

1c

1b

1a

I can write letters and words that someone else can read and understand.

I am starting to use a wider range of words.

I can write in phrases and sentences that explain my ideas.

I can use full stops and some other punctuation.

I can use full stops and capital letters correctly.

I can use full stops and capital letters correctly most of the time.

I can use simple words and phrases.

I can use simple words and phrases

My story may have a beginning and one event.

I spell some common words correctly

I can spell some words correctly, and use phonics to spell others.

I can spell some of my words correctly and others are phonetically spelt.

I can keep my handwriting the right size

My letters are usually clearly shaped and the right way round

My letters are clearly shaped and the right way round.

I keep my letters the right way round

I can write so that someone else can read what I have written.

I read my writing to other people using the words and letters I have written.

When I am writing, I can link my ideas by using 'and'.

2c

I develop my ideas in short sections of writing.

I can choose the right words for my meaning from a wide range of words.

I am beginning to use punctuation to help show my meaning.

I can spell some common words correctly, but I sometimes rely on phonics and visual patterns.

I can use capital letters as well as ordinary ones.

My handwriting can be read by someone else without my help.

I use phonetics to attempt to spell polysyllabic words.

2b

I can include enough detail in my writing to engage the reader

I can make a variety of word choices.

I can use other connectives besides 'and' to link my sentences.

I can use punctuation in my sentences.

I can vary the structure of my sentences, and sometimes use extended sentences.

I do not mix upper and lower case letters in a word.

My handwriting is clear, with clear ascenders and descenders.

2a

I can write in different forms of narrative and non-fiction.

I can write to hold the readers' interest, and communicate meaning in a variety of ways.

I can make links between ideas or events.

I can use descriptive phrases to add detail or interest.

I can use capital letters and full stops to mark correctly structured sentences.

I can form my letters accurately and consistently.

I can spell many monosyllabic words accurately

My story has an opening, and an appropriate ending.

I can include some details to interest, inform or instruct my reader.

I can use detail - e.g. direct speech, description of setting, feelings or motives, to develop my characters and/or settings.

My story is made up of two or more events in time order

I can make word choices appropriate to my meaning

I can include some attractive/imaginative details to entertain, amuse or create tension etc.

In my story there is at least one main character.

My sentences have full stops and capital letters, used accurately.

I can choose words to add variety and interest.

I can use some description in my story writing.

My writing includes examples of direct speech, punctuated accurately.

In non-fiction writing, I can use basic features of the text type.

I sometimes try to entertain as well as inform my reader.

I can use connectives effectively, particularly *and*, *and then*, and *so*.

I can include adjectives and adverbs in my writing.

In non-fiction writing I can write an introduction followed by some main ideas.

I can organise the main events in my stories using a beginning, middle and simple ending.

I can correctly use punctuation to mark sentences - full stops, capital letters and question marks

I can write non-fiction so that the text type is recognisable.

The events in my stories are usually related to one another.

At least half my sentences are correctly demarcated, showing my understanding of sentence structure.

I use inverted commas to demarcate direct speech.

My stories show clear structure - balanced beginning, middle, and end.

I can use question marks and exclamation marks with accuracy.

I can use sequences of sentences to extend my ideas logically.

The events in my stories are clearly related to each other.

I can use inverted commas to indicate beginning and end of direct speech.

I can use connectives (*but, so when, because*) to contrast, connect in time, or provide explanation etc.

I can create main settings and characters with some interaction between them, including dialogue.

I can write non-fiction effectively, according to the text type.

I can use simple noun phrases and adverbs to create variety and add interest.

I can make vocabulary choices with imagination and sometimes use word play in my writing.

In non-fiction writing, I introduce the topic clearly and progress through the main points.

Within my sentences, subjects and verbs generally agree.

I often include quite detailed description.

I select detail to include to support my purpose.

I can spell accurately, including common, polysyllabic words.

I can include some lively and imaginative word use in order to amuse and entertain my reader.

I use appropriate written conventions to appeal to, direct or inform the reader.

My handwriting is joined and legible.

I can use full stops and capital letters correctly even when sentence structure varies.

I may use main or sub-headings, separate closing remarks, or distinguish different speakers etc.

I can write stories of an appropriate length, with a clearly linked beginning, middle and end.

I can write non-fiction effectively, according to the text type.

I can use a range of connectives appropriately.

The ending of my story is adequately developed.

In non-fiction writing, my text is balanced and paced.

I use different types of connectives eg. *if, when, rather than, although, however, consequently*

My writing has pace and I maintain the relationship of events throughout.

I can choose appropriate vocabulary to support the purpose of my writing.

The beginning, middle and end of my stories, are balanced, clearly distinguished and logically related

I can describe settings in detail, and develop my main characters through description and/or dialogue.

I use full stops, capital letters, question and exclamation marks accurately in my sentences most of the time

My writing is well paced and makes sense; events are clearly and logically related.

I include significant interaction during the story.

I can use commas within sentences to separate main ideas and/or clauses.

I can create settings and characters clearly and include enough detail. There is good interaction between them

I can use pronouns to avoid repetition.

I can use inverted commas confidently to demarcate direct speech.

My writing is generally lively and seeks to interest the reader.

I can include some lively details in description, characterisation or events, and I can use imaginative vocabulary effectively.

I can use varied sentence constructions, including longer compound sentences and some complex sentences

I can make adventurous vocabulary choices and I often use words for effect.

I can demarcate my sentences with full stops, capital letter and question/exclamation marks.

My story structure is well-developed, with clear elements of the chosen form.

Almost all my sentences are demarcated with full stops, capital letters and question / exclamation marks

Within sentences, I can use commas to separate elements, e.g. short phrases, clauses, items in a list

I can use description, action and characterisation well and sometimes manage to interweave them.

I can use commas within sentences to separate parts of the sentence, with increasing effectiveness.

In multi-character dialogue, I can use inverted commas to clarify where direct speech begins and ends for each speaker.

I sometimes try out different narrative techniques eg. opening with action, rather than description; using time-slip etc.

I can use inverted commas accurately to demarcate all elements of dialogue, including questions, interjections, exclamations etc.

I can extend meaning through grammatically complex sentences.

I can include my main characters' thoughts or emotions in my writing.

My writing includes a range of complex sentence types, and I am aware how these can create particular effects for the reader.

I can use pronouns and tenses consistently throughout.

I can choose words/phrases carefully to add shades of meaning to my text as well as supplying interesting information.

I can use elements of description, action, and characterisation, often together.

My spelling, including that of polysyllabic words, is generally accurate.

I am able to use different levels of formality of language for narration and some elements of dialogue.

I am aware of my audience and use a variety of appropriate narrative techniques.

My handwriting style is fluent, joined and legible.

I sometimes comment upon them to develop characterisation and interest.

I can develop my characters by setting out and commenting upon their thoughts and feelings.

I can communicate meaning - including connotation - through carefully chosen vocabulary.

My writing is well structured according to the relevant form e.g. - realistic narrative, fantasy, adventure etc

I use speech marks to introduce and conclude direct speech and my sentences are correctly demarcated with commas

I am able to contrast colloquial or dialectal and standard English narration.

I can interweave dialogue, action and description to write my story.

I use capital letters at the beginning of all proper nouns.

Most of my sentences are correctly demarcated, with intra-sentence punctuation demarcating sections of meaning.

I can engage my reader's interest, through the use of different narrative techniques

I can use a range of punctuation, including appropriate use of brackets and / or dashes

I can use commas appropriately along with inverted commas to punctuate direct speech.

I can show my control of the narrative by commenting on the thoughts and feelings of the characters

I use a variety of simple and complex sentences effectively.

I can use a wider range of punctuation, including brackets and / or dashes.

My vocabulary choices are imaginative.

I can use paragraphs to mark the main divisions of my narrative e.g. opening, main events and ending.

I can use paragraphs to mark beginning, middle and end of narratives.

My language is used precisely and effectively conveys the intended meaning.

I can spell words with complex regular patterns correctly.

I can use a range of sentences for specific effects.

I can make appropriate choices between colloquial or dialectal and standard English according to the formality of the writing.

My handwriting is joined, clear and fluent.

I can construct a story in an appropriately chosen way and show the development of a theme as well as plot

I can use a range of sentence structures to create specific effects, appropriate to the type of story.

My spelling is generally accurate, including that of irregular words.

I can use detail and sequence confidently to engage and sustain the reader's interest.

My writing engages and sustains the reader's interest.

My handwriting is neat and legible.

I can use a range of varied vocabulary to create specific effects, appropriate to the type of story.

I can adapt the style of my writing to different forms, including using an impersonal style where appropriate.

I can use a range of punctuation correctly to vary pace and clarify meaning in narration and direct speech.

I can use an adventurous, varied vocabulary to create effects.

I can use commas within my sentences, to avoid ambiguity or to show division between clauses.

I can use a range of punctuation. It is usually used correctly to clarify meaning.

I sometimes try to use colons or dashes to structure long sentences.

I use a range of sentence structures to create effects.

My ideas, including any dialogue, are appropriately organised into paragraphs.

My ideas are organised into paragraphs.



