

Personal Learning Checklist – Writing

End of Year 1 Expectations

<p>Child as a writer</p> <ul style="list-style-type: none">a. Can express preferences for writingb. Can write at will/independentlyc. Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ...d. Reads aloud their own writing to peers and teachere. Can discuss their writing with peer or teacher	
<p>Composition</p> <ul style="list-style-type: none">a. Understands how words combine to make sentencesb. Can say what they are going to write aboutc. Can orally compose a sentenced. Can sequence sentences to form short narrativee. Can include some detail in writing to add interest, for example an adjective or simple similef. Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known storyg. Can use some appropriate story language e.g. Once upon a time, happily ever after....h. Can re-read work to check it makes sense e.g. notices missing words or sentences....i. Can re-read work to check for missing punctuation	
<p>Grammar and Punctuation</p> <ul style="list-style-type: none">a. Can use full stops to end some sentencesb. Can use capital letters at the start of some sentencesc. Begins to use capital letters for names (proper nouns) and personal pronoun 'I'd. Begins to use exclamation marks and question markse. Joins words or clauses using 'and'	
<p>Spelling</p> <ul style="list-style-type: none">a. Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctlyb. Can use letter names to distinguish between alternative spellings of the same phonemec. Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-ed. Can add s or es to nouns to make pluralse. Can use prefix un correctlyf. Can add ed, ing, er and est to root words where no change is neededg. Can spell many of the common exception words from English Appendix 1 in their writingh. Applies knowledge of other spelling patterns from English Appendix 1 in their writingi. Can correctly write a dictated sentence that includes words taught so far	
<p>Handwriting</p> <ul style="list-style-type: none">a. Can hold a pencil comfortably and correctlyb. Can form lower-case letters and digits in the correct direction, starting and finishing in the right placec. Can form lower-case letters of the correct size relative to one another in some of the writingd. Can form capital letterse. Can use spacing between wordsf. Handwriting is legible	

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End of KS1 Expectations

<p>Child as a writer</p> <p>a. Can express preferences for writing b. Can write at will/independently c. Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story..... d. Can complete a whole text as well as sections of a text e.g. sustain an entire story, report.... e. Can write with increasing fluency and stamina f. Reads aloud their own writing to peers and teacher with appropriate expression</p>	
<p>Composition</p> <p>a. Can say what they are going to write about e.g. orally tell story b. Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame.... c. Records ideas sentence by sentence, rehearsing each sentence orally before scribing d. Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes e. Can use adverbs to qualify verbs e.g. he ran slowly. f. Can use a variety of conjunctions to extend sentences and give further information g. Can use pronouns to avoid repetition e.g. he, they, our h. Can write narrative with a clear beginning, middle and end. i. Can use some appropriate story language e.g. In a land far far away..... j. Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense k. Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect l. Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry m. Can sustain the use of the correct tense across a range of text types e.g. story, letter... n. Can proof read to check for spelling errors o. Can proof read to check for missing punctuation p. Can read own and peers' writing and make suggestions for improvements</p>	
<p>Grammar and Punctuation</p> <p>a. Can use full stops, exclamation marks and question marks to demarcate most sentences b. Can use capital letters at start of most sentences c. Uses capital letters for names (proper nouns) d. Can use commas to separate items in a list e. Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ... f. Joins words or clauses using co-ordination e.g. or, and , but g. Joins clauses using subordination e.g. if, when, because h. Can use sentences with different forms e.g. statement, exclamation, question or command i. Use the present and past tense consistently, including the progressive form</p>	

