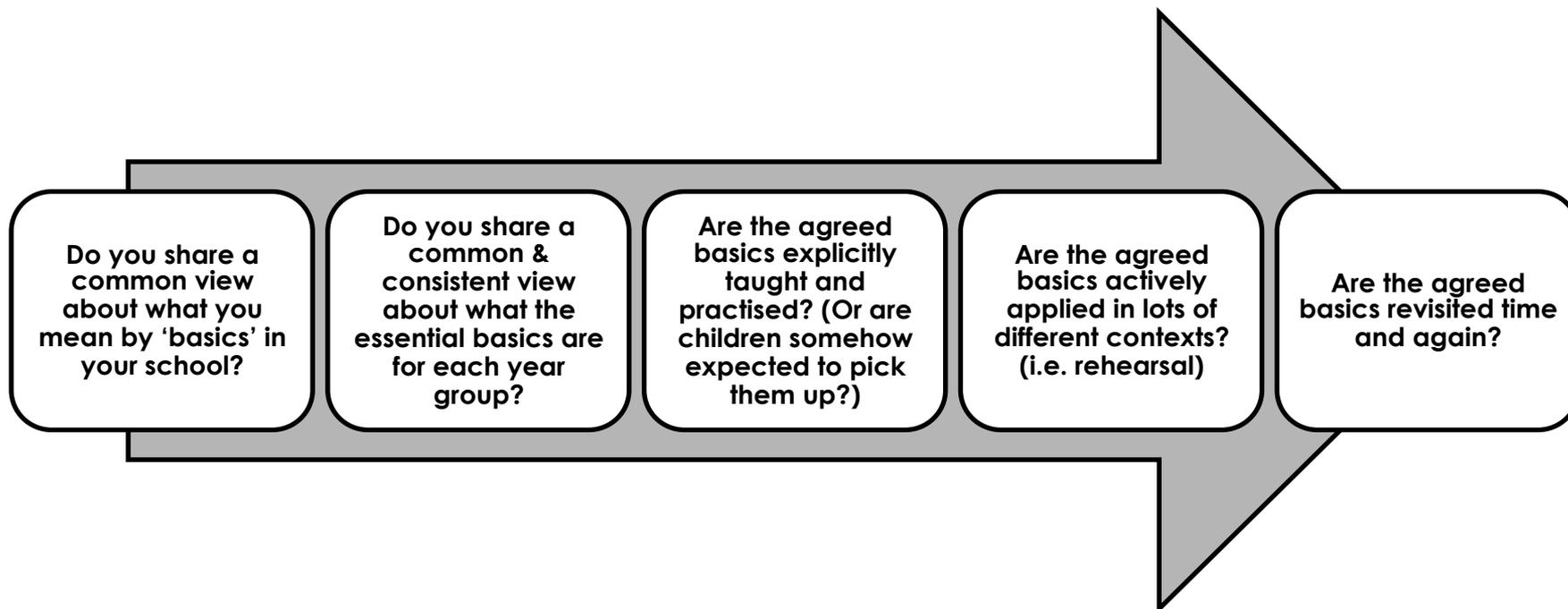
In addition to the non-negotiables in reading, writing and mathematics, we list the basic expectations for **oracy** because these are, in many ways, both the key to unlocking access to many other areas of learning, and also central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. The essence of these oracy expectations needs to pervade the climate of the classroom, teachers’ modelling and all areas of the curriculum and school life.



Why focus on basic skills?

Work with a great many schools has shown that a focus on basic skills will pay dividends in terms of pupil confidence and accelerated progress. A focus on the basics should not be confused with a reason to offer a less enriched and narrower curriculum; just an explicit acknowledgement that the agreed basics need to be **taught** and **applied** with rigour.

By having a focus on the basics you will need to address the following questions:



Aims

- To provide a **simple**, no-nonsense digest of key information for teachers.
- To help schools share **basic expectations** with all staff who work with children.
- To provide a framework for pitching content of **interventions to 'unblock' learning**.
- To help maintain a keen **focus on those basics** which most decisively influence children's progress and outcomes.
- To help teachers **interweave basic skills through all areas of the curriculum**, e.g. teach basic writing skills through work in history.
- To **ensure that teachers are clear** about the basic skills which need to permeate all aspects of the classroom, i.e. to spread through language, modelling, interactions, display, etc.
- To **help teachers focus their time and energies** on the 'how' more than the 'what' of learning and teaching.
- To **help school leaders check how 'on-track' children are** to hit their aspirational targets.

Limitations

- These outlines should never be understood or used as a map of the totality of the curriculum: they are simply meant to act as a constant reminder of basic skills.
- In essence, they can be viewed as a 'minimum expectation' by the end of each year.
- The chief aim is to give a stripped down account of basic elements. We fully acknowledge that, to achieve learning that is deep rooted, personal and productive, the skills need to be taught in ways which allow for their constant usage (application) in all areas of learning.

Pitch and differentiation

- The expectations listed for each year group are those for the 'average' pupil in the cohort. This makes it necessary to pitch and differentiate the learning and teaching of them so as to provide the right degree of challenge and stretch for every ability present in each class.

Personalisation

Your school may wish to use these outlines as a starting point for developing sets of cohort expectations matched to your own context-specific aspirations, e.g. some schools we have worked with have used these as a starting point but then added 'stretch' to each area in order to ensure what is viewed as 'non-negotiable' hits the right level for their context.

None of the content in this publication is intended to be used slavishly and 'ticked off'. It is provided as a guide to be used professionally by staff in order to ensure that children progress and develop in the best way possible.

To summarise

1. You are aiming for the vast majority of the children in each cohort to show evidence of secure basics in academic skills and empowering learning.
2. There should be evidence that they can demonstrate these in independent learning contexts.
3. With these building blocks in place they will be in a strong position to apply these in a range of exciting contexts.

Possible uses

Some of the ways that schools and academies have used the non-negotiables:

- ✓ Ensure rigorous application of basic skills in wider curriculum and topic work.

- ✓ Quick check that children are on track with their basics.

- ✓ Identifying content for 'target time', i.e. quick tasks with a focus on the basics.

- ✓ Steering content for teaching assistant intervention.

- ✓ Guiding content for targeted interventions.

- ✓ Focus for parent workshops.

- ✓ Focus for homework tasks.

Academic Non-Negotiables

(by year group)

Non-Negotiables: Reception

Unlocking learning through oracy

Talking to others:

- Talk about how a story starts.
- Know they need to vary speech and thought between talking to a friend and talking to the class.
- Use complete sentences to explain or describe things.
- Stand up in front of others and tell them about something that has happened to them.

Talking with others:

- Use talk to co-operate and contribute when playing with others.
- Listen carefully to what is being said and repeat this if they need to.
- Know not to interrupt when someone else is saying something.

Reading

- Secure at phase 4 phonics.
- Read some common irregular words.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start & end of a sentence.

Writing

- Write simple sentences which can be read by themselves & others.
- Write own names correctly.
- Use capital letters and full stops to demarcate sentences.
- Write clearly demarcated sentences.
- Correct pencil grip.
- Write name (correct upper & lower case).
- Correct letter formation for familiar words.

Mathematics

- Count reliably to 20.
- Order numbers 1 – 20.
- Say 1 more/1 less to 20.
- Add & subtract two single digit numbers.

Non-Negotiables: Year 1

Unlocking learning through oracy

Talking to others:

- Express feelings and ideas when speaking about matters of immediate interest.
- Talk in ways that are audible and intelligible to peers.
- Show some awareness of the listener by adjusting spoken language and using body language.

Talking with others:

- Listen attentively and engage with the speaker.
- Take turns in small group situations or with talk partner.
- Listen to what others in group suggest and then say what they agree with.

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Secure at phase 5 phonics. • Identify which words appear again and again. • Relate reading to own experiences. • Re-reads if reading does not make sense. • Re-tell with considerable accuracy. • Discuss significance of title & events. • Make predictions on basis of what has been read. • Make inferences on basis of what is being said & done. • Reads with pace & expression, i.e. pause at full stop; raise voice for question • Knows difference between fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Write clearly demarcated sentences. • Use 'and' to join ideas. • Use conjunctions to join sentences (e.g. so, but). • Use standard forms of verbs, e.g. go/went. • Evidence of: <ul style="list-style-type: none"> ○ Capital letters. ○ Full stops. ○ Question marks. ○ Exclamation marks. • Use capital letters for names & personal pronoun 'I'. • Write clearly sequenced sentences. • Correct formation of lower case – finishing in right place. • Correct formation of capital letters. • Correct formation of digits. 	<ul style="list-style-type: none"> • Count to & across 100, forwards & backwards from any number. • Read & write numbers to 20 in digits & words. • Read & write numbers to 100 in digits. • Say 1 more/1 less to 100. • Count in multiples of 1, 2, 5 & 10. • Know bonds to 10 by heart. • Use bonds & subtraction facts to 20. • Add & subtract: <ul style="list-style-type: none"> ○ 1 digit & 2 digit numbers to 20, including zero. • Add any three 1-digit numbers with a total up to 20. • Solve simple addition & division with apparatus & arrays. • Recognise half and quarter of object, shape or quantity. • Sequence events in order. • Use language of day, week, month and year. • Tell time to hour & half past.

Non-Negotiables: Year 2

Unlocking learning through oracy

Talking to others:

- Recount experiences, giving some detail and using appropriate descriptive language.
- Think of a range of questions to ask a visitor or when on a visit.
- Know how to vary talk to hold listeners' attention.
- Make specific vocabulary choices and use non-verbal features to engage listener.

Talking with others:

- Help to organise group to take on different roles.
- Recognise the need to take equal turns in a group situation.
- Listen to and build on the contribution of the previous speaker.
- Make helpful contributions when speaking in turn.
- Try to hear and consider the different preferences and interests in the group.

Reading

- Secure at phase 6.
- Reads ahead to help with fluency & expression.
- Comments on plot, setting & characters in familiar & unfamiliar stories.
- Recounts main themes & events.
- Comments on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
 - speech marks
 - contractions
- Identify past/present tense.
- Use content and index to locate information.

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Write using subordination (when, if, that, because).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Correct & consistent use of:
 - Capital letters.
 - Full stops.
 - Question marks.
 - Exclamation marks.
 - Commas in a list.
 - Apostrophe (omission).
 - Introduction of speech marks.
- Write under headings .
- Evidence of diagonal & horizontal strokes to join handwriting.

Mathematics

- Compare & order numbers up to 100.
- Read & write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
- Recall & use multiplication & division facts for 2, 5 & 10 tables.
- Recall & use +/- facts to 20.
- Derive & use related facts to 100.
- Recognise PV of any 2-digit number.
- Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise & use inverse (+/-).
- Calculate & write multiplication & division calculations using multiplication tables.
- Recognise & use inverse (x/÷).
- Recognise, find, name & write 1/3; 1/4; 2/4; 3/4.
- Recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

Non-Negotiables: Year 3

Unlocking learning through oracy

Talking to others:

- Develop ideas and feelings through sustained talk.
- Show good awareness of the listener and organise what is said accordingly.
- Understand the need to use a different style, tone and loudness of speech when speaking to a larger audience.
- Use special words linked to the topic being discussed.

Talking with others:

- Listen carefully and then make relevant comments in response to what has been said.
- Agree about what is the most difficult problem in the task and how to tackle it.
- Suggest different ideas related to a specific problem.
- Summarise the main issues associated with a talk they have listened to.

Reading

- Comments on the way characters relate to one another.
- Knows which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise:
 - plurals
 - pronouns and how used
 - collective nouns
 - adverbs
- Can explain the difference that adjectives and verbs make.

Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd & 3rd person.
- Use perfect form of verbs to mark relationships of time & cause.
- Correct use of speech marks for direct speech.
- Group ideas into paragraphs around a theme.
- Write under headings & sub-headings.
- Legible, joined handwriting.

Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits & words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 & 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise PV of any 3-digit number.
- Add & subtract:
 - 3-digit nos & ones
 - 3-digit nos & tens
 - 3-digit nos & hundreds
- Add & subtract:
 - Numbers with up to 3-digits using efficient written method (column).
- Use inverse to check.
- Multiply:
 - 2-digit by 1-digit
- Count up/down in tenths.
- Compare & order fractions with same denominator.
- +/- fractions with same denominator with whole.
- Know pairs of fractions that total 1.
- Tell time using 12 and 24 hour clocks; and using roman numerals.
- Tell time to nearest minute.
- Know number of days in each month.

Non-Negotiables: Year 4

Unlocking learning through oracy

Talking to others:

- Adapt talk to suit specific audience, e.g. younger children or adults.
- Give listeners/partners clear reasons or evidence for their views.
- Speak with good diction so that the audience can hear clearly what is said.
- Give listeners enough detail to communicate meaning clearly.

Talking with others:

- Happy to attempt different roles and responsibilities, according to what is needed.
- Discuss ways of making use of what they have learnt from a discussion, presentation or broadcast.
- Explain how the group discussion arrived at an agreed view in relation to the aim of the task.
- Make thoughtful use of the resources available to develop and illustrate ideas in discussion.

Reading

- Give a personal point of view on a text.
- Can re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Skims & scans to locate information and/or answer a question.

Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Appropriate choice of noun or pronoun.
- Apostrophe for singular & plural possession.
- Comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use connectives to link paragraphs.
- Legible, joined handwriting of consistent quality.

