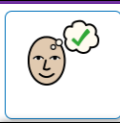


Writing Checklist Year 1



I know how...



To form **letters** that others can read.



To use my sounds to write short phrases and sentences.



To **segment** words to help me spell them.



I will learn...



To say a sentence out loud before writing it down.



To use an **adjective** to describe a **noun**.



To use '**and**' to join words.
To use '**and**' to join two simple sentences as a **conjunction**.



To use **finger spaces** between words.



To use **capital letters** and **full stops** accurately.



To use **capital letters** for names, places and days of the week and for the personal pronoun I.





Writing Checklist Year 2



I know how...



To say a sentence out loud before writing it down.



To use an **adjective** to describe a **noun**.



To use **'and'** to join words.
To use **'and'** to join two simple sentences as a **conjunction**.



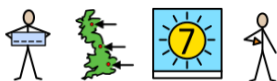
To use **finger spaces** between words.



To use **capital letters** and **full stops** accurately.



To use **capital letters** for names, places and days of the week and for the personal pronoun **I**.



I will learn...



To use **co-ordinating conjunctions** (*or, and, but*)



To use **subordinating conjunctions** (*when, if, that, because*)



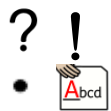
To use **expanded noun phrases** (*the blue butterfly*)



To use **statements, questions, exclamations** and **commands**.



Use the **present tense** and **past tense** accurately.



Use **capital letters, full stops, question marks** and **exclamation marks** accurately.



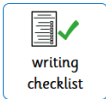
Use an **apostrophe** to show **contraction**. (*I'm, can't, isn't*)



Use the **possessive apostrophe** to show possession. (*George's medicine, The dog's bowl*)



Use **commas** to separate items in a list (*I bought milk, eggs, bread and jam.*)



Writing Checklist Year 3



I know how...



To use **co-ordinating conjunctions** (or, and, but)



To use **subordinating conjunctions** (when, if, that, because)



To use **expanded noun phrases** (the blue butterfly)



To use **statements, questions, exclamations and commands.**



Use the **present tense** and **past tense** accurately.



Use **capital letters, full stops, question marks and exclamation marks** accurately.



Use an **apostrophe** to show **contraction**. (I'm, can't, isn't)



Use the **possessive apostrophe** to show possession. (George's medicine, The dog's bowl)



Use **commas** to separate items in a list (I bought milk, eggs, bread and jam.)



I will learn...



To begin to show time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because), **adverbs** (e.g. then, next, soon, therefore), or **prepositions** (e.g. before, beyond, after, during, in, because of).



To begin to use noun phrases expanded by adding **modifying adjectives, nouns and preposition phrases** (e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair').



To begin to use **fronted adverbials** (e.g. Later that day, I heard the bad news.)



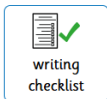
To begin to use **paragraphs** to organise ideas around a theme.



To begin to punctuate direct speech correctly (e.g. The conductor shouted, "Sit down!").



To begin to use an **apostrophe** to mark **singular and plural possession** (e.g. the girl's name, the girls' names).



Writing Checklist Year 4



I know how...



To begin to show time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, beyond, after, during, in, because of*).



To begin to use noun phrases expanded by adding **modifying adjectives, nouns and preposition phrases** (e.g. *'the teacher' expanded to: 'the strict maths teacher with curly hair'*).



To begin to use **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)

To begin to use **paragraphs** to organise ideas around a theme.



To begin to punctuate direct speech correctly (e.g. *The conductor shouted, "Sit down!"*).



To begin to use an **apostrophe** to mark **singular and plural possession** (e.g. *the girl's name, the girls' names*).



I will learn...



To show time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, beyond, after, during, in, because of*)



To use noun phrases expanded by adding **modifying adjectives, nouns and preposition phrases** (e.g. *'the teacher' expanded to: 'the strict maths teacher with curly hair'*)



To use **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)



Use commas after **fronted adverbials** (*After lunch, I went to the park to play*)



To use **paragraphs** to organise ideas around a theme.



To punctuate direct speech correctly (e.g. *The conductor shouted, "Sit down!"*)



To use an **apostrophe** to mark **singular and plural possession** (e.g. *the girl's name, the girls' names*)



Writing Checklist Year 5



I know how...



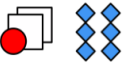
To show time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, beyond, after, during, in, because of*)



To use noun phrases expanded by adding **modifying adjectives, nouns and preposition phrases** (e.g. *'the teacher' expanded to: 'the strict maths teacher with curly hair'*)



To use **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)



Use commas after **fronted adverbials**
(*After lunch, I went to the park to play*)



To use **paragraphs** to organise ideas around a theme.



To punctuate direct speech correctly (e.g. *The conductor shouted, "Sit down!"*)



To use an **apostrophe** to mark **singular and plural possession** (e.g. *the girl's name, the girls' names*)



I will learn...



To build cohesion within a paragraph (e.g. *then, after that, this, firstly*)



To begin to use **brackets, dashes or commas** to indicate **parenthesis**. To begin to use **commas** to clarify meaning or avoid ambiguity.



To use **hyphens** to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)



To begin to use the **semi-colon, colon and dash** to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*)



To use a **colon** to introduce a list.



To punctuate **bullet points** consistently (commas, semi-colons, none).



Writing Checklist Year 6



I know how...



To build cohesion within a paragraph (e.g. *then, after that, this, firstly*)

() - To begin to use **brackets, dashes or commas** to indicate **parenthesis**. To begin to use **commas** to clarify meaning or avoid ambiguity.

- To use **hyphens** to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)

; : - To begin to use the **semi-colon, colon and dash** to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*)

• To use a **colon** to introduce a list.



To punctuate **bullet points** consistently (commas, semi-colons, none).



I will learn...



To link ideas across paragraphs to build cohesion using **adverbials of time** (e.g. *later*), **place** (e.g. *nearby*) and **number** (e.g. *secondly*)



Link ideas **across paragraphs** by **repeating** a key word or phrase, using **connecting words and phrases** (such as *on the other hand, in contrast, or as a consequence*), and sometimes leaving out words (**ellipsis**) when the meaning is still clear.



() - To use **brackets, dashes or commas** effectively to indicate parenthesis.

, To use **commas** to clarify meaning or avoid ambiguity.

; : - To use the **semi-colon, colon and dash** to mark the boundary between independent clauses (e.g. *It's raining; I'm fed up*)