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<p>Spelling</p> <ul style="list-style-type: none">a. Can segment spoken words into phonemes before choosing grapheme to represent that phoneme, spelling many correctlyb. Can begin to choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-ec. Can explain the meaning of and apply the different spelling of some homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knightd. Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn'te. Can spell many of the common exception words from English Appendix 1 in their writingf. Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e.g. make - makingg. Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - pattingh. Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e.g. copy - copied, silly - sillinessi. Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, lyj. Common polysyllabic words spelt correctly e.g. desktop, rainbowk. Applies knowledge of other spelling patterns from English Appendix 1 in their writingl. Can write a dictated sentence from memory that includes words taught so far correctly	
<p>Handwriting</p> <ul style="list-style-type: none">a. Lower case, capital letters and digits are accurately formed and orientatedb. Can form lower case letters of the correct size relative to one anotherc. Can form capital letters of the correct size relative to lower case lettersd. Can use spacing between words that reflects the size of letterse. Clear differentiation between ascenders and descendersf. Can start to use some diagonal and horizontal strokes to join lettersg. Handwriting is legible	

Personal Learning Checklist – Writing

End of Year 3 Expectations

<p>Child as a writer</p> <ul style="list-style-type: none">a. Can express preferences for writingb. Can write at will/independentlyc. Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'd. Can compose and rehearse sentences orally (including dialogue)e. Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)f. Can write with fluency and staminag. Can discuss their writing outcomes and their effect on the audienceh. Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
<p>Composition (sentences)</p> <ul style="list-style-type: none">a. Can show some variety in sentence structure e.g. using a mixture of short sentences with long ones.b. Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).c. Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.d. Can use at least one adjective to modify nouns e.g. a soft, moaning sound.e. Can use adverbs to qualify verbs e.g. he ran slowly.f. Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....g. Can use simple similes e.g. It was as yellow as the sunh. Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.i. Can use pronouns to avoid repetition e.g. he, they, our.	
<p>Punctuation (can demarcate sentences accurately and appropriately)</p> <ul style="list-style-type: none">a. Can use full stops accurately to demarcate sentences.b. Can use capital letters accurately, including for proper nouns.c. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.d. Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.e. Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.f. Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter...g. Can punctuate simple direct speech accurately using speech marksh. Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.	
<p>Composition: Context, Audience and Purpose</p> <ul style="list-style-type: none">a. Is able to explain the purpose and context of their writing, as well as who it is for.b. Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.c. Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.d. Some detail in writing adds interest, humour, suspense or surprise.e. Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.c. Some evidence of writing for effect e.g. persuasive, informative, entertain.d. Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.e. Demonstrates simple viewpoint through third and first person.f. Expresses opinions in simple terms.	
<p>Composition (narrative)</p> <ul style="list-style-type: none">a. Can write narrative with a clear beginning, middle and end.b. Beginning of narrative provides appropriate and interesting detail about setting or characters.	

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<p>c. Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground...</p> <p>d. Can indicate paragraph breaks for changes of time, place or subject.</p> <p>e. Can explain why they have chosen to organise their writing in a certain way.</p> <p>f. Resolution to stories is appropriate and explained in sufficient detail.</p> <p>g. Can maintain tense consistently throughout a story.</p>	
<p>Composition (non-narrative)</p> <p>a. Can write a clear introduction.</p> <p>b. Can write a concluding statement or summary.</p> <p>c. Can use simple organisational devices e.g. headings and subheadings</p> <p>d. Main features of text type are used e.g. non chronological report has an intro, some points under sub headings and an end statement.</p> <p>e. Paragraphs are organised around a key theme, which is made evident to the reader.</p> <p>f. Paragraphs begin with relevant (basic) topic sentences which are then developed in further detail.</p> <p>d. Can choose and sustain the use of the correct tense.</p>	
<p>Composition (editing)</p> <p>a. Can propose changes to grammar and vocabulary to improve consistency and quality</p> <p>b. Can proof read to check for spelling errors</p> <p>c. Can proof read to check for missing punctuation</p> <p>d. Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p> <p>e. Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary</p>	
<p>Spelling and Word Work</p> <p>a. Can choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-e and sometimes choose which is the correct one to use in a common spelling</p> <p>b. Applies knowledge of spelling patterns from English Appendix 1 in their writing e.g. ge, dge, kn, gn, wr, le, c, ce.</p> <p>c. Adds es to nouns and verbs ending in y, changing y to i e.g. fly - flies.</p> <p>d. Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting.</p> <p>e. Adds ed, ing, er and est accurately to root words ending in y with a consonant before it e.g. copy - copied or in root words ending in e e.g. hike - hiking.</p> <p>f. Can explain the meaning of and apply the different spelling of homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>g. Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, ly</p> <p>h. Prefixes from English Appendix 1 are spelt and used correctly e.g. un, dis, mis, re, super, anti, auto,</p> <p>i. Common polysyllabic words spelt correctly e.g. desktop, rainbow</p> <p>j. Can spell and use words ending in tion e.g. station, fiction, motion, national, section</p>	
<p>Handwriting</p> <p>a. Lower case and capital letters and digits are accurately formed and orientated.</p> <p>b. Letters are consistent in size</p> <p>c. Clear differentiation between ascenders and descenders</p> <p>d. Handwriting is legible</p> <p>e. There is some attempt to join letters appropriately.</p>	
<p>Spoken English (Oracy)</p> <p>a. Read aloud what you have written with appropriate expression, noticing common errors i.e. omission or repetition of words.</p> <p>b. Explain your choice of language and sentence structure, making reference to the impact on the audience.</p> <p>c. Confidently perform relevant text types that you have created to an audience i.e poetry or sections of narrative.</p> <p>d. Discuss what you have written, responding to a range of feedback i.e. audience, peers, teacher.</p>	

Personal Learning Checklist – Writing

End of Year 4 Expectations

<p>Child as a writer</p> <ul style="list-style-type: none">a. Can evaluate and discuss themselves as a writerb. Can write at will and independentlyc. Can generate multiple feasible ideas from a stimulusd. Can write whole and part texts with fluency and staminae. Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clearf. Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader	
<p>Composition (sentences)</p> <ul style="list-style-type: none">a. Can use a mixture of sentence types, sometimes varying their structureb. Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched with anticipationc. Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, althoughd. Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'e. Can use verb tenses consistently and accurately across a range of text typesf. Sentences are grammatically accurate, giving relevant and precise informationg. Is beginning to use coordinating and subordinating conjunctions to develop the flow of writingh. Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly.....j. Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition	
<p>Punctuation (can demarcate sentences accurately and appropriately)</p> <ul style="list-style-type: none">a. Can (nearly always) use full stops, capital letters, exclamation marks and question marks accuratelyb. Can consistently use capital letters for proper nounsc. Inverted commas are nearly always in the correct place for simple speech - "Share this with me" he saidd. Commas are usually used in a liste. Is beginning to use commas after fronted adverbialsf. Starting to use commas for separating clauses, although not always accuratelyg. Can use the apostrophe for omission correctlyh. Can indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils'....	
<p>Composition: Context, Audience and Purpose</p> <ul style="list-style-type: none">a. Is beginning to know how to write for different audiences and different purposesb. Can confidently compose and rehearse a cohesive textc. Is progressively building a varied and rich vocabularyd. Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plane. Can consider the needs of the reader when planning their textf. Can include details to add interest, to persuade or to directg. Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters' feelings.h. Expresses an opinion by giving justification for their ideasi. Is beginning to establish a viewpoint in their writing	

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<p>Composition (narrative)</p> <ul style="list-style-type: none"> a. Can write a clear story structure with buildup and climax b. Beginnings of narrative are more lively and can capture the readers interest c. Basic elements of story structure are present d. Paragraphs are attempted for a change in action, setting and time e. Demonstrates an awareness of the reader f. Is beginning to develop characterisation through describing how characters look, react, talk or behave 	
<p>Composition (non-narrative)</p> <ul style="list-style-type: none"> a. Can write a clear introduction, followed by logical points, drawing to a defined conclusion b. Paragraphs have relevant openings c. Paragraphs are used to group ideas logically d. Points are raised in a sensible order e. Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases..... f. Main features of text type are used e.g. non chronological report has an introduction, some points under subheadings and an end statement. g. Can choose and sustain the use of the correct tense. 	
<p>Composition (editing)</p> <ul style="list-style-type: none"> a. Can propose changes to grammar and vocabulary to improve consistency and quality b. Can proof read to check for spelling errors c. Can proof read to check for missing punctuation d. Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing e. Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary 	
<p>Spelling and Word Work</p> <ul style="list-style-type: none"> a. Can spell most of the Year 3 & 4 word list in writing b. Can use the possessive apostrophe correctly in most situations c. Prefixes from English Appendix 1 are used correctly e.g. il, ir, re, sub, inter, anti, auto d. Suffixes from English Appendix 1 are used correctly e.g. -ly, -ation, -ous e. Uses the first two or three letters of a word to check its spelling in a dictionary 	
<p>Handwriting</p> <ul style="list-style-type: none"> c. Clear differentiation between ascenders and descenders d. Is increasing the legibility, consistency and quality of their handwriting e. Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to each other are best left unjoined 	
<p>Spoken English (Oracy)</p> <ul style="list-style-type: none"> a. Read aloud what you have written with appropriate expression, noticing common errors i.e. omission or repetition of words. b. Explain your choice of language and sentence structure, making reference to the impact on the audience c. Confidently perform relevant text types that you have created to an audience i.e poetry or sections of narrative d. Discuss what you have written, responding to a range of feedback i.e. audience, peers, teachers 	

Personal Learning Checklist – Writing

End of Year 5 Expectations

<p>Child as a writer</p> <p>a. Is able to critically evaluate their own and other people's written work. b. Chooses an appropriate form for their writing in order to communicate effectively. c. Refines ideas based on experience of good quality example texts. d. Confidently undertakes the composition of whole texts, writing with fluency and stamina. e. Shares their work confidently, ensuring the meaning is clear to the reader/listener. f. Includes appropriate features to enhance the meaning and impact of their text.</p>	
<p>Composition (sentences)</p> <p>a. Uses a range of sentence types with growing dexterity. b. Can explain why a given sentence type will enhance the meaning/impact of a passage. c. Experiments with clause structures to give variety to their writing. d. Uses a wide range of coordinating and subordinating conjunctions to develop and extend their ideas. e. Sentences are grammatically accurate. f. Can maintain a consistent tense through choosing and using an appropriate verb form. g. Can routinely add detail and interest to sentences through precise use of techniques such as adverbial phrases, expanded noun phrases etc. h. Cohesion and flow are promoted through the use of pronouns and determiners.</p>	
<p>Punctuation (can demarcate sentences accurately and appropriately)</p> <p>a. Always uses capital letters and full stops accurately. b. Always uses question marks and exclamation marks accurately. c. Is confident in using inverted commas to mark speech. d. Usually punctuates speech inside inverted commas. e. Can use commas for lists nearly always correctly. f. Can use commas after fronted adverbials. g. Has a growing understanding of how to use commas to separate clauses in sentences. h. Can use an apostrophe for possession (including plural nouns) accurately. i. Can use an apostrophe for contraction accurately. j. Understands the use of brackets to add additional information.</p>	
<p>Composition: Context, Audience and Purpose</p> <p>a. Can identify the audience, context and purpose for writing. b. Is able to explain how the audience for a text will impact on how it is written. c. Uses own planning strategies to compose and rehearse whole texts before writing. d. Pitches texts appropriately, according to who it will be read by. e. Includes sufficient detail to engage the reader. f. Establishes a clear viewpoint in their writing and maintains this throughout a text.</p>	
<p>Composition (narrative)</p> <p>a. Plans a clear structure for a narrative, which is evenly paced. b. Includes appropriate imaginative detail to engage the reader from the outset.</p>	

