





HOLLIN PRIMARY SCHOOL
WRITING STANDARDS



	Purpose	Organisation	Grammar	Word	Handwriting
STANDARD 5	<p>P16 I can confidently and consistently use the main features of a range of text types. (X X X)</p> <p>P15 I can include some significant interaction between characters through action, description, and characters responses. (X X X) <i>The valiant knight thrust his sword into the blackguard's chest. A whimpering sound emerged from the fallen warrior and with a great heave, the knight pulled free his bloody weapon.</i></p> <p>P14 In my writing, the setting is used to create mood. (X X X) <i>The storm lashed the cliff-face...</i></p> <p>P13 In my writing, characterisation is evident, through direct and reported speech. (X X X) <i>He told me to shove off.</i></p> <p>P12 I can address the reader. (X X X) <i>Imagine 3 examples. Non-fiction: Have you ever heard of...?</i></p>	<p>O21 My paragraph structure is controlled to shape a fiction and non-fiction text. (X X X)</p> <p>O20 I can link sentences within a paragraph. (X X X) <i>Secondly, in addition, furthermore.</i></p> <p>I can use adverbials to link ideas across paragraphs (time, place and number order) (X X X)</p> <p>O19 I can adapt my sentence structure to the text type. (X X X) <i>Narrative – Imagine 3 examples. Newspaper – Some;others</i></p> <p>O18 I can use a range of sentence openers – judging the impact or effect needed. (X X X) <i>Overjoyed, she threw herself around her new puppy.</i></p>	<p>G31 I can use commas to clarify meaning or avoid ambiguity. (X X X) <i>A panda eats shoot and leaves.</i></p> <p>I can use commas to indicate parenthesis (X X X)</p> <p>I can use brackets to indicate parenthesis (X X X)</p> <p>I can use dashes (X X X)</p> <p>G30 I can use relative/embedded clauses beginning with; who, which, where, when, whose and that. (X X X)</p> <p>G29 I can ensure the consistent and correct use of tense throughout a piece of writing. (X X X) Tenses: past tense for a story, present tense for dialogue; Impact: 'Today the racoon is safe, but who knows what tomorrow will bring?' Verb Forms: bite, bit, bitten, bites, biting.</p> <p>I can use bullet points with correct punctuation (X X X)</p> <p>G28 I can use a colon to introduce a list and semi-colon within a list. (X X X)</p> <p>G27 I can edit and improve my work. (X X X)</p> <p>I can use modal verbs to indicate degrees of possibility (X X X)</p> <p>I can use adverbs to indicate degrees of possibility (X X X)</p>	<p>I can use singular and plural nouns accurately (X X X)</p> <p>W18 I can choose words for deliberate effect on the reader. (X X X) <i>Scientists have discovered that the salt in sea water can engulf and infect your eyes, making them bulge and itch.</i></p>  <p>I can use expanded nouns (X X X)</p>	<p>H16 I can choose the writing implement that is best suited for a task. (X X X) <i>Quick notes, letters</i></p>  <p>H15 I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters. (X X X) <i>Final handwritten version, writing notes, labelling a diagram, capital letters for filling in a form.</i></p>

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow