



		Date								
		S/T/P								
1.	I can make marks on paper.									
2.	I can try to make marks on paper by myself.									
3.	I can write some letters.									
4.	I can tell the difference between letters and symbols.									
5.	I can try to write my own name.									
6.	I can trace letters.									
7.	I can copy letters or words.									
8.	I can understand some reasons why people write.									
9.	I can 'read' what I have 'written.'									
10.	I can try to write words on my own.									
11.	I can write the first letter of my name.									
12.	I can read my name.									
13.	I know writing means something and the direction it is written in.									
14.	I can write my name although I might not get it right.									
15.	I know the sounds of some letters.									
			I.	I.			I.	ı l	ı I	

#### My piece of writing should include three or more simple statements

	T-a							1	
	<u> </u>	ate							
	S	/T/P							
1.	I can write most letters of the alphabet.								
2.	I can write my own name.								
3.	I can recognise mark making materials and use them to enjoy mark making.								
4.	I can understand why people write.								
5.	I can 'read' what I have 'written.'								
6.	I can hold a pencil properly.								
7.	I can break words up into sounds and write the letters for the sounds.								
8.	I can try to spell words I know properly.								
9.	I can usually spell cvc words right.								
10.	I can write most of my letters in the right way when writing words.								
11.	I can write some simple things on my own.								
12.	I can write about things that have happened to me and my feelings.								
13.	I can leave finger spaces.								
14.	I can write from right to left with my words in the right order so that other people ca	an read							
	it.								
15.	I can write 2 or more things about the same subject.								
16.	I can spell most common words.								
17.	I am beginning to try to write stories that I know.								
18.	I can write 3 or more statements about the same thing that make sense and others	can							
	read.		 	 					
19.	I can try to use a capital letter and full stop.			 			_		



### (1)

#### My piece of writing should be a paragraph or more





#### My piece of writing should be close to a side or more of A4

	Dat	te l					
	S/T						
4		/P					
1.	I can link 4 or more interesting sentences to create a paragraph.						
2.	I can neatly form upper and lower case letters correctly.						
3.	I can do different types of writing.						
4.	I can add details to make my writing interesting.						
5.	I can make my writing interesting by using – e.g. different openers, question						
	marks, speech marks						
6.	I can try to use 2 or more interesting WOW words.						
7.	I can focus and finish my writing (to produce an A4 page).						
8.	I can use the correct layout for my writing. (e.g. letters or instructions), .						
9.	I can use full stops. They should be followed by capital letters throughout my						
	writing.						
10.	I can spell most common words correctly.						
11.	I can use phonics to help me spell my words.						
12.	I can use connectives other than 'and' to join 2 or more simple sentences (e.g. k	out,					
	so, then, because).						
13.	I can use different punctuation (capital letters, full stops, exclamation and ques	tion					
	marks).						
14.	I can make my writing lively and interesting.						
15.	I can link my ideas using words to make my writing flow e.g. last time, also, after	er,					
	then, sorry, at last, and another thing.						
16.	I can use adjectives and descriptive phrases.						
17.	I can write in sentences with my words in the right order.						
18.	I can write neatly, making my letters the right size and shape.						
19.	I can write in a logical order for my audience.						
20	I can use past and present tenses correctly.						
21	I can produce a close to a side of A4 can be read and understood by others						





	My piece of writing should be close to a side or more of A4	Date						
	my piece of writing should be close to a side of more of At	S/T/P						
1.	I can use phonics and spelling strategies when spelling familiar and unfamiliar w	vords.						
2.	I can develop my ideas in sentences written in the right order.							
3.	I can write in different ways for different purposes.							
4.	I can make sure my writing makes sense.							
5.	I can use WOW words.							
6.	I can organise my ideas and put them in the right order.							
7.	7. I can use a wider range of connectives –and, but, so, because & or and am beginning to use- when, if, after, while, also & as well to							
8.	I can write about things that have happened to me in an order that makes sense include my thoughts and feelings.	e and can						
9.	I can use pronouns in sentences (instead of repeating nouns).							
10.	I can use punctuation correctly including full stops, capital letters, question mar	ks and						
	exclamation marks.							
11.	I can plan and organise my ideas before I begin writing.							
12.	I am beginning to use paragraphs.							
13.	I can write on my own, choosing what I want to write about and how I want to w	write it.						
14.	I can write neatly and it can be read by other people.							
15.	I can use adjectives and adverbs to describe things.							
16.	I can spell common words correctly.							
17.	I can write about characters, settings, feelings and emotions.							
18.	I can start sentences in different ways e.g. <i>sequence words</i> :- After, Before, Soon <i>adverbs</i> :- Slowly, Happily, <i>verbs</i> :- Walking, Wanting etc.	n, Next,						
19.	I can try to persuade others, give my opinion, make my writing funny and intereadding detail.	esting by						
20.	I can use words to add style to my writing e.g. sometimes, never, always, often, mostly, generally, etc and the conditional tense (e.g. might do it, may go, could should win).	•						
21.	I can make my writing lively and interesting.							