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<p>c. Draws on their own experience of good quality narrative to support the writing of their own text.</p> <p>d. Balances a range of description, dialogue and action to explain a narrative.</p> <p>e. Story is organised into clear paragraphs.</p> <p>f. Develops characters and settings using a range of descriptive techniques.</p> <p>g. Tense and perspective are maintained throughout narrative work.</p>	
<p>Composition (non-narrative)</p> <p>a. Carefully structures non-narrative texts according to the context, purpose and audience.</p> <p>b. Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.</p> <p>c. Draws on their own experience of good quality non-narrative to support the writing of their own text.</p> <p>d. Paragraphing is used to bring clarity to the text.</p> <p>e. Formatting devices are carefully selected to help organise the text appropriately.</p> <p>f. Can choose and maintain the correct tense throughout.</p>	
<p>Composition (editing)</p> <p>a. Identifies and edits inaccuracies in grammar.</p> <p>b. Edits vocabulary choices to enhance the meaning or impact of the text.</p> <p>c. Can proof read to check for spelling errors.</p> <p>d. Can proof read to check for missing punctuation.</p> <p>e. Can make improvements to a text to ensure that it closely meets the brief/success criteria.</p>	
<p>Spelling and Word Work</p> <p>a. Can spell some of the Year 5/6 spelling list.</p> <p>b. Prefixes from English Appendix 1 are used correctly e.g. il, ir, re, sub, inter, anti, auto</p> <p>c. Suffixes from English Appendix 1 are used correctly e.g. -ly, -ation, -ous</p> <p>d. Uses a dictionary efficiently to support accurate spelling.</p>	
<p>Handwriting</p> <p>a. Letters are consistently sized and orientated.</p> <p>b. Can use a legible and consistent style of handwriting.</p> <p>c. Is beginning to join handwriting with some degree of fluency.</p>	
<p>Spoken English (Oracy)</p> <p>a. Read your work aloud, using intonation, expression and volume to enhance meaning and impact.</p> <p>b. Take part in group and individual performances, based on texts you have written and been inspired by.</p> <p>c. Engage in critical discussions about your own and other people's writing, referencing the impact on the audience.</p>	

Personal Learning Checklist – Writing

End of KS2 Expectations

<p>Child as a writer</p> <p>a. Can critically evaluate their own and other peoples' written work against a specific brief</p> <p>b. Can choose the most appropriate form for their writing in order to communicate effectively</p> <p>c. Can refine their ideas based on their experience of good quality model texts</p> <p>d. Can compose and execute whole texts, writing with fluency and stamina</p> <p>e. Can use audience feedback to support the writing/editing process</p>	
<p>Composition (sentences)</p> <p>a. Can describe settings and characters using adjectives (including expanded noun phrases) e.g. a fearsome dragon with sharp claws...</p> <p>b. Can describe settings and characters using adverbs (changing the place of the adverb to add variety) e.g. Tom called softly... Anxiously he...</p> <p>c. Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because</p> <p>d. Can write sentences using fronted adverbials:</p> <p>e. Can write Imperative Sentences (using 'bossy verbs' in the present tense) e.g. Close that door.</p> <p>f. Can integrate dialogue (effectively and sometimes combined with an additional clause) e.g. "Watch out!" cried Simon, as...</p> <p>g. Can write Simile Sentences (to imaginatively compare two things) e.g. He roared LIKE a lion. AS cool AS a cucumber</p> <p>h. Can write Metaphor Sentences (to paint vivid 'word' pictures) e.g. Serpents of smoke curled from the chimney.</p> <p>i. Can write 'as' Sentences (to describe two things happening at once) e.g. Dan hid as the bully approached.</p> <p>j. Can write Preposition Sentences (to explain and describe where things are in the setting) e.g. On the wall above the fireplace...</p> <p>k. Can write 'ing' Sentences (to add a sense of movement) e.g. Looking both ways, Tom crossed the road.</p> <p>l. Can write 'ed' Sentences (to emphasise feelings and emotions) e.g. Paralysed with fear...</p> <p>m. Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should</p> <p>n. Can write in both active and passive form e.g. The boy dropped the pen/The pen was dropped by the boy.</p> <p>o. Can develop cohesion within sentences</p>	
<p>Composition: Context, Audience and Purpose</p> <p>a. Can identify the correct audience and compose an appropriate text based on this</p> <p>b. Can write in appropriate 'role'</p> <p>c. Can select and use the appropriate structure and features for a text type</p> <p>d. Can add clever detail to engage the reader e.g. word-play, exaggeration, alliteration,</p>	

