

1c to 1b

I can:

- ❖ Use some initial sounds
- ❖ Write some recognisable words
- ❖ Read my writing to the teacher
- ❖ Draw a picture to help me

I need to:

- ❖ Write longer phrases
- ❖ Use some full stops
- ❖ Use final sounds to write more recognisable words
- ❖ Spell some keywords correctly

1b to 1a

I can:

- ❖ Write longer phrases
- ❖ Use some full stops
- ❖ Use final sounds to write more recognisable words
- ❖ Spell some keywords correctly

I need to:

- ❖ Write for other people
- ❖ Write simple statements
- ❖ Use words about the topic in my writing
- ❖ Use capital letters and full stops
- ❖ Spell CVC words correctly

1a to 2c

I can:

- ❖ Write for other people
- ❖ Write simple statements
- ❖ Use words about the topic in my writing
- ❖ Use capital letters and full stops
- ❖ Spell CVC words correctly

I need to:

- ❖ Use story vocabulary
- ❖ Write in sequence
- ❖ Use an adjective in a simple statement
- ❖ Use capital letters at the start of sentences
- ❖ Use full stops at the end of sentences
- ❖ Spell words with consonant blends

2c to 2b

I can:

- ❖ Use story vocabulary
- ❖ Write in sequence
- ❖ Use an adjective in a simple statement
- ❖ Use capital letters at the start of some sentences
- ❖ Use full stops at the end of some sentences
- ❖ Spell words with consonant blends

I need to:

- ❖ Sequence my writing clearly
- ❖ Use some adjectives
- ❖ Use *and*, *but* and *then* to join some sentences
- ❖ Use capital letters and full stops more often
- ❖ Choose the correct vowel digraph for most words eg *ee*, *ea*, *e-e*

2b to 2a

I can:

- ❖ Sequence my writing clearly
- ❖ Use some adjectives
- ❖ Use *and*, *but* and *then* to join some sentences
- ❖ Use capital letters and full stops more often
- ❖ Choose the correct vowel digraph for most words eg *ee*, *ea*, *e-e*

I need to:

- ❖ Make sure I don't repeat myself
- ❖ Use time connectives e.g. *first*, *next*, *then*, *after*, *before*
- ❖ Use more common adjectives describing colour, size, and texture
- ❖ Write longer sentences containing more than one idea
- ❖ Join parts of a sentence with connectives e.g. *because*, *so*
- ❖ Use capital letters, full stops and question marks
- ❖ Use headings to organise my non-fiction writing

2a to 3c

I can:

- ❖ Make sure I don't repeat myself
- ❖ Use time connectives e.g. *first, next, then, after, before*
- ❖ Use more common adjectives describing colour, size, and texture
- ❖ Write longer sentences containing more than one idea
- ❖ Join parts of a sentence with connectives e.g. *because, so*
- ❖ Use capital letters, full stops and question marks
- ❖ Use headings to organise my non-fiction writing

I need to:

- ❖ Make sure my writing makes sense throughout
- ❖ Use a wide variety of time connectives e.g. '*after a few minutes*', '*later that day*', '*suddenly*', '*meanwhile*'
- ❖ Develop first ideas over two or three sentences
- ❖ Use more interesting adjectives
- ❖ Begin to use some adjectival phrases
- ❖ Use connectives to join sentences – *if, so while, because, until, which*
- ❖ Check that my sentences use full stops, question marks and exclamation marks
- ❖ Use capital letters for names and emphasis
- ❖ Choose the correct layout for my non-fiction writing

3c to 3b

I can:

- ❖ Make sure my writing makes sense throughout
- ❖ Use a wide variety of time connectives, e.g. ‘after a few minutes’, ‘later that day’, ‘suddenly’, ‘meanwhile’
- ❖ Develop first ideas over two or three sentences
- ❖ Use more interesting adjectives
- ❖ Begin to use more adjectival phrases
- ❖ Use connectives to join sentences – if, so, while, because, until, which,
- ❖ Write at least half my sentences using full stops, question marks, and exclamation marks correctly
- ❖ Use capital letters for names and emphasis
- ❖ Choose the correct layout for my non-fiction writing

I need to:

- ❖ Write for a particular audience
- ❖ Involve the reader by asking them questions
- ❖ Write about ideas over 2 or 3 sentences
- ❖ Introduce characters and setting in my story opening
- ❖ Make a simple plan before I write
- ❖ Use more than one interesting adjectives in a list
- ❖ Use simple similes
- ❖ Begin to use some powerful verbs
- ❖ Write sentences using clauses to add extra information
- ❖ Use some speech marks
- ❖ Use commas in a list
- ❖ Write non-fiction in an impersonal style

3b to 3a

I can:

- ❖ Write for a particular audience
- ❖ Involve reader by asking them questions
- ❖ Write about ideas over 2 or 3 sentences
- ