






















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>O22 I can use shifts in time and place to create plots with more than one narrative thread. (X X X) <i>Two characters after the same goal in different settings. (On the other side of the forest...)</i></p>  <p>O21 My paragraph structure is controlled to shape a story. (X X X) <i>5 paragraph structure involving an opening, build-up, dilemma, climax and resolution</i></p>  <p>O20 I can link sentences within a paragraph. (X X X) <i>Secondly, in addition, furthermore.</i></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>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>G28 I can use a colon to introduce a list and semi-colon within a list. (X X X)</p> <p>G27 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p> 	<p>W19 I can use a range of similes, personification and metaphors to deliberately affect the reader. (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>W17 My vocabulary choices are more thoughtful. (X X X) <i>Using a thesaurus to extend the range of words used.</i></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>
STANDARD 4	<p>P11 I can show how a character looks, reacts, talks or behaves, rather than telling the reader. (X X X) <i>She slumped out of the room, shuffling her feet and chin to her chest.</i></p>  <p>P10 I can consider the needs of the reader and provide background information in my writing. (X X X) <i>The Tudors were a Royal family who governed England during the 1400s-1600s.</i></p>  <p>P9 I can use the main features of a range of text types. (X X X)</p>	<p>O17 My paragraphs open with topic sentences. (X X X)</p>  <p>O16 In non-fiction, I can write a clear introduction followed by logical points, with sub-headings, drawing to a defined conclusion. (X X X)</p>  <p>O15 I can vary my sentence length and structure confidently. (X X X) <i>Use ed-ing-ly and exciting sentence structures throughout when necessary.</i></p>	<p>G26 I can write in Standard English forms for verb inflections. (X X X) <i>We were instead of we was.</i></p> <p>G25 I can use and punctuate direct speech. (X X X) <i>"What," asked James, "are you doing?"</i></p>  <p>G24 I can use commas after fronted adverbials. (X X X) <i>Later that day, I heard the bad news.</i></p> <p>G23 I can choose appropriate nouns and pronouns. (X X X) <i>Avoiding repetition by changing the subject of a paragraph: Jim walked down the street. He jumped up on the wall. Then the little boy tiptoed his way to school.</i></p>  <p>G22 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p>	<p>W16 I can use simple metaphors. (X X X) <i>The mountain of a teacher loomed over the children.</i></p>  <p>W15 I can include details to add interest, to persuade ('obviously') or to direct (imperative verb) (X X X)</p>  <p>W14 I can choose words and phrases that both engage the reader and support the purpose. (X X X) <i>Shadows from the forest stretched out like bony fingers all around me.</i></p>	<p>H14 My handwriting is increasingly legible and consistent. (X X X)</p>  <p>H13 I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left un-joined. (X X X)</p>

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow