



I have written at least 100 words in 20 minutes!



I have thought about the adjectives I have used for description and have made sure they make my writing sparkle.





I have used a variety of connectives to join my ideas.

finally *then* *later* *at last* *after*



I have used capital letters correctly.
I have used capital letters for **names**,
names of places and **at the**
beginning of sentences.





I have thought about my handwriting today. I have made sure it is as neat as possible. I have made sure that all my tall letters are the same height and that my small letters are smaller than tall letters and are also an even size.



I have found places in my writing to use lots of different punctuation.

! ? ; “ ” , : () ' . . . —





I have joined my writing all the way through my work.



I have made sure my writing makes sense.



I have read every sentence out loud to make sure they make sense.



I am trying to develop my writing by using feelings and emotions.



see

taste



feel



hear



smell



I have thought about how I have written my paragraphs.



I have started with a topic sentence.
I have written development sentences.
I have written a concluding sentence.





I have used lots of punctuation correctly to help my writing improve.

!

“ ”

?

.

...



I have used the words **‘their’** and **‘there’** correctly in my writing.

Their - **Their** house was lovely.

There - The woods are over **there**.



I have used lots of different and interesting ways to open my sentences to help me improve my writing.



I have thought about how long my sentences are.



I have made sure that they are not too long.





I have thought about how often I use the word 'and'.

I have used words instead of 'and' to improve my writing.



Maisy says, "I can write speech correctly!"

Put speech marks around the words being sent.
Start every piece of speech with a capital letter.
Put punctuation inside the speech marks before you finish the speech.
Start a new line for each new speaker.



I have used some of these 'generalising' words to add style to my writing.



never
always
sometimes
often
in addition



I have used some of these words to help me link events in my writing.



afterwards
before
after a while
eventually
also





I have used the words 'of' and 'off' correctly in my writing.

Of - Can I have one of those biscuits, please?
Off - I need to take my coat off.



Bev Evans, 2009

I have used the words 'they're' and 'there' correctly in my writing.

They're - They're going to the cinema
There - There is an aeroplane!



They're
= They
are



Bev Evans, 2009

I have used
vibrant
connectives in
my writing!



although *furthermore*
nevertheless *however*
whereas *even though*
consequently



I have written more than I
did last time!





I have remembered to indent my paragraphs!



I know that adverbs give the reader more information about a verb and have used them in my writing.



nervously
quickly
sheepishly
loudly





I know that adverbs give the reader more information about a verb and have used them in my writing in various ways.

Opening a sentence: *Suddenly* I heard a noise...

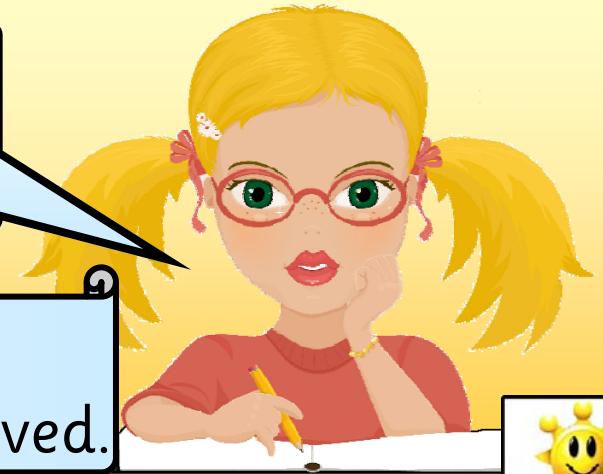
In the middle of a sentence: I was fast asleep when *suddenly*...



I have used the words '*where*' and '*were*' correctly in my writing.

Where - *Where* are we going today?

Were - They *were* already there when we arrived.





I know that apostrophes can be used to show that some letters have been taken out of words.

don't = do not

I've = I have

won't = will not



I know that apostrophes can be used to show you that something belongs to something else.



The cat's tail: This shows you that the tail belongs to the cat.

Tony's toys: This shows you that the toys belong to Tony.





I have thought carefully about how much time I have to write and I have made sure I have finished my writing.



I have thought about how often I repeat words and I have made sure I have not repeated words too often in my writing.





I have checked for words I have used that end in 'ed' to make sure I have spelled them correctly.

spotted looked hopped



I have thought about how to use the words 'was' and 'were'.

Was - I **was** about to eat my sandwich.

Were - We **were** on holiday.





I have used the words 'hear' and 'here' correctly in my writing.

Hear - I can hear him shouting.
Here - Here is a pile of old rubbish.



I have used the words 'now' and 'know' correctly in my writing.

I know I need to think about how I use the word now.





I have made sure that I have checked that I haven't used a **capital 'I'** in the word **'it'** unless it's at the start of a sentence.



I have made sure that I have put enough information on my planning to help me write successfully.





I know what **reported speech** is and I have used it in my writing today!

Alice told her sister that **she** loved swimming.



I have checked every sentence in my writing for missing plurals.



I have used a variety of **writing techniques** to help me make my writing interesting.



Alliteration: Blue **b**alls **b**ounce **b**eautifully.

Similes: He shouted out **as if he was a roaring lion!**



Onomatopoeia: use a word that imitates the sound it represents.

E.g. The bees **buzzed**.

