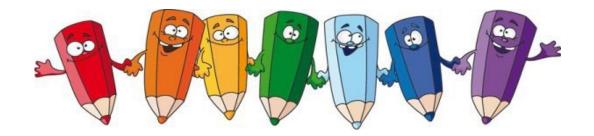


# My Writing in Year 1

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.

Handwriti	I can form capital letters and lower case letters correctly. I				
d۲	can u				
an	finger spaces to help me leave	•			
T	write the number	rs 0-9 correctly.			
		ital letter at the start of a			
on	sentence and a	a full stop at the end.			
Punctuation	I can begin to include a ? and ! in some of my sentences.				
Pund	Have you had a good day?				
	It is so hot out				
	l can often use the <b>present and past tense</b> correctly.				
	correctly.				
ar	We walk to school	We walked to school.			
Grammar	They <u>talk</u> to each other	They <mark>talked</mark> to each			
rar		other.			
ש	I <u>need</u> help.	l <mark>needed</mark> your help.			
	We <u>look</u> at the birds.	We <mark>looked</mark> 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.			
Sente				
Conjunctions	and I like cats and dogs.	<b>because</b> I like cats and dogs		
onjı		because they are		



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.

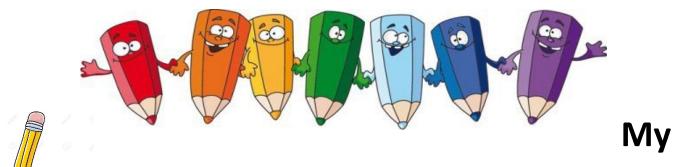
Handw	I can form <b>capital letters</b> and <b>lower case letters</b> correctly. I can use <b>finger spaces</b> to check that I have the <b>correct spaces</b> between words.			
Punctuation	for contraction	and possessio	senten of a pe At the . ! and Within , for a , after	a sentence
Gra		l can see rainboy		I saw the rainbow

	l can use	They <mark>talk</mark> to ea other.	ch They ta	alked to each other.	
	the .	I need help.	I	I needed help.	
	present	We look at the We looked at the k		ooked at the birds.	
	and past	birds.			
	tense	They move	-	moved through the	
	correctly	through the clou	ıds.	clouds.	
	in my				
	writing.				
Sentences	e.g. I can write diffe Statements – I Questions – W Exclamations –	de some extended <b>noun phrases</b> to add description g. The beautiful butterfly with purple wings. fferent types of sentences: - I had a lovely time at the park. What time are you going to the park? G – We had such an amazing time at the park! • Pick up your lunch box.			
onjunctions	and	or	but	when	
Conjur	if	that	SO	because	
Conj	if	that	SO	becaus	

### 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					
Hand	dangly letters clearly. I use appropriate finger spaces between words.					
Punctuation	Capital Letter at the start of a sentence and to show the name of a person or place At the end of a sentence . ! and ? Within a sentence , for a list , after a time opener " around spoken words ' for contraction and possession					
Grammar	I use the correct agreement betweenI use a mixture of simple and compound sentencesverb and subject:Simple: Joe walked to the shop.We were not we was I know when to use a or an: An apple a bananaCompound: Joe walked to the			e of simple and sentences ked to the walked to the		
Sentence Openers	shop and ran home.         Adverbs         Carefully, I opened the fizzy drink.         Time words or phrases         After a while, the strange noise began to get louder.        ing Openers         Sighing, I opened my spelling book.					
ctio	and	yet	if	until		
Conjunctio	or	SO	because	while		
Col	but when as although					



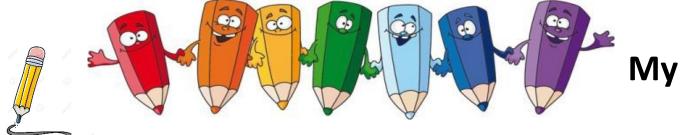
## Writing in Year 4

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.

I form all letters correctly and join using the cursive style. Myletters are the parallel and the correct size to show capitals,tall and dangly letters clearly. I use appropriate finger spacesbetween words. My writing sits neatly on the lines.

		Capital Letter at the start of a		
		sentence and to show the		
		name of a person or place		
u		At the end of a sentence		
ati		. ! and ? Within a sentence		
ctu				
Punctuation		, for a list		
		, after a time opener		
	" " around spoken words			
	′ f	or contraction and possession		
	I use the correct agreement	I simple and compound		
	between	sentences		
Grammar	verb and subject:	Simple: Joe walked to the		
L L	We were not we was	shop.		
Gra	I know when to use a or an:			
	An apple a banana	Compound: Joe walked to the		
		shop and ran home.		

	Adverbs						
Ś	Carefully, I opened the fizzy drink.						
nei	Time words or phrases						
be	After a while, tl	he strange noise	began to get				
e O	louder.						
enc	ing Openers						
Sentence Openers	Sighing, I opened my spelling book.						
Š	ed Openers						
	ea Openers						
	•	the loud noise, I	hid underneath	the bed.			
	•	the loud noise, l yet	hid underneath if	the bed. until			
	Frightened by	-					
	Frightened by and	yet	if	until			
	Frightened by and or	yet so	if because	until while			
Conjunctions	Frightened by and or but	yet so when	if because as	until while finally			



# 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.

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.

Handwriti

 representation
 Capital Letter to start a sentence and for proper nouns

 At the end of a sentence
 .!? and ...

 Within a sentence
 , for a list

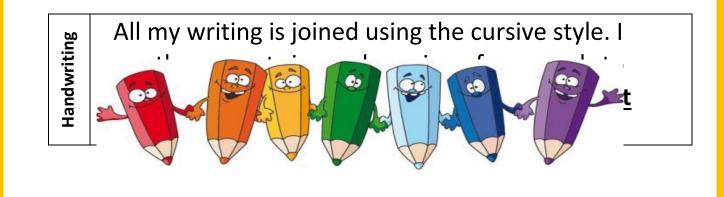
 , for clauses
 " " full speech punctuation

 'for contraction and possession (including plural)
 ( ) or - for parenthesis

	2				
<ul> <li>I understand relative and possessive pronouns         <ul> <li>I understand comparative and superlative adjectives</li> <li>I use dialogue in narratives to show what type of character someone is</li> </ul> </li> <li>Adverbs - Carefully, I opened the fizzy drink.         <ul> <li>Adverbial Phrases - Beyond the distant hills, I could see an eagle circling in the sky.</li> <li>Time words or phrases - After a while, the strange noise began to get louder.</li> <li>Conjunctions - Even though it was raining, I did not take my umbrella.</li> <li>ing Openers - Sighing, I opened my spelling book.</li> <li>Double/tripleing Openers - Twisting and squirming, I tried to escape the gr the brambles.</li> <li>ed Openers - Frightened by the loud noise, I hid underneath the bed.</li> <li>Double/tripleed Openers - Shocked, confused and bewildered, I opened m explore the strange new landscape in front of me.</li> <li>and yet whether if</li> </ul> </li> </ul>	7				
Adverbs - Carefully, I opened the fizzy drink.         Adverbial Phrases - Beyond the distant hills, I could see an eagle circling in the sky.         Time words or phrases - After a while, the strange noise began to get louder.         Conjunctions - Even though it was raining, I did not take my umbrella.        ing Openers - Sighing, I opened my spelling book.         Double/tripleing Openers - Twisting and squirming, I tried to escape the gr the brambles.        ed Openers - Frightened by the loud noise, I hid underneath the bed.         Double/tripleed Openers - Shocked, confused and bewildered, I opened me explore the strange new landscape in front of me.         and       yet	7				
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Double/tripleed Openers - Shocked, confused and bewildered, I opened m           explore the strange new landscape in front of me.           and         yet					
explore the strange new landscape in front of me.       and     yet       whether     if	eyes to				
	•				
orsosubsequentlybecausebutwhenmercever	ntil				
	ntil				
. <u>9</u> but when moreover as f	hile				
	-				
hand	hile				
<b>S</b> although whenever nevertheless whereas	hile nally refore				
Uunlessas well aswhilsthoweverin a	hile nally				
despite consequently contrary to as a result b	hile nally refore				



### My Writing in Year 6



		- C-	apital Letter to s	tart a contone	e and for	
		(24)	oper nouns	start a seriterit		
	At the end of a sentence					
	.!? and					
	Within a sentence					
Punctuation		00	or a list			
ati	$\bigcirc \land \land$		or clauses			
ctu	A V		or clarity			
nn	1 X Och		•	ounctuation		
٩	Y OOO Y " I full speech punctuation ' for contraction and possession (including plural)					
		μ (	) or -	- for pa	arenthesis	
		: to	start a list			
			link two main	clauses		
	I understand		tenses, including		d future	
ar		relative and posse	· •			
	I understand	comparative and	superlative adjecti	ves		
Grammar	<ul> <li>I use dialogu</li> </ul>	ie in narratives to s	show what type of	character somec	one is and	
פֿ	advance the	action				
	I use a variety of simple, compound and complex sentences for effect.					
	Adverbs - Carefully	• •	•	20		
		Adverbial Phrases - Beyond the distant hills, I could see an eagle circling in the sky.				
s	Time words or phi	•	e, the strange nois	e began		
ler	to get louder.					
peners	Conjunctions - Even though it was raining, I did not take my					
Ō	umbrella. ing Openers - Sighing, I opened my spelling book.					
Sentence	Double/triplein			tried to escape t	the grasp of the	
ten	brambles.		0 1 0,	·	0	
ent		,	d noise, I hid unde			
Ň	Double/tripleeo	•		ewildered, I oper	ned my eyes to	
	explore the strange new landscape in front of me.					
	More/Less Openers The more I struggled with them, the more tangled my shoe laces became.					
	and	yet	whether	if	until	
	or	so	subsequently	because	while	
Conjunctions	but	when	moreover	as	finally	
cti	once	during	on the other	even	therefore	
nD			hand	though		
jnc	although	whenever	nevertheless	whereas	since	
Ŭ	unless	as well as	whilst	however	in addition	
	despite	consequently	contrary to	as a result	besides	
L	1	1 1	<b>,</b>			

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.