









HOLLIN PRIMARY SCHOOL
WRITING STANDARDS



STANDARD 1	<p>P2 The words I use are linked to my topic. (X X X) <i>The nasty pirate jumped on the shark's back and raced home.</i></p> 	<p>O5 My writing is legible. (X X X)</p>  <p>O4 I can use key phrases. (X X X) <i>Once upon a time...</i></p> <p>O3 I can use simple structure in my writing. (X X X) <i>Beginning, middle and end, or instructions written in the correct order.</i></p> 	<p>G6 I can check that my work makes sense. (X X X)</p> <p>G5 I can begin to punctuate sentences, using question marks and exclamation marks. (X X X)</p> <p>G4 I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'. (X X X)</p>  <p>G3 I can join words and clauses using 'and' and 'but'. (X X X)</p> <p>G2 I can begin to punctuate sentences, using a capital letter and a full stop. (X X X)</p> <p>I can leave spaces between words. (X X X)</p> <p>I can begin to punctuate sentences using exclamation marks (X X X)</p>	<p>W4 I can use simple similes. (X X X) <i>He was as fast as motor car.</i></p> <p>W3 I can use alliteration. (X X X) <i>The slimy snail.</i></p> <p>W2 I can use word banks, class lists and given sentence openers to improve my writing. (X X X)</p> <p>W1 I can use some basic descriptive language – colour, size, simple emotions. (X X X) <i>The red flower, the box was very tiny, I felt scared.</i></p> <p>I can add er and est to adjectives where no change is needed (X X X)</p> <p>I can add ed, er and ing to verbs where no change is needed (X X X)</p>	<p>H5 I can form capital letters. (X X X)</p>  <p>H4 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. (X X X)</p> <p>H3 I can sit correctly at a table, holding a pencil comfortably and correctly. (X X X)</p> <p>I understand which letters belong to which handwriting family (X X X)</p>
	<p>P1 I can read my writing back to an adult confidently. (X X X)</p> <p>I can say my sentence out loud (X X X)</p>	<p>O2 I can write more than one sentence about an idea. (X X X) <i>She went to the park. She saw dogs in the park. She played on the swings in the park.</i></p>	<p>G1 I can check that my work makes sense. (X X X)</p>	<p>W4 I can use simple similes. (X X X) <i>He was as fast as motor car.</i></p> <p>W3 I can use alliteration. (X X X) <i>The slimy snail.</i></p> <p>W2 I can use word banks, class lists and given sentence openers to improve my writing. (X X X)</p> <p>W1 I can use some basic descriptive language – colour, size, simple emotions. (X X X) <i>The red flower, the box was very tiny, I felt scared.</i></p> <p>I can add er and est to adjectives where no change is needed (X X X)</p> <p>I can add ed, er and ing to verbs where no change is needed (X X X)</p>	<p>H5 I can form capital letters. (X X X)</p>  <p>H4 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. (X X X)</p> <p>H3 I can sit correctly at a table, holding a pencil comfortably and correctly. (X X X)</p> <p>I understand which letters belong to which handwriting family (X X X)</p>

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow