



# HOLLIN PRIMARY SCHOOL

## WRITING STANDARDS



|            | Purpose  | Organisation  | Grammar  | Word   | Handwriting  |
|------------|--|---|--|--|--|
| STANDARD 7 | <p>P23 I can use controlling techniques for a specific purpose, sustained throughout a piece of text. (X X X)</p> <p>P22 I can establish a convincing, individual voice or point of view and mostly sustain this. (X X X)</p> <p>P21 I can construct paragraphs that support meaning and purpose. (X X X)</p>  | <p>O33 I can demonstrate a range of techniques to signal overall direction of the text for the reader. (X X X)<br/><i>Precisely chosen adverbials, deliberate repetition, consistent and correct choice of tense sustained.</i></p> <p>O32 I can re-draft fully a piece of written work to make improvements. (X X X)</p> <p>O31 I am beginning to vary structure and length of paragraphs for effect on the reader. (X X X)<br/><i>One word paragraphs.</i></p> <p>O30 I can write sentences which have more than one sub-clause to establish meaning. (X X X)<br/><i>The snake, with its leathery hide, slithered through the darkness of the classroom, its eyes piercing the darkness.</i></p>  | <p>G41 I can consistently use a full range of accurate punctuation in a variety of sentence structures. (X X X)<br/><i>. ? ! ... ' " " ; ( ) – (commas to mark clauses)</i></p> <p>G40 I can use colons, semi-colons and dashes to indicate independent clauses, choosing which to use within a given text type. (X X X)<br/><i>Dashes for informal diary entries/Semi-colons for essays.</i></p> <p>G39 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p>  | <p>W24 I can use word choices that are well matched to purpose and audience. (X X X)</p>   | <p>H18 I can maintain legible and fluent handwriting when writing at speed for a sustained period of time. (X X X)</p> |
| STANDARD 6 | <p>P20 Character development helps to move the story forward. (X X X)<br/><i>For once in his life, he would do it: he would make that brave decision.</i></p> <p>P19 My writing is well constructed and shows a secure grasp of the chosen genre. (X X X)</p> <p>P18 My writing is well paced. (X X X)</p> <p>P17 I can use setting and weather as a 'sympathetic background' to the characters' situations. (X X X)<br/><i>Thunderstorm for the dangerous parts with the sun coming out when all is well.</i></p> | <p>O29 I can link ideas across paragraphs using cohesive devices such as repeating a word or ellipses. (X X X)</p> <p>O28 I can make links between paragraphs in non-fiction writing. (X X X)</p> <p>O27 In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these may involve 2 or more sentences, the use of examples and connectives to guide the reader. (X X X)</p> <p>O26 I can use paragraphs to signal a change in time, scene, action, mood or person. (X X X)</p> <p>O25 I can use subordinate and embedded clauses to write varied sentences. (X X X)<br/><i>The dog, whose name was Bruce, stole the sausage. Feeling like a ballet dancer, I glided across the room.</i></p> <p>O24 I can organise text using headings, sub-headings, columns, bullets and tables. (X X X)</p> <p>O23 In narrative, I can use references to the start of the story to signal a change at the end of the story. (X X X)</p> | <p>G38 I can write in both formal and informal styles changing grammar and vocabulary as appropriate. (X X X)<br/><i>It seemed that someone in the school had the audacity to steal the head-teacher's most treasured possession. "It weren't me, Miss!"</i></p> <p>G37 I can use passive verbs to affect the presentation of information in a sentence. (X X X)<br/><i>The children are to be taken to the coach forthwith.</i></p> <p>G36 I can use brackets, dashes or commas to indicate parenthesis. (X X X)<br/><i>Do not dip your bread (or roll) in the soup.</i></p> <p>G35 I can use hyphens to avoid ambiguity. (X X X)<br/><i>Re-cover and recover</i></p> <p>G34 I can use modal verbs to illustrate possibilities. (X X X)<br/><i>He could have gone to the fair, had he saved up enough pocket money.</i></p> <p>G33 I can use semi-colons, colons or dashes to mark boundaries between independent clauses. (X X X)<br/><i>It's raining; I'm fed up.</i></p> <p>G32 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p> | <p>W23 I can use effective, original similes, personification and metaphors to deliberately affect the reader. (X X X)</p> <p>W22 I can recognise how changing the word choice can change the meaning of the writing and write concisely. (X X X)<br/><i>The use of synonyms and antonyms. Using the right word for that particular illustration: The tall boy...the gangly boy...the delicate boy...</i></p> <p>W21 I can use vocabulary that is varied, imaginative and appropriate, including the use of technical and specific words. (X X X)<br/><i>Including the use of a dictionary/thesaurus to check meaning.</i></p> <p>W20 I can make assertive use of the characteristic language of the chosen text type. (X X X)<br/><i>Narrative/Persuasive word choices maintained throughout.</i></p> | <p>H17 I can write legibly, fluently and with increasing speed. (X X X)</p>  |

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow