

Writing



Name _____

Class _____

Standard R

Composition	Evidence date		
I can attempt to 'write' things, including own name and random letters.			
I am aware of different purposes for writing.			
I can ascribe meaning to my mark making, ('reads' what has been 'written').			
I know that print has meaning and that, in English, I read from left to right and top to bottom.			
I can write single letters or groups of letters which represent meaning.			
I can say what I want to write, speaking in clearly defined statements or sentences.			
I can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shape and spelling may not be fully accurate.			
Handwriting			
I can tolerate hand manipulation.			
I can work with another to allow mark making using body parts or an implement.			
I can attempt to mark make independently.			
I can recognise mark making materials.			
I can use and enjoy mark making materials.			
I can show some control in mark making.			
I can produce some recognisable letters.			
I can write the initial letter of my own name.			
I can imitate adults' writing and understand the purpose of writing.			
I can hold and use a pencil effectively.			
I can copy over / under a model			
Spelling			
I can differentiate between different letters and symbols.			
I can show some awareness of sequencing letters.			
I can write my own name with wrong letter formations or mixed lower / upper case.			
I am beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shape and/or spelling.			
I can spell some common, single syllable words correctly in writing, including many of the words in the Year R High frequency list and the Early Years Outcomes.			

Standard 1

Composition	Evidence date		
I can confidently write some captions, labels and attempt other simple form of writing (lists, stories, retell etc).			
I can say what my writing means.			
I can produce my own ideas for writing.			
I can write simple texts such as lists, stories, reports, recounts (a paragraph or more)			
I can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be retell).			
Handwriting			
I can write my first name with appropriate upper and lower case letters (may not be accurate).			
I can form most letters clearly, although size and shape may be irregular.			
I can leave spaces between words.			
I can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).			
Spelling			
I can write simple, regular words, some spelt correctly.			
I can make sensible phonic attempts at words.			
I can usually spell CVC words correctly.			
I can spell most common words correctly on the Y1 list in the N.C			
I can make recognisable attempts at spelling words that I don't know (almost all decodable without the child's help)			
I can always use logical phonic strategies when trying to spell unknown words in more than three statements.			
Vocabulary, Punctuation and Grammar			
I can show some control over word order producing logical statements.			
I am beginning to show an awareness of how full stops are used in my writing. (May be in the wrong place or only one, final full stop).			
I can use ANY connective (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.			
I can use appropriate vocabulary (should be coherent and sensible) in more than 3 statements.			
I can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.			

Standard 2

Composition	Evidence date		
I can write ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least one paragraph in length).			
I can write in three or more text forms or genres with reasonable accuracy.			
I can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description, beyond a simple list).			
I can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).			
I can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).			
I can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).			
I can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).			
I can make my writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).			
I can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).			
Handwriting			
I can control use of ascenders/descenders and upper/lower case letters in handwriting.			
I can use accurate and consistent handwriting, (in print at minimum, I can show consistent use of upper/lower case, ascenders/descenders, size and form).			
I can begin to show evidence of joining handwriting.			
Spelling			
I can spell most common words correctly and most of the words in the YR, Y1 and Y2 words in the N.C list.			
I can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.			
Vocabulary, Punctuation and Grammar			
I can sometimes use interesting and ambitious words, (should be words not usually used by the child of that age, and not a technical word used in a taught context e.g. volcano).			
I can usually maintain use of basic sentence punctuation (full stops followed by a capital letter) in a piece close to a side of A4 in length.			
I can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's cat...)			
I can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title 'Big Billy Goat Gruff'			
I can structure basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable)			
I can use past and present forms correctly.			

Standard 3

Composition	Evidence date		
I am beginning to use paragraphs.			
I can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).			
I can develop characters and describe settings, feelings and / or emotions, etc.).			
I can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...)			
I can attempt to give opinion, interest or humour through detail.			
I can use generalising words for style, (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do; may go; could rain; should win)			
I am beginning to develop a sense of pace (lively and interesting)			
I can produce work which is organised and clear (e.g. simple opening and ending).			
I can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story then tick this box. If another genre, it can be as they will already know those three.			
I can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points)			
I can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).			
I can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).			
I can structures and organise work clearly (e.g beginning, middle, end, letter structure; dialogue structure).			
Handwriting			
I can usually join my handwriting			
I can write neatly, legibly and accurately, mainly a joined style			
Spelling			
I can spell phonetically regular, or unfamiliar common polysyllabic words accurately (e.g forward, bonfire) and most or all of the words from the Y3 N.C			
Vocabulary, Punctuation and Grammar			
I can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical words used in a taught context (e.g. volcano)			
I can usually use correct grammatical structures in sentences (nouns and verb generally agree).			
I can use pronouns appropriately to avoid the over repetition of nouns.			
I can use most punctuation accurately, including at least 3 of the following ; full stop and capital, question mark, exclamation mark, comma, apostrophe.			
I can use adjectives and adverbs for description.			

Standard 4

Composition	Evidence date		
I can write in a lively and coherent style.			
I can use a range of styles and genres confidently and independently. If the writing is narrative, simple report or recount of a known story, this can be ticked. If any other genre, it can be as pupils will already know these.			
I can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context e.g. 'volcano', 'evaporate').			
I can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc.).			
I can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).			
I can use links to show time and cause.			
I can open sentences in a wide range of ways for interest and impact.			
I can use paragraphs although may not always be accurate.			
I can produce thoughtful and considered writing (simple explanation, opinion, justification and deduction).			
I can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.			
I can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue and negotiation within contexts etc.).			
I can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about).			
I can develop ideas in creative and interesting ways.			
Handwriting			
I can write neatly, legibly and accurately, usually maintaining a joined style.			
Spelling			
I can spell unfamiliar, regular polyphonic words accurately and most or all of the Y4 N.C words			
Vocabulary, Punctuation and Grammar			
I can use a wide range of punctuation including at least 3 of the following; full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.			
I can use or attempt grammatically complex structures, (e.g. expansion before and after the noun - 'The little, old man who lived on the hill...'; '...by the lady who taught me the guitar...'; subordinate clauses - 'I felt better when...')			
I can use nouns, pronouns and tenses accurately and consistently throughout.			
I can use apostrophes and / or inverted commas, mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick).			
I can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.			

Standard 5

Composition	Evidence date		
I can produce well-structures and organised writing using a range of conventions in layout.			
I can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).			
I can select the correct genre for audience and purpose, and use it accurately.			
I can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).			
I can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child)			
I can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal and informal style, aside, observation, suspense).			
I can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).			
I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).			
I can interweave implicit and explicit links between sections.			
I can show confident and established 'voice'			
Handwriting			
I can write neatly, accurately, legibly and fluently, in a joined style.			
I can adapt handwriting for as range of tasks and purposes, including for effect.			
Spelling			
I can spell accurately in all but the most complex words e.g paraphernalia, quintessential etc, and most or all of the Y5 N.C words.			
Vocabulary, Punctuation and Grammar			
I can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).			
I can use paragraphs consistently and appropriately.			
I can group things appropriately before or after a main verb (e.g. The books, the pens and the pencils were already on the table).			
I can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.			
I can use complex sentence structures appropriately.			
I can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.			
I can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).			
I can vary sentence length and word order confidently to sustain interest, (e.g. Having achieved your goals at such an early age, what motivates you to continue? Why fight on?).			
I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).			

