

Writing expectations

At the beginning of our writing lessons we generate some success criteria to determine what is expected in our writing. Find below a list of what we have covered so far this year and what we expect to see in a piece of writing.

Year 3:

- Power of three (three adjectives in a row) - The **delicious, creamy, scrumptious** cake was devoured by the child.
- A range of conjunctions - but, however, so, and, because, if, although
- Contractions - didn't, shouldn't, wouldn't, she'll, I'm, it's, can't, won't
- Simile - as big as the moon, shining like a diamond
- Adverb (words ending in ly that explain HOW something is done) The girl ran **quickly** to the park. Quickly shows how she ran whereas in the sentence it was a **lovely** day, lovely explains what kind of day it was therefore it is an adjective.
- Alliteration - words starting with the same sound e.g. **deep, dark, dangerous**
- With phrase - to add detail "Help!" the boy yelled **with trembling hands**.
- Fronted adverbial - to show where something is or when it happened
e.g. In the afternoon,
In the distance,
Immediately,
Without warning,
- Capital letters for names and places

Year 4:

All of the above plus -

- Embedded clauses with commas - The boy, **who was incredible frightened**, ran as fast as a flash away from the bear.
- Starting a sentence with although - Timmy ate some chocolate, although he knew it was bad for him. This becomes - Although he knew it was bad for him, Timmy ate some chocolate.
- Inverted commas (speech marks) and a new line for a new speaker -
"Can I go to the park?" asked Sophie.
"No, you need to eat your dinner first," replied Mum.
- Possessive apostrophe - The book belonged to Simon - Simon's book

ALL SENTENCES MUST START WITH A CAPITAL LETTER AND END WITH A FULL STOP.