Mathematics

- Count backwards through zero to include negative numbers.
- Compare & order numbers beyond 1000.
- Compare & order numbers with 2 decimal places.
- Read Roman numerals to 100.
- Find 1000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 & 1000.
- Recall & use multiplication & division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1000.
- Round decimals with 1dp to nearest whole number.
- Add & subtract:
 - Numbers with up to 4-digits using efficient written method (column).
 - Numbers with up to 1dp.
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Divide:
 - 3-digit by 1-digit
- Count up/down in hundredths.
- Write equivalent fractions
- +/- fractions with same denominator.
- Read, write & convert time between analogue & digital 12 & 24 hour clocks.

Non-Negotiables: Year 5

Unlocking learning through oracy

Talking to others:

- Talk in extended turns to express straightforward ideas and feelings.
- Capture listeners' interest with intriguing situation, setting and character when telling story or recalling event.
- Describe situation, creature or character in such clear detail and language that others identify it easily and confidently.
- Present conflicting views of an argument and reach a considered conclusion.

Talking with others:

- Show good understanding of what has been said and are able to introduce new ideas that are valid.
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.
- Know as group leader what to do to help the discussion to develop well.
- Reflect on the contributions of different members of the group and consider the effect of each role.

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. • Can compare between two texts. • Appreciates that people use bias in persuasive writing. • Appreciates how two people may have a different view on the same event. • Draw inferences and justify with evidence from the text. • Varies voice for direct or indirect speech. • Recognise: <ul style="list-style-type: none"> ◦ clauses within sentences • Uses more than one source when carrying out research. • Creates set of notes to summarise what has been read. 	<ul style="list-style-type: none"> • Add phrases to make sentences more precise & detailed. • Use range of sentence openers – judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Use pronouns to avoid repetition. • Use: <ul style="list-style-type: none"> ◦ Brackets. ◦ Dashes. ◦ Commas. • Use commas to clarify meaning or avoid ambiguity. • Link clauses in sentences using a range of subordinating & coordinating conjunctions. • Use verb phrases to create subtle differences (e.g. she began to run). • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). • Legible and fluent handwriting style. 	<ul style="list-style-type: none"> • Count forwards & backward with positive & negative numbers through zero. • Count forwards/backwards in steps of powers of 10 for any given number up to 1000000. • Compare & order numbers with 3 decimal places. • Read Roman numerals to 1000. • Identify all multiples & factors, including finding all factor pairs. • Use known tables to derive other number facts. • Recall prime numbers up to 19. • Recognise PV of any number up to 1000000. • Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000. • Round decimals with 2dp to nearest whole number & 1dp. • Add & subtract: <ul style="list-style-type: none"> ◦ Numbers with more than 4-digits using efficient written method (column). ◦ Numbers with up to † 2dp. • Multiply: <ul style="list-style-type: none"> ◦ 4-digits by 1-digit/ 2-digit • Divide: <ul style="list-style-type: none"> ◦ 4-digits by 1-digit • Multiply & divide: <ul style="list-style-type: none"> ◦ Whole numbers & decimals by 10, 100 & 1000 • Count up/down in thousandths. • Recognise mixed numbers & fractions & convert from one to another. • Multiply proper fractions by whole numbers. • Solve time problems using timetables and converting between different units of time.

Non-Negotiables: Year 6

Unlocking learning through oracy

Talking to others:

- Vary vocabulary, grammar and non-verbal features to suit the needs of audience.
- Shape talk very deliberately for effect and clarity.
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- Agree some good ways for opening and closing an interview.
- Present a spoken argument that develops coherently and logically and supports its points with evidence and persuasive language.

Talking with others:

- Recognise significant detail and implicit meanings in others' contributions.
- Comfortable in developing others' ideas in different ways.
- Show a growing ability to shape the direction of the talk.
- Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing.
- Work together as a group to prepare an argument against or for the motion in a debate.

Reading

- Refers to text to support opinions and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences
- Skims and scans to aid note-taking.

Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Evidence of sentence structure and layout matched to requirements of text type.
- Use:
 - Semi-colon, colon, dash to mark the boundary between independent clauses.
 - Correct punctuation of bullet points.
 - Hyphens to avoid ambiguity.
 - Full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent and personal handwriting style.

Mathematics

- Compare & order numbers up to 1000000.
- Identify common factors, common multiples & prime numbers.
- Round any whole number to a required degree of accuracy.
- Multiply:
 - 4-digit by 2-digit
- Divide:
 - 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number.

