



ASSESSING PROGRESS IN WRITING

22-36 Months	<b>I can</b>	
	Distinguish between the marks I make.	

30-60 Months	<b>I can</b>	
	Sometimes give meaning to the marks as I draw and paint.	
	Point out meanings to marks I see in different places.	


40-60 Months	<b>I can</b>	
	Give meaning to the marks as I draw, write and paint.	
	Begin to break the flow of speech into words.	
	Continue a rhyming string E.g. mat- bat-sat	
	Hear and say initial sounds in words. E.g. <u>b</u> ed <u>h</u> op	
	Segment sounds in simple words and blend them together.	
	Link sounds to letters, naming and sounding the letters of the alphabet.	
	Use some letters to write, showing some sounds correctly and in the right order.	
Write my name and other things such as labels and captions.		
Try to write short sentences in meaningful contexts.		


Early Learning Goals	<b>I can</b>	
	Use my sounds to write words.	
	Spell some Red words in Set A	
	Write simple sentences that I and others can read.	
Spell some Green words in Set 1		


Exceeding Early Learning Goals	<b>I can</b>	
	Can spell Green Words (Set 1- Word Time 1-6)	
	Can spell Red Words (Sets A-D)	
	Use key features of narrative in my writing.	





## ASSESSING PROGRESS IN WRITING

<b>Spelling</b>	<b>I can</b> 	
	Recognise sounds I know in new words.	
	Use syllables to break up words to help when spelling.	
	Use what I know about sounds to help me spell more words correctly. e.g. boy/boil play/train	
	Use the spelling rule for adding 's' or 'es' for verbs in the 3 <sup>rd</sup> person. e.g. I walk/she walks I wash / he washes	
	Name all the letters of the alphabet in order.	
	Use letter names to show other spellings of the same sound e.g. ai-rain ay-play	
	Spell Green Words (Sets 1 & 2 )	
	Spell Red Words (A-H)	

<b>Handwriting</b>	<b>I can</b> 	
	Sit and hold a pencil correctly.	
	Form lower case letters correctly.	
	Form capital letters and numbers 0-9 correctly.	

<b>Composition</b>	<b>I can</b> 	
	Compose a sentence orally before writing it.	
	Sequence sentences in order that they happened.	
	Re-read what I have written to check that it makes sense.	
	Use the prefix 'un' e.g. unhappy/unfair/unlock	
	Use the suffixes 's', 'es', 'ed' 'ing' e.g. bug/bug <u>s</u> church/church <u>es</u> stomp/ stomp <u>ed</u> /stomp <u>ing</u>	

<b>Stage 1</b> (0-25%)	0-6
<b>Stage 2</b> (25-50%)	7-13
<b>Stage 3</b> (50-85%)	14-21
<b>At National Standard</b> (85-100%)	22-26

<b>Grammar and Punctuation</b>	<b>I can</b> 	
	Combine words to make a sentence.	
	Join two sentences using 'and'.	
	Sequence sentences to write stories and non-fiction.	
	Separate words using finger spaces. 	
	Use capital letters to start a sentence. <b>CL</b>	
	use a full stop to end a sentence. <b>●</b>	
	Use a question mark. <b>?</b>	
use an exclamation mark. <b>!</b>		
Use capital letters for Names. <b>CL</b>		
Use capital letters for <b>I</b>		



ASSESSING PROGRESS IN WRITING

Spelling

Spelling	I can	☺
	Break words into phonemes for spelling.	
	Spell words with alternative spellings . e.g. to/ too/two	
	Use the suffixes 'ment', 'ness', 'ful', 'less', 'ly'. e.g. kindly kindness careful careless	
	Use what I know about sounds to help me spell more words correctly e.g. day/snail/make	
	Recognise sounds I know in new words and use syllables to break up words to help when spelling.	
	Spell Green Words (Sets 1, 2 & 3)	
	Spell Red Words (Sets A- P)	

Handwriting


Handwriting	Form ascenders/descenders/ x height letters correctly.	
	Join some letters. e.g. Diagonal joins- ai, ar Horizontal strokes-ou vi	
	Show that I know which 8 letters are best left un-joined. E.g. Break letters b g j p q x y z	
	Form capital letters and numbers the correct size and direction to one another and to lower case letters.	
	Use spaces between my words that reflect the size of the letters.	

Composition

Composition	I can	☺
	Write narratives about personal experiences, both real and fiction	
	Write for different purposes, including real events.	
	Plan and discuss my writing and record my ideas.	
	Say my sentences or sequences of sentences before I write them.	
	Assess my own writing independently, with friends and with an adult (2 stars and a wish)	
	Read my writing to check for errors in spelling, grammar and punctuation.	

Stage 1 (0-25%)	0-7
Stage 2 (25-50%)	8-14
Stage 3 (50-85%)	15-22
At National Standard (85-100%)	23-27

Grammar and Punctuation

Grammar and Punctuation	I can	☺
	Use <b>subordination</b> (when, if, that, because) in my writing. E.g. <u>When</u> the train pulled away, the boy began to cry.	
	Use <b>co-ordination</b> (when, if, that, because) E.g. I ran quickly down the volcano <u>when</u> it began to erupt.	
	I can use adjectives to describe the noun E.g. The <u>fierce</u> , <u>angry</u> crocodile... 	
	Check that the subject and verbs agree in my sentences. My <b>dog</b> always <u>grows</u> at the postman <b>Basketballs</b> <u>roll</u> across the floor. I don't <u>understand</u> the assignment.	
	Use the present tense and past tense correctly. E.g. He man <u>is walking</u> across the bridge. The man <u>walked</u> across the bridge.	
	Use the progressive forms of verbs in the present and past tense. E.g. The boy <u>is</u> riding his bike. The boy <u>was</u> riding his bike.	
	Use capital letters for names of <u>people</u> , <u>places</u> , <u>day of the week</u> and the personal pronoun 'I'	
	Correctly use <u>question marks</u> and <u>exclamation marks</u> .	
	Use <u>commas</u> to separate items in a list. E.g. The snakes, tigers, elephants and monkeys had fun.	
Use apostrophes to show <u>omission</u> E.g. can't Use apostrophes showing <u>possession</u> . E.g. The lion's paw		



**ASSESSING PROGRESS IN WRITING**

<b>Spelling</b>	<b>I can</b>	😊
	Spell words with <u>prefixes</u> . un/dis/mis/inter/super/anti/ auto	
	Spell words with <u>suffixes</u> . ation/ly/er/ous/tion/sion/cian	
	Recognise and spell homophones. E.g. brake/break, fair/fare, heel/heal/he'll, knot/not	
	Use a dictionary to check spellings	
	Spell words correctly which are in a family. E.g. loaves, wives, knives	
	Spell Year 3 Orange Words (See list)	
	Spell Red Words (Sets A-P)	
Identify the root in longer words. e.g. <u>unsuitable/carefully helpless</u>		

<b>Handwriting</b>	Use <u>diagonal</u> strokes to join letters an co he ku te ag (diagonal joins, no ascender) chi ul ck al et (diagonal join to an ascender)	
	use <u>horizontal</u> strokes to join letters ws rm on we va fu (horizontal join) ok fl wh ol (horizontal join to or from an ascender)	
	Know which 8 letters are un=joined. E.g. Break letters b g j p q x y z	

<b>Composition</b>	<b>I can</b>	😊
	Discuss the structure, grammar and use of vocabulary in writing.	
	Compose sentences using a wider range of structures. E.g. Expanded noun phrases- The <u>swaying, green</u> leaves...	
	Write a narrative with a clear structure, setting, characters & plot.	
	Use simple organisational devices in non fiction writing E.g. headings and sub-headings.	
	Use two stars and a wish to assess my own and others' writing.	
	Make improvements to grammar/ vocabulary /punctuation.	
	Link my ideas, using conjunctions E.g. also/If/after/when/however /although	
	Use the perfect form of verbs to mark relationship of time and cause. E.g. I have <u>written</u> it down so we can check what he said.	
	Check my writing for mistakes in spelling and punctuation.	

<b>Grammar and Punctuation</b>	<b>I can</b>	😊
	I can use conjunctions, adverbs and prepositions to add detail about time, place and cause. E.g. <u>co-ordinating conjunctions</u> E.g. My heart was beating like a drum, <u>while</u> the vicious dragon approached. <u>Subordinating conjunctions</u> E.g. <u>As</u> the boy scored the goal, the crowd cheered. <u>Fronted adverbials/adverbs</u> E.g. <u>Slowly</u> , I crept up the stairs... <u>Seconds later</u> , the shadow moved... The kite zoomed <u>quickly</u> ... <u>Prepositions</u> . E.g. <u>Hovering above</u> on a lily pad, the frog...	
	Start to use paragraphs.	
	Use headings and sub headings.	
	Use the present perfect form of verbs instead of the simple past E.g. 'He has gone out to play' contrasted with 'He went out to play'	
	Use speech marks to punctuate direct speech. E.g. He asked, "What are you doing?"	

<b>Stage 1</b> (0-25%)	0-5
<b>Stage 2</b> (25-50%)	6-11
<b>Stage 3</b> (50-85%)	12-19
<b>At National Standard</b> (85-100%)	20-23



ASSESSING PROGRESS IN WRITING

<b>Spelling</b>	<b>I can</b>	😊
	Spell words with <u>prefixes</u> . un/dis/mis/inter/super/anti/ auto	
	Spell words with <u>suffixes</u> . ation/ly/er/ous/tion/sion/cian	
	Recognise and spell homophones. E.g. whether/weather, which/witch	
	Use a dictionary to check spellings.	
	Spell Year 4 Orange Words (See list)	

<b>Handwriting</b>	Use <u>diagonal</u> strokes to join letters an co he ku te ag (diagonal joins, no ascender) chi ul ck al et (diagonal join to an ascender) use <u>horizontal</u> strokes to join letters ws rm on ve va fu (horizontal join) ok fl wh ol (horizontal join to or from an ascender)	
	Know which 8 letters are un-joined. E.g. Break letters b g j p q x y z	
	Write consistently in cursive handwriting using the correct handwriting joins. Space my writing so that ascenders and descenders letters do not touch.	

<b>Stage 1</b> (0-25%)	0-4
<b>Stage 2</b> (25-50%)	5-10
<b>Stage 3</b> (50-85%)	11-17
<b>At National Standard</b> (85-100%)	18-21

<b>Composition</b>	<b>I can</b>	😊
	Compose sentences using a range of structures. E.g. Expanded noun phrases The teacher expanded to... The <u>strict</u> teacher <u>with curly hair</u> ...	
	Orally rehearse a sentence or a sequence of sentences.	
	Write a narrative with a clear structure, characters and plot.	
	Improve my writing by changing my grammar and vocabulary so that it flows.	
	Use a range of subordination conjunctions at the beginning and within sentences to add detail to my sentences. E.g. We put up our umbrellas <u>when</u> it rained. <u>When</u> it rained, we put up our umbrellas.	
	Choose and correctly use nouns or pronouns consistency to avoid repetition. E.g. After <u>he</u> scored the penalty, <u>Kieran</u> was both delighted and relieved at the same time.	
	Use direct speech in my writing and punctuate it correctly. E.g. The wicked wizard shouted, "Abracadabra!"	

<b>Grammar and Punctuation</b>	<b>I can</b>	😊
	Use a range of adjectives, different nouns and preposition phrases to improve my sentences. E.g. Despite the <u>thick, murky</u> clouds, the <u>excited</u> children were scurrying <u>between</u> the classroom and the field, hoping to find clues.	
	Use fronted adverbials. E.g. <b>How?</b> <u>Quickly and quietly</u> , I slipped under the water. <b>When?</b> <u>After the clock struck twelve</u> , I slipped under the water. <b>Where?</b> <u>Behind the huge rock</u> , I slipped under the water.	
	Write in paragraphs.	
	Make an appropriate choice of pronoun and noun within and across sentences.	
	Use inverted commas and other punctuation to indicate direct speech. E.g. ? ! " , .	
	Use apostrophes to show plural possession. E.g. The <u>witches'</u> broomsticks were all out of control.	
	Use commas after fronted adverbials. E.g. At the end of the day, I ate a huge bar of chocolate.	



ASSESSING PROGRESS IN WRITING

Composition	I can
	Discuss the audience and purpose of the writing. E.g. A letter to Mrs Field to persuade her to allow Year 5 children to go to Flamingo land.
	I can start sentences in different ways. <b>(SPACED)</b> <b>Ing-</b> <u>Walking</u> up the street, he tripped. <b>Simile-</b> <u>As quick as lightning</u> , the wolf pounced on the defenceless rabbit. <b>Preposition-</b> <u>Through the wardrobe</u> , there existed a magical world. <b>Adverbs &amp; Adjectives</b> <u>Quickly and quietly</u> , I slipped under the water. <u>Angry</u> at the world, he stomped off. <b>Conjunction-</b> <u>Since</u> it is raining heavily outside, we'll stay in and watch a film. <b>Ed-</b> <u>Exhausted</u> , he wearily climbed the stairs to bed. <b>Dialogue-</b> <u>"Don't open it!"</u> bellowed the wizard, and seized the spell book.
	Use the correct features and sentence structure matched to the text type we are working on.  E.g. Persuasive texts- Emotive language, SOC (Surely, obviously, clearly), rhetorical questions, personal pronouns, exaggeration. PEE (Point, Example, Explain)

Composition	I can
	Develop characters through action and dialogue. <b>Dialogue-</b> The old king stood up and gazed around the room. Everyone fell silent. "I will not wait," he roared. "I must have porridge! And I want it now!" <b>Action-</b> Grandma gently took the box from its secret place in the wardrobe. Immediately her eyes began to prickle. She opened the lid carefully and took in the familiar scent.
	I can establish a viewpoint as the writer through commenting on characters and events. E.g. Create empathy with a character. Show a character's thoughts. Create suspense.
	Can use grammar and vocabulary to create an impact on the reader.  <i>Make thoughtful vocabulary choices such as emotive words (The soldiers killed defenceless and vulnerable ordinary men, women and children)</i>  Extend my vocabulary to choose specific/technical vocabulary ( <i>amphibians/habitat in a non-chronological report</i> )

Composition	I can
	Use stylistic devices to create effects in writing. e.g. <b>Simile-</b> The booming thunder was as loud as fireworks. <b>Metaphor-</b> The smoke was cotton balls billowing from the chimney. <b>Personification-</b> The rusty door hinge screamed every time the door opened. <b>Alliteration-</b> Squawking seagulls swooped on the sunbathers.
	Add well chosen detail to interest the reader. E.g. Expanded and detailed noun phrases. <u>A grotesque creature, with an enormous, furry body and a tiny head</u> stared at me.
	Summarise a paragraph.
	Organise my writing into paragraphs to show different information or events.

<b>Stage 1</b> (0-25%)	0-6
<b>Stage 2</b> (25-50%)	7-13
<b>Stage 3</b> (50-85%)	14-21
<b>At National Standard</b> (85-100%)	22-26



ASSESSING PROGRESS IN WRITING

<b>Spelling</b>	<b>I can</b>	
	Can form verbs with prefixes. E.g., dis, de, mis, over and re <u>dis</u> approve/ <u>de</u> code,/ <u>re</u> write/ <u>re</u> order	
	Can change nouns or adjectives into verbs by adding a suffix. E.g. deep-deepen   note-notify pollen-pollinate   terrific - terrify	
	Understand the rules for adding prefixes and suffixes. <u>prefixes</u> un/dis/mis/inter/super/anti/ auto  <u>suffixes</u> ation/ly/er/ous/tion/sion/cian	
	Spell words with silent letters. E.g. knight, psalm, solemn	
	Tell apart homophones and other words which are often confused. E.g.. led/lead, farther/father, loud/allowed, new/knew,	
	Spell Year 5 Orange Words (See list)	
	Use the first 3 or 4 letters of a word to check spelling and meaning in a dictionary.	
	Use a thesaurus.	
	Use a range of spelling strategies.	

<b>Grammar and Punctuation</b>	<b>I can</b>	
	Use relative clauses E.g. who, which, that (WWT) <i>('who' is normally used for people, 'which' for things and 'that' for people or things.)</i>  The woman, <u>who</u> moved in next door, has a daughter my age.  The train was usually late, <u>which</u> always annoyed his father.  Where is the cheese , <u>that</u> was in the fridge?	
	Can usually use modal verbs or adverbs to indicate degrees of possibility. E.g. <i>there might be ... it could be ... we may be ... sometimes... possibly... occasionally, should, must, will</i>	
	Can build cohesion between paragraphs. E.g. Then	
	Use adverbials to link paragraphs. E.g. Time - Later, The next day Place - Nearby Number - Secondly	

<b>Grammar and Punctuation</b>	<b>I can</b>	
	Use commas, dashes and brackets to add extra information. <b>Commas</b> Dylan, a ten year old boy from Seaham, scored the winning goal during extra time.  <b>Dashes</b> The police office—can you believe it— was unsympathetic.  <b>Brackets</b> Liam went to watch a football match (Newcastle versus Sunderland) on Sunday afternoon.	
	Use commas to clarify meaning or avoid ambiguity. E.g. Can tell the difference in meaning between... 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	
<b>Handwriting</b>	Choose the style of handwriting to use when given a choice.  E.g. Choose which shape of a letter to use and whether or not to join specific letters.  Choose writing tool that is best suited for a writing task- e.g. a pen for formal writing, a pencil for note taking.	





ASSESSING PROGRESS IN WRITING

<b>Composition</b>	<b>I can</b>
	Discuss the audience and purpose of writing. E.g. An information leaflet for Year 3 children offering guidance and advice on a new sport.
	Identify the audience and purpose before writing, and adapt accordingly <b>E.g. Writing a Myth</b> Set in ancient times Magical elements and powers Heroic characters/Gods/Goddesses Includes Mission/revenge etc Uses powerful imagery May mention strange creatures
	Select appropriate grammar and vocabulary to enhance meaning and create effect.
	I use a range of sentence starters to create specific effects. <b>(SPACED)</b> <b>Ing-</b> <u>Peeking</u> sneakily through a narrow slit in the curtains, Joseph saw Adam steal ripe apples from his grandma's beloved apple tree. <b>Simile-</b> <u>Like a predator chasing its prey</u> , the robber approached the boy. <b>Preposition-</b> <u>On the narrow window sill</u> , a plump, ginger cat lay sound asleep. <b>Adverbs &amp; Adjectives</b> <u>Calmly</u> , the triumphant tortoise placed his foot over the finish line. <u>Creepy cobwebs</u> spanned the dingy corridor. <b>Conjunction-</b> <u>Despite</u> feeling weary, the explorers continued their long journey. <b>Ed-</b> <u>Petrified</u> , Alex stood still. <b>Dialogue-</b> " <u>My mum is so going to kill me!</u> " screamed Dylan as he scanned what was left of his house.


<b>Composition</b>	<b>Use developed noun phrases to add detail to sentences.</b> E.g. The <u>demon-like teacher</u> raised his <u>blood shot eyes</u> and looked at the <u>class of terrified children</u> . He held up the <u>crumpled and torn paper</u> .	
	<b>Use the passive voice to present information with a different emphasis.</b> <b>Active:</b> They renovated the restaurant last month. <b>Passive:</b> The restaurant was renovated last month. <b>Active:</b> The teachers informed the children that assembly had been cancelled. <b>Passive:</b> The children were informed that assembly had been cancelled.	
	<b>Use commas to mark phrases and clauses.</b> E.g. The milk, which I had left on the doorstep, had gone sour. Doctor Rogers, grinning from ear to ear, announced that she had given birth to a girl. Because her alarm clock was broken, she was late for school.	

