

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is located.

Non-negotiables

# Year 3

## My Writing Checklist:

1. **Capital Letters and Full Stops, !, ?**
2. **Commas in a list (.e.g I bought eggs, bacon and bread).**
3. **Begin to use inverted commas for direct speech.**
4. **Apostrophes for missing letters (e.g. can't, don't) and for possession (e.g girl's cat or the girls' ball).**
5. **Use 'a' and 'an' correctly with a noun.**
6. **Adjectives to describe nouns (e.g. the furry cat).**
7. **Conjunctions e.g. while, before, after, because, although, if.**
8. **Adverbs e.g. then, soon, next, therefore, -ly.**
9. **Prepositions e.g. before, after, during, in, above, below.**
10. **Present perfect form of verbs e.g. he has gone out to play or we have eaten our lunch.**
11. **Group same ideas in the same paragraph.**
12. **Use one of your Year 3 spellings words from the snake.**



# Year 4

## My Writing Checklist:

1. CL FS, ! ? “ “
2. To select and maintain an accurate tense.
3. Use apostrophes for possession and plural nouns e.g. the boys' coat.
4. Uses inverted commas and commas to indicate direct speech.
5. Use expanded noun phrases e.g. the teacher expanded to the strict teacher with curly hair.
6. Use fronted adverbials followed by a comma e.g. Later that day,
7. Pronouns and nouns, e.g. he, she, we, Sally.
8. Conjunctions, prepositions and adverbs, e.g. when, after, so, because, soon, next, because of, during, in, before, while.
9. Use a range of simple, compound and complex sentences.
10. Use a comma to mark clauses where appropriate
11. Use paragraphs to ideas organise around a theme.
12. Use joined handwriting of consistent quality.



# Year 5

## My Writing Checklist:



1. CL ES ! ? , ( ) – “ “
2. Use brackets, dashes and commas to indicate parenthesis.
3. Uses inverted commas and commas to indicate direct speech. Use new line/new speaker.
4. Use expanded noun phrases e.g. the teacher expanded to the strict teacher with curly hair, to describe characters and setting.
5. Use complex sentences that include relative clauses, ‘who, which, what, that’ e.g. The table, which is made of oak, is now black with age.
6. Use modal verbs, e.g. might, could, should, will, must.
7. Use a range of devices to build cohesion within and between paragraphs e.g. then, after, although, meanwhile, firstly.
8. Use adverbials of time, place and number, e.g. later, above the door, secondly.
9. Use concise paragraphs to ideas organise around a theme.
10. Use joined handwriting of consistent quality.

# Year 6

## My Writing Checklist:



1. CLFS ““! ? , ; : - ( ) ...
2. Use commas to avoid ambiguity, e.g. *Let's eat, Grandma*  
*RATHER THAN Let's eat Grandma.*
3. Use brackets, dashes and commas to indicate parenthesis.
4. Use semi-colon, colon and dash to mark independent clauses, e.g. *It's raining; I'm fed up.*
5. Use a colon to introduce a list, semi-colon to separate items within a list.
6. Use bullet points when listing information.
7. Use a range of devices to build cohesion within and between paragraphs e.g. adverbials as sentence starters.
8. Use the passive voice, where appropriate.
9. Use a wide range of clauses, varying their position in a sentence, e.g. subordinate clauses, relative clauses.
10. Use a dictionary to check and correct spellings.
11. Use neat handwriting of consistent quality.