




















HOLLIN PRIMARY SCHOOL

WRITING STANDARDS



	Purpose	Organisation	Grammar	Word	Handwriting
STANDARD 2	<p>P6 I can think about the different styles needed for different types of writing. (X X X)</p>  <p>P5 I am beginning to use appropriate language across different types of writing. (X X X) <i>Story writing, non-fiction and poetry.</i></p>  <p>P4 I know who my writing is for (the audience). (X X X)</p> <p>P3 I can read my writing back confidently with intonation. (X X X)</p> 	<p>O10 I can use simple connectives to link ideas logically. (X X X) <i>Also, as well, when, if, that because, or, and, but.</i></p>  <p>O9 I can start sentences in different ways. (X X X) <i>ed-ing-ly</i></p> <p>O8 The organisation reflects the purpose of my writing. (X X X) <i>Use of headings when appropriate. Also, a newspaper article has a headline, a by-line, an introduction and then a chronological recount of events.</i></p>  <p>O7 I can use adverbs that signal time. (X X X) <i>First, next, then, after, before, finally.</i></p> <p>O6 I can begin to use an appropriate opening and ending. (X X X) <i>It all started when... At the end of the adventure, we returned home...</i></p>	<p>G14 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p>  <p>G13 I can use the present and past tense correctly. (X X X)</p> <p>G12 I can attempt to punctuate speech. (X X X)</p> <p>G11 I can use apostrophes in both ways. (X X X) <i>I couldn't see it; The girl's coat</i></p> <p>G10 I can write statements, questions, exclamations and commands. (X X X)</p>  <p>G9 I can use commas for lists. (X X X) <i>For my tea I had carrots, peas, potatoes and fish.</i></p> <p>G8 I can accurately use question and exclamation marks – (X X X) <i>Bang!</i></p> <p>G7 I can use full stops and capital letters. (X X X)</p>	<p>W8 I can use alliteration in poetry. (X X X) <i>The summer sun shone on the city.</i></p> <p>W7 I can use similes to improve a story. (X X X) <i>He bounded higher than a kangaroo.</i></p>  <p>W6 I can use interesting adverbs to describe actions. (X X X) <i>He silently stood; Mary swam slowly.</i></p>  <p>W5 I can use interesting adjectives to describe people, objects and settings, (X X X) <i>The tropical island, shimmered in the sunlight; The tall, grumpy teacher.</i></p>	<p>H10 I use some diagonal and horizontal strokes to join letters. (X X X)</p> <p>H9 I can use spacing between words that reflects the size of the letters. (X X X)</p>  <p>H8 I can write capital and lower case letters of the correct size, orientation and relationship to one another. (X X X)</p> <p>H7 I can form lower-case letters of the correct size, relative to one another. (X X X)</p>
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>P1 I can read my writing back to an adult confidently. (X X X)</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>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>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>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 slimv 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>H6 I can form digits 0 -9. (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>

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow