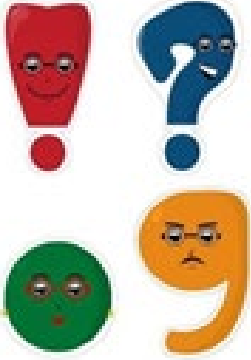
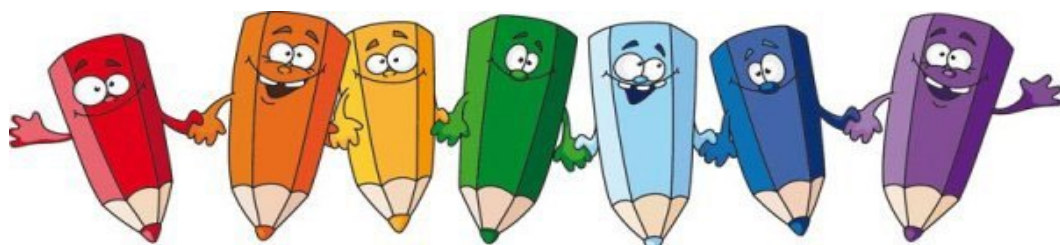




# My Writing in Year 1

In year 1, we say a sentence then write it. We then check that it makes sense by sharing our writing with an adult. We can name the letters and the alphabet in the right order.

Handwriting	I can form capital letters and lower case letters correctly. I can use finger spaces to help me leave spaces between words. I can write the numbers 0-9 correctly.	
		I can use a <b>capital letter</b> at the start of a sentence and a full stop at the end.  I can begin to include a ? and ! in some of my sentences.  Have you had a good day? It is so hot outside!
Grammar		I can often use the <b>present</b> and <b>past tense</b> correctly.
	We <u>walk</u> to school	We <u>walked</u> to school.
	They <u>talk</u> to each other	They <u>talked</u> to each other.
	I <u>need</u> help.	I <u>needed</u> your help.
	We <u>look</u> at the birds.	We <u>looked</u> at the birds.

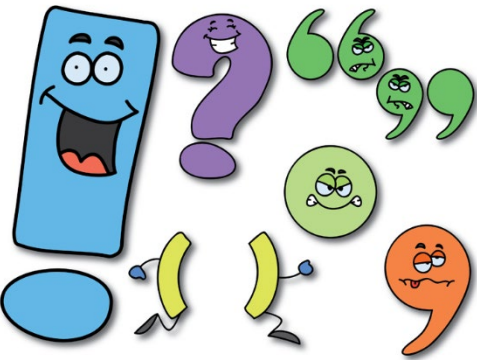


Sentences	I can use 'and' in my sentences to join different ideas in my sentences.  The brown cat and the grey rabbit are friends.	
Conjunctions	<b>and</b> I like cats <b>and</b> dogs.	<b>because</b> I like cats and dogs <b>because</b> they are fluffy.

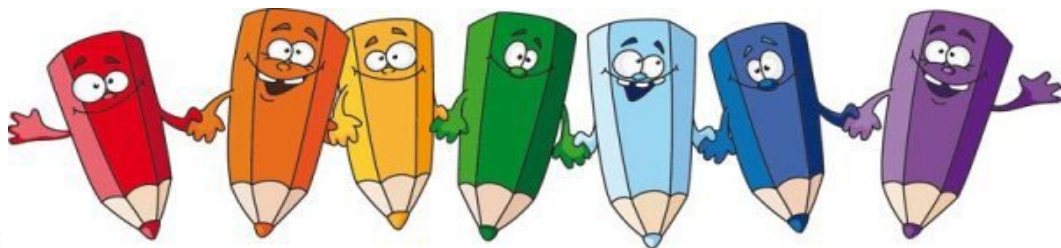


## My Writing in Year 2

In year 2, we learn to say a sentence, write it, then read it back to check it makes sense. We learn to check and edit our work with a partner.

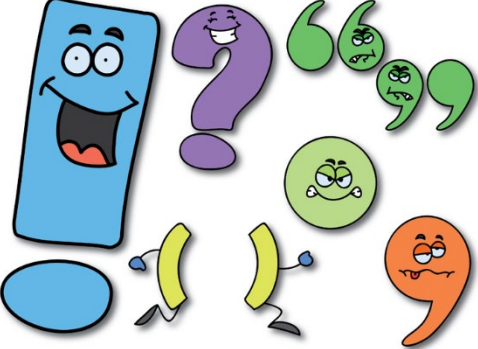
Handw	I can form <b>capital letters</b> and <b>lower case letters</b> correctly. I can use <b>finger spaces</b> to check that I have the <b>correct spaces</b> between words.			
Punctuation		<p><b>Capital Letter</b> at the start of a sentence and to show the name of a person or place</p> <p><b>At the end of a sentence</b> . ! and ?</p> <p><b>Within a sentence</b> , for a list , after a time opener</p> <p>'for contraction and possession</p>		
Gra		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">I can <b>see</b> the rainbow</td> <td style="text-align: center;">I <b>saw</b> the rainbow</td> </tr> </table>	I can <b>see</b> the rainbow	I <b>saw</b> the rainbow
I can <b>see</b> the rainbow	I <b>saw</b> the rainbow			

I can use the present and past tense correctly in my writing.	They <b>talk</b> to each other.	They <b>talked</b> to each other.		
	I <b>need</b> help.	I <b>needed</b> help.		
	We <b>look</b> at the birds.	We <b>looked</b> at the birds.		
	They <b>move</b> through the clouds.	They <b>moved</b> through the clouds.		
Sentences	<p>I can include some extended <b>noun phrases</b> to add description e.g. The beautiful butterfly with purple wings.</p> <p>I can write different types of sentences:</p> <p><b>Statements</b> – I had a lovely time at the park.</p> <p><b>Questions</b> – What time are you going to the park?</p> <p><b>Exclamations</b> – We had such an amazing time at the park!</p> <p><b>Commands</b> – Pick up your lunch box.</p>			
Conjunctions	<b>and</b>	<b>or</b>	<b>but</b>	<b>when</b>
	<b>if</b>	<b>that</b>	<b>so</b>	<b>because</b>

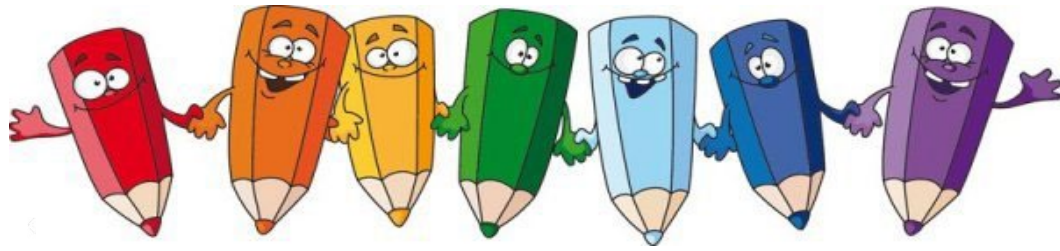


## My Writing in Year 3

In year 3, we learn to say a sentence, write it, then read it back to check it makes sense. We learn to check and edit our work with a partner.

Handwriti	I can form my letters correctly using the cursive style. My letters are the correct size to show capitals, tall and dangly letters clearly. I use appropriate finger spaces between words.			
Punctuation	 <p><b>Capital Letter</b> at the start of a sentence and to show the name of a person or place  <b>At the end of a sentence</b> . ! and ?  <b>Within a sentence</b>  , for a list  , after a time opener  “ ” around spoken words  ’ for contraction and possession</p>			
Grammar	<b>I use the correct agreement between verb and subject:</b> We were not we was <b>I know when to use a or an:</b> An apple a banana		<b>I use a mixture of simple and compound sentences</b> <b>Simple:</b> Joe walked to the shop. <b>Compound:</b> Joe walked to the shop and ran home.	
Sentence Openers	<b>Adverbs</b> Carefully, I opened the fizzy drink. <b>Time words or phrases</b> After a while, the strange noise began to get louder. <b>...ing Openers</b> Sighing, I opened my spelling book.			
Conjunctio	<b>and</b>	<b>yet</b>	<b>if</b>	<b>until</b>
	<b>or</b>	<b>so</b>	<b>because</b>	<b>while</b>
	<b>but</b>	<b>when</b>	<b>as</b>	<b>although</b>





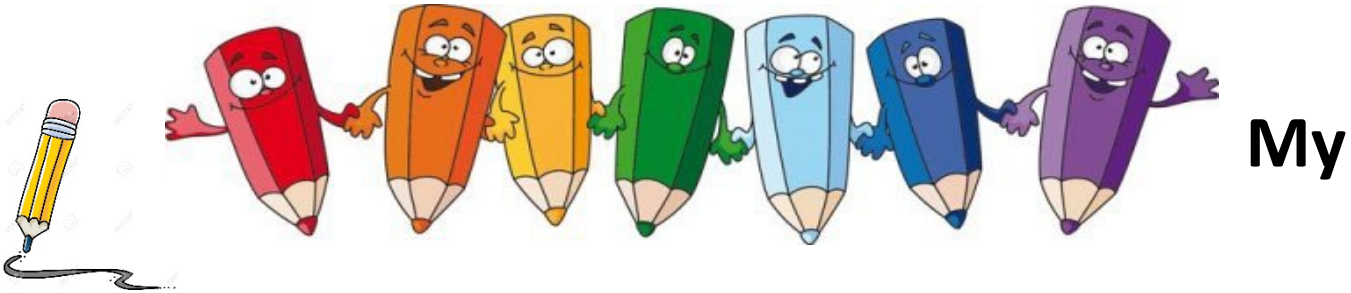
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## Writing in Year 4

In Year 4 we learn to say a sentence, write it, and then read it back to check it makes sense. We learn to check and edit our work.

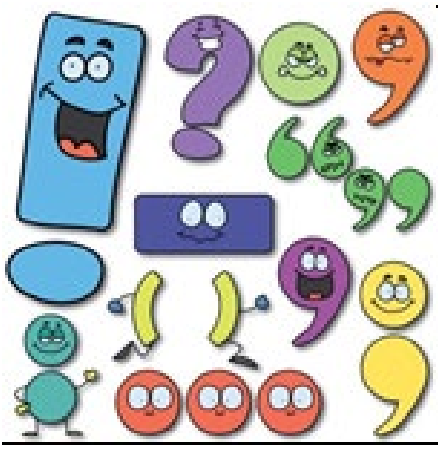
<p><b>Handwriti</b></p>	<p>I form all letters correctly and join using the cursive style. My letters are the parallel and the correct size to show capitals, tall and dangly letters clearly. I use appropriate finger spaces between words. My writing sits neatly on the lines.</p>	
<p><b>Punctuation</b></p>		<p><b>Capital Letter</b> at the start of a sentence and to show the name of a person or place  <b>At the end of a sentence</b>          . ! and ?  <b>Within a sentence</b>          , for a list          , after a time opener          “ ” around spoken words          ’ for contraction and possession</p>
<p><b>Grammar</b></p>	<p><b>I use the correct agreement between verb and subject:</b>          We were not we was  <b>I know when to use a or an:</b>          An apple a banana</p>	<p><b>I simple and compound sentences</b>  <b>Simple:</b> Joe walked to the shop.  <b>Compound:</b> Joe walked to the shop and ran home.</p>

<b>Sentence Openers</b>	<b>Adverbs</b> Carefully, I opened the fizzy drink.			
	<b>Time words or phrases</b> After a while, the strange noise began to get louder.			
	<b>...ing Openers</b> Sighing, I opened my spelling book.			
	<b>...ed Openers</b> Frightened by the loud noise, I hid underneath the bed.			
<b>Conjunctions</b>	and	yet	if	until
	or	so	because	while
	but	when	as	finally
	once	during	even though	therefore
	although	whenever	whereas	since
	unless	as well as	however	in addition



## Writing in Year 5

In Year 5 we learn to think a sentence, write and read it back to check it makes sense. We learn to check and edit our own, or a partner's work.

<b>Handwriting</b>	All my writing is joined using the cursive style. I use the correct size and spacing of my words to ensure my writing is neat and on the lines.
<b>Punctuation</b>	 <p>Capital Letter to start a sentence and for proper nouns          At the end of a sentence          . ! ? and ...          Within a sentence          , for a list          , for clauses          “ ” full speech punctuation          ' for contraction and possession (including plural)          ( ) or - - for parenthesis</p>