	My piece of writing should be close to a side or more of A4	Date				
1	I can write in an enjoyable style which is clearly understood.	S/T/P				
2.	I can use various styles and genres confidently in line with my learning intention	2 2 2 2				
2.	success criteria.	i aliu				
3.	I can use interesting and ambitious words several times. For example colossal in big, dumbfounded instead of speechless.	nstead of				
4.	I can organise my writing ideas in line with my learning intention and success crexample captions, headings, bullet points, paragraphs etc.	iteria. For				
5.	I can use a wide range of punctuation, including at least three of the following: and capital letter, question mark, apostrophe and comma.	full stop				
6.	I can write neatly, legibly and accurately.					
7.	I can use more sophisticated connectives (e.g. although, however, nevertheless contrary to, as well as, etc.	, despite,				
8.	I can create interesting settings, situations and plots.					
9.	I can deliberately open sentences in a wide range of ways to impress the reade example the use of –ing, ed, or –ly words. Gracefully the dancer Smiling, the Elated and with					
10.	I can write in paragraphs.					
11.	I can create and describe interesting characters.					
12.	I can give opinions and explanations when appropriate in my writing.					
13.	I can use grammatically complex structures e.g. expansion before and after a no little old man who lived on the hill',by the lady who taught me the guitar' better when'					
14.	I can spell all words accurately.					
15.	I can use nouns, pronouns and tenses accurately throughout my writing.					
16.	I can attempt to use speech marks.					
17.	I can select interesting strategies to move a piece of writing forward (e.g. aside characterisation, dialogue with the audience, dialogue etc.)	5,				
18.	I can advise confidently in a positive way during functional writing (e.g. 'An imp thing to think about before deciding', 'We always need to think about'etc)					
19.	I can develop ideas in my writing in an interesting and creative way.					





#### My piece of writing should be more than a side of A4

		Date						
		S/T/P						
1.	I can organise my ideas in a logical way.	3/1/1						
2.	I can write formally and informally. I can use Standard English, dialect and conversational	l styles.						
3.	I can choose the correct genre for the purpose of the writing. For example use the correct a letter etc.	t form for						
4.	I can use a wide range of imaginative and ambitious vocabulary accurately for the genre.							
5.	I can use paragraphs consistently and appropriately.							
6.	I can group things appropriately before and after the main verb.							
7.	I can always use grammar correctly except when using dialect or colloquialism.							
8.	I can use different techniques to engage the reader e.g. open or conclude work appropria opinion, summary, justification, comment, suspense or prediction).	ately (e.g.						
9.	I can vary my sentence openings, structure and length.							
10.	I can use punctuation accurately and include three or more of – comma, apostrophe, bul speech marks.	lets, or						
11.	I can use punctuation appropriately to create effect (e.g. exclamation mark, dash, questic ellipsis).	on mark,						
12.	I can write neatly, legibly and accurately.							
13.	I can create interesting settings, situations and plots.							
14.	I can spell accurately all words except the most complex words (e.g. paraphernalia, quint etc.)	essential						
15.	I can link sentences using a range of conjunctions for example, however, therefore, despite because, then	ite,						
16.	I can use a range of story writing techniques when appropriate. For example, dialogue, p openers, similes, metaphors, complex sentences, idioms, alliteration, onomatopoeia, am vocabulary etc.							
17.	I can vary sentence length and word order confidently to keep the reader interested.							
18.	I can include headings, sub-headings, bullet points, underlining, brackets etc. as needed f genre. (Functional writing)	or the					_	
19.	I can review and correct my writing to ensure it makes sense, spelling and punctuation and achieves the success criteria.	re correct						





My piece of writing should be totally independent and one and a half sides of A4		Date					$\overline{T}$	
paper or more.		S/P/T						
1. I can spell all vocabulary correctly apart from rare technical or	obscure words.	, ,						
2. I can open and close writing in interesting, unusual or dramatic		riate.						
3. I can use the full range of punctuation accurately and precisely	. I can use the full range of punctuation accurately and precisely including for sub division,							
effect, listing, direct speech, parenthesis etc.								
4. I can write neatly and legibly joining my letters.								
5. I can use print, italics or capitals when appropriate for effect an	nd emphasis.							
6. I can use my layout and presentation to engage the reader e.g.	headings, bullet poir	its, fonts,						
graphics and/or captions.	graphics and/or captions.							
7. I can use a wide range of connectives (including conjunctions, a	adverbs and prepositi	ons) and						
can use these to open sentences sometimes.								
8. I can use clauses confidently and appropriately.								
9. I can use links within a text to refer back to a point made earlie	er or forward to more							
information to come.								
10. I can use complex groupings for effect, before or after the verb	•							
the summer breeze, the lapping of the waves and the soft swis	shing of the sand bene	eath my						
sandals.')	atian dialagna annata	41						
11. I can use techniques to show I am aware of my audience e.g. a	ction, dialogue, quota	ition,						
<ul><li>aside, suspense, tension and comment.</li><li>12. I can create a range of short and extended texts regularly for d</li></ul>	ifferent nurneses						$\longrightarrow$	
13. I can vary levels of formality according to purpose and audience								
14 I can sustain a convincing viewpoint throughout the piece.	е.							
15. I can use a wide range of ambitious vocabulary accurately and	nracicaly							
16. I can use 2 or more of these features to create effect-rhetoric		n						
figurative language, passive voice, metaphor, simile, alliteratio	•							
elaboration, nominalisation, impersonal voice, universal appea								
17. I can use sentences of different lengths and types and vary sen		,						
18. I can use accurate detail when appropriate.	, ,							
19. I can create original and/or unexpected effects when appropria	ate e.g. by using hum	our or						
asides to the audience.	- · · · ·							
20. I can use grammar and tense accurately.								
21. I can write in a mature style with flair and originality.								



My piece of writing should be totally independent and one and a half sides of A4 paper or more.

		1	-	<u> </u>		1	l I	ı	 
	Date	9							
	S/P,	T							
1.	I can spell all vocabulary correctly apart from rare technical or obscure words.								
2.	I can open and close writing in interesting, unusual or dramatic ways where appropriate.								
3.	I can use more complex punctuation, e.g. speech marks, exclamation marks, question mark	κs,							
	colons, parentheses and/or ellipses. My punctuation is varied and mainly accurate.								
4.	I can write neatly and legibly joining my letters.								
5.	I can use print, italics or capitals when appropriate for effect and emphasis.								
6.	I can use techniques to engage my audience e.g. alliteration, metaphors, similes,								
	personification, oxymoron, vocabulary choices.								
7.	I can use a wide range of connectives (including conjunctions, adverbs and prepositions).								
8.	I can vary the structure and lengths of my sentences (e.g. simple and complex sentences, li	sts							
	and repetition).								
9.	I can embed clauses and phrases to make my writing more succinct.								
10.	I can use features of different types of text to produce writing for different purposes.								
11.	I can follow the rules of the genre I am writing in.								
12.	I can use features to organise my writing clearly e.g. title, heading, sub-heading, paragraph								
	numbers, index, appendices and footnotes.								
13.	I can use techniques to show I am aware of my audience e.g. action, dialogue, quotation,								
	aside, suspense, tension and comment.								
14	I can use paragraphs, topic sentences and linking sentences accurately.								
15.	I can vary levels of formality according to purpose and audience.								
16.	I read over my work to edit and improve it.								
17.	I can sustain a convincing viewpoint throughout the piece.								
18.	I can use a wide range of ambitious vocabulary within context and imagination.								
19.	I can create original and/or unexpected effects when appropriate e.g. by using humour or								
	asides to the audience.								
20.	I can use grammar and tense accurately.								
21.	I can write in a mature style with flair and originality.								