Appendices

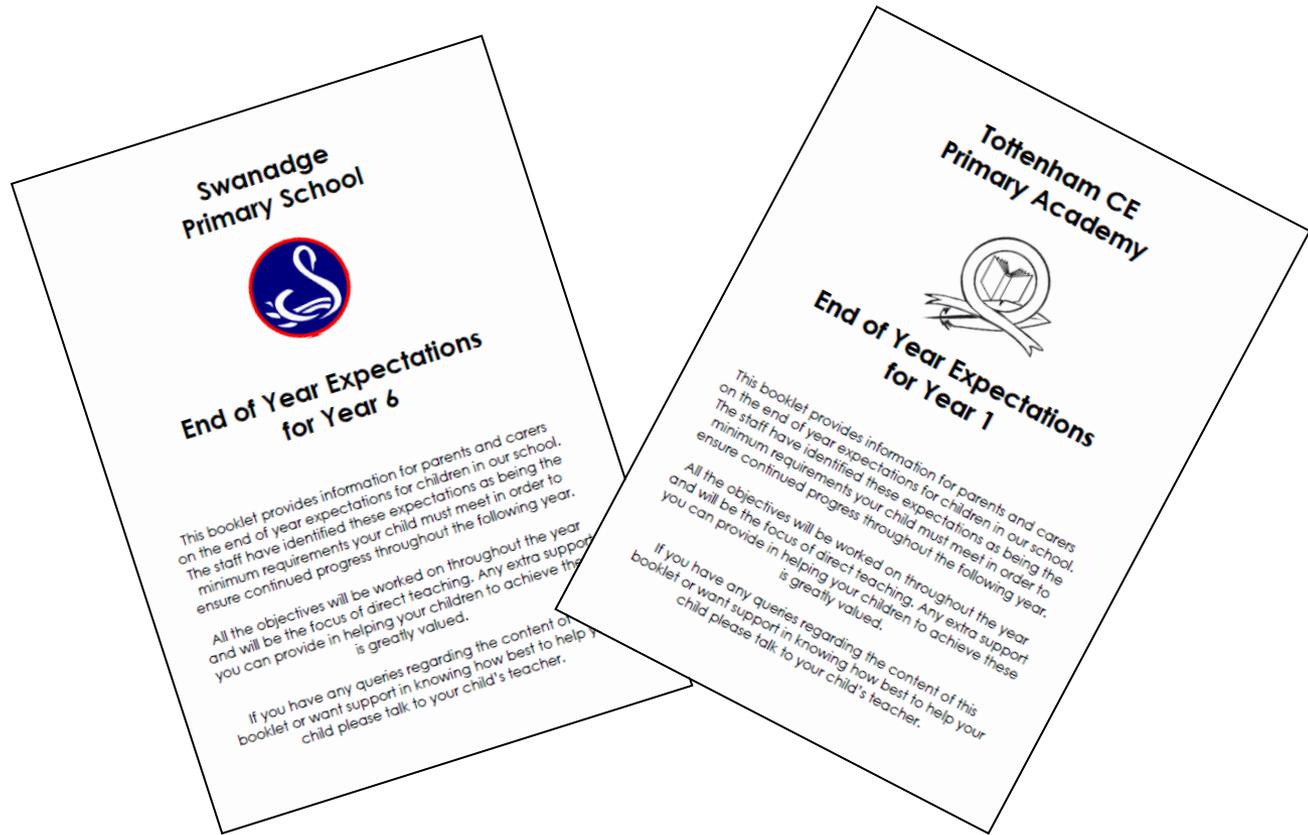
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	KS1	KS2	KS3	KS4	KS5	KS6	KS7
Reading Non-Negotiables (Minimum end of year expectations)	KS1	KS2	KS3	KS4	KS5	KS6	KS7
Decoding	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic	Recognise and read accurately words that are not yet automatic
Word Recognition	Identify words by sound						
Punctuation and Spelling	Use punctuation and spelling						
Comprehension and Understanding	Understand the main message						
Devoting	Devote time to reading						
Motivation and Interest	Be motivated to read						
Literary Features	Identify literary features	Identify literary features	Identify literary features	Identify literary features	Identify literary features	Identify literary features	Identify literary features
Research	Use research skills						

The non-negotiables for reading, writing and mathematics are included in the appendices (A3 sheets). They are also included on the accompanying CD as editable word documents.

These sheets outline the non-negotiables for each year group – with one subject per sheet.

Appendices



The non-negotiables for reading, writing and mathematics are in editable leaflets for parents on the accompanying CD.

These are a starting point and will need to be amended to suit the needs of your school and the needs of your parents.