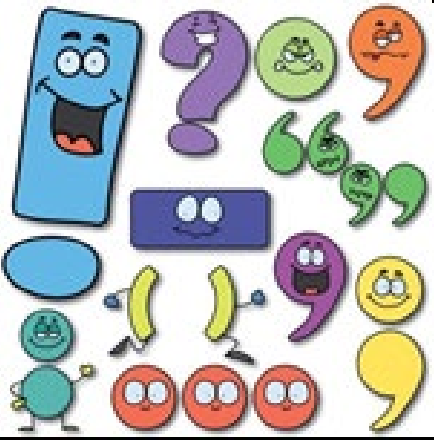



	: to start a list				
<b>Gramm</b>	<ul style="list-style-type: none"> <li>• I understand the different verb tenses, including past, present and future</li> <li>• I understand relative and possessive pronouns</li> <li>• I understand comparative and superlative adjectives</li> <li>• I use dialogue in narratives to show what type of character someone is</li> </ul>				
<b>Sentence Openers</b>	<p><b>Adverbs</b> - Carefully, I opened the fizzy drink.</p> <p><b>Adverbial Phrases</b> - Beyond the distant hills, I could see an eagle circling in the sky.</p> <p><b>Time words or phrases</b> - After a while, the strange noise began to get louder.</p> <p><b>Conjunctions</b> - Even though it was raining, I did not take my umbrella.</p> <p><b>...ing Openers</b> - Sighing, I opened my spelling book.</p> <p><b>Double/triple ...ing Openers</b> - Twisting and squirming, I tried to escape the grasp of the brambles.</p> <p><b>...ed Openers</b> - Frightened by the loud noise, I hid underneath the bed.</p> <p><b>Double/triple ...ed Openers</b> - Shocked, confused and bewildered, I opened my eyes to explore the strange new landscape in front of me.</p>				
<b>Conjunctions</b>	and	yet	whether	if	until
	or	so	subsequently	because	while
	but	when	moreover	as	finally
	once	during	on the other hand	even though	therefore
	although	whenever	nevertheless	whereas	since
	unless	as well as	whilst	however	in addition
	despite	consequently	contrary to	as a result	besides



## My Writing in Year 6

<b>Handwriting</b>	<p>All my writing is joined using the cursive style. I</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Punctuation</b></p>	 <p>- <b>Capital Letter</b> to start a sentence and for proper nouns</p> <p><b>At the end of a sentence</b> . ! ? and ...</p> <p><b>Within a sentence</b> , for a list , for clauses , for clarity “ ” full speech punctuation ' for contraction and possession (including plural) ( ) or - - for parenthesis : to start a list ; to link two main clauses</p>																																			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• I understand the different verb tenses, including past, present and future</li> <li>• I understand relative and possessive pronouns</li> <li>• I understand comparative and superlative adjectives</li> <li>• I use dialogue in narratives to show what type of character someone is and advance the action</li> <li>• I use a variety of simple, compound and complex sentences for effect.</li> </ul>																																			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sentence Openers</b></p>	<p><b>Adverbs</b> - Carefully, I opened the fizzy drink.</p> <p><b>Adverbial Phrases</b> - Beyond the distant hills, I could see an eagle circling in the sky.</p> <p><b>Time words or phrases</b> - After a while, the strange noise began to get louder.</p> <p><b>Conjunctions</b> - Even though it was raining, I did not take my umbrella.</p> <p><b>...ing Openers</b> - Sighing, I opened my spelling book.</p> <p><b>Double/triple ...ing Openers</b> - Twisting and squirming, I tried to escape the grasp of the brambles.</p> <p><b>...ed Openers</b> - Frightened by the loud noise, I hid underneath the bed.</p> <p><b>Double/triple ...ed Openers</b> - Shocked, confused and bewildered, I opened my eyes to explore the strange new landscape in front of me.</p> <p><b>More/Less Openers</b> The more I struggled with them, the more tangled my shoe laces became.</p> 																																			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Conjunctions</b></p>	<table border="1"> <tr> <td>and</td> <td>yet</td> <td>whether</td> <td>if</td> <td>until</td> </tr> <tr> <td>or</td> <td>so</td> <td>subsequently</td> <td>because</td> <td>while</td> </tr> <tr> <td>but</td> <td>when</td> <td>moreover</td> <td>as</td> <td>finally</td> </tr> <tr> <td>once</td> <td>during</td> <td>on the other hand</td> <td>even though</td> <td>therefore</td> </tr> <tr> <td>although</td> <td>whenever</td> <td>nevertheless</td> <td>whereas</td> <td>since</td> </tr> <tr> <td>unless</td> <td>as well as</td> <td>whilst</td> <td>however</td> <td>in addition</td> </tr> <tr> <td>despite</td> <td>consequently</td> <td>contrary to</td> <td>as a result</td> <td>besides</td> </tr> </table>	and	yet	whether	if	until	or	so	subsequently	because	while	but	when	moreover	as	finally	once	during	on the other hand	even though	therefore	although	whenever	nevertheless	whereas	since	unless	as well as	whilst	however	in addition	despite	consequently	contrary to	as a result	besides
and	yet	whether	if	until																																
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In Year 6 we learn to think a sentence, write and read it back to check it makes sense. We learn to check and edit our own, or a partner's work.

We always write for a purpose and think about our reader.