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<p>slogans, bias</p> <p>e. Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)</p> <p>f. Can write to create narrative</p> <p>Optional text type coverage:</p> <p>g. Can write to recount</p> <p>h. Can write to instruct</p> <p>i. Can write to explain</p> <p>j. Can write to report</p> <p>k. Can write to persuade</p>	
<p>Composition (narrative)</p> <p>a. Can write with a clear opening to the narrative</p> <p>b. Can build upon opening and develop the narrative</p> <p>c. Can introduce a problem to the narrative</p> <p>d. Can bring about resolution in the narrative</p> <p>e. Can write a clear ending to the narrative</p> <p>f. Can choose and sustain the use of the correct tense</p> <p>g. Can de-mark paragraphs correctly</p> <p>h. Can link paragraphs in the narrative</p> <p>i. Can use a variety of paragraph lengths</p> <p>j. Can write using a balance between dialogue, action and description</p> <p>k. Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)</p>	
<p>Composition (non-narrative)</p> <p>a. Can write a clear introduction</p> <p>b. Can develop ideas over a series of sentences</p> <p>c. Can sustain ideas across a text</p> <p>d. Can choose and sustain the use of the correct tense</p> <p>e. Can use logical paragraphing</p> <p>f. Can write a clear conclusion</p> <p>g. Can use sub-headings</p> <p>h. Can use bullets points</p> <p>i. Can create cohesion across a non-narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)</p>	
<p>Grammar and Punctuation in Writing</p> <p>a. Can use capital letters and full stops accurately (to make and improve sentences)</p> <p>b. Can use question marks (to write question sentences which 'hook' the reader in) e.g. Are you happy with your local park?</p> <p>c. Can use exclamation marks (to write short sharp sentences creating excitement or suspense) e.g. How exciting! What a day!</p> <p>d. Can use commas accurately:</p> <p>e. Can use inverted commas for dialogue (correctly punctuated) e.g. "Where are you going?" Sarah called to her mum.</p> <p>f. Can use apostrophes to show possession (singular and plural) e.g. Dad's car. My</p>	

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<p>parents' home.</p> <p>g. Can use apostrophes to show omissions e.g. don't, can't, won't</p> <p>h. Can use an ellipsis (as a long pause to build up tension or to show hesitation) e.g. "Er... well... all right then."</p> <p>i. Can use a colon following a heading (to introduce a list) e.g. To bake a cake you will need: flour, eggs, milk.</p> <p>j. Can use a semi-colon (to separate two main clauses of a sentence) e.g. Tom worked hard; Dan did not.</p> <p>k. Can use brackets, dashes or commas for parenthesis e.g. The calculator (that wasn't really a calculator) started beeping.</p> <p>l. Can use dashes (to make the reader pause) e.g. He blamed his missing homework on one thing – his dog.</p> <p>m. Can use a hyphen (to link words to be read as one) e.g. razor-sharp teeth</p> <p>n. Can make stylistic choices about consistent use of bullet points (e.g. always/never use capital letters and full stops)</p>	
<p>Transcription: Spelling</p> <p>a. Can use visual recall of commonly used words to support spelling</p> <p>b. Can use phonic knowledge to spell unfamiliar words</p> <p>c. Can use tools such as dictionaries and words banks to support spelling</p> <p>d. Can use taught suffixes in writing e.g. cious, cial, ant, able (see Spelling Diagnostic)</p> <p>e. Can use taught spelling rules in writing e.g. ei after c, ough (see Spelling Diagnostic)</p> <p>f. Can use words with silent letters in writing e.g. doubt, thistle, knight (see Spelling Diagnostic)</p> <p>g. Can correctly use homophones and other words commonly confused</p>	
<p>Transcription: Handwriting</p> <p>a. Handwriting is fluent with increasing speed appropriate to task</p> <p>b. Handwriting is legible</p> <p>c. Handwriting is consistent</p> <p>d. Handwriting is joined</p> <p>e. Handwriting is line orientated</p> <p>f. Can use capitalisation (Upper Case) handwriting</p> <p>g. Can use Title Case in handwriting</p>	