<b>Stage 1</b> (0-25%)	0-6
<b>Stage 2</b> (25-50%)	7-13
<b>Stage 3</b> (50-85%)	14-21
<b>At National Standard</b> (85-100%)	22-26

<b>Composition</b>	<b>I can</b>
	Develop ideas logically in narrative and non-narrative writing.
	Improve my writing by describing settings, characters, actions and using dialogue. <b>E.g. Describing Characters</b> He sat, slumped upon a large tree stump, his booted feet resting on the ground. Beads of sweat trickled down his dirty and tired face and his dark brown hair clung to the back of his neck. Beneath his helmet, his eyes showed his pain, they were vacant and lonely. His hand tightly clenched his shining sword.
	<b>E.g. Describing Setting</b> It was quite a small room, with heavy black beams in the ceiling. By daylight it was amazingly dirty. The stones of the floor were stained and greasy, ash was piled within the fire and the cobwebs hung in dusty droops from the beams. There was a layer of dust on the skull.
	Can write summaries of fiction and non-fiction texts and include key information.







Spelling	I can	
	Can change nouns or adjectives into verbs by adding a suffix. E.g. ate -ify -ise -en  assassin-assassinate glory-glorify hospital- hospitalise dark-darken	
	Tell apart homophones and other words which are often confused. E.g.. you're/your advice/advise accept/except practice/practise	
	Spell Year 6 Orange Words (See list)	
	Understand that the spelling of some words needs to be learnt specifically. E.g. Words with tricky silent letters - government, muscle, guarantee	
	Use any dictionary or thesaurus.	
	Use a range of spelling strategies.	

Handwriting	Choose which shape of a letter to use and whether or not to join specific letters.	
	Choose writing tool that is best suited for a writing task- e.g. a pen for formal writing, a pencil for note taking.	

## ASSESSING PROGRESS IN WRITING

Grammar and Punctuation	I can	
	Use the passive voice. The contaminated water was poured through a sieve. <i>In contrast to:</i> We poured the contaminated water through a sieve.	
	Vary sentence structure depending whether formal or informal. <b>Formal:</b> More complex sentences, less personal pronouns and formal vocabulary such as (discover instead of find , request instead of ask) <b>Informal :</b> Use of colloquial vocabulary and typically shorter sentence structures.	
	Use a variety of organisational and presentational devices in fiction and non-fiction writing. <b>Fiction- E.g. Story</b> -An opening that establishes setting and introduces characters. -Build up -Problem and resulting events -Resolution/ending <b>Non-Fiction- E.g. Explanation</b> Title/Opening Statement/Written in Series of logical steps/ Present Tense/Causal Connectives/Time Adverbials/ Diagrams or Illustrations	
	Write in paragraphs which signal change in subject, time, place or event.	

Grammar and Punctuation	I can	
	Use commas, dashes and brackets to add extra information. <b>Commas</b> The eccentric man, who was wearing a dazzling hat, marched confidently into the room. <b>Dashes</b> His new aftershave - talk about smelly - made me feel sick. <b>Brackets</b> Many people believe in UFOs (Unidentified Flying Objects).	
	Use the colon to introduce a list and semi-colon within lists. <b>Colons ( : )</b> You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. <b>Semi Colons ( ; )</b> I really like beef, with mushroom sauce; pasta, with creamy sauce; and salad, with French dressing. <b>Semi Colons ( ; ) &amp; Semi Colons ( ; )</b> Her three daughters were born within the last 5 years: November 16, 2010; March 17, 2013; and April 23, 2015.	
	Use a hyphen to avoid ambiguity. <b>Sam is the best-known player on the pitch.</b> (In this, Sam is known better than any other player.) <b>Sam is the best known player on the pitch.</b> (Could be taken to mean that Sam is the best player of all the known players on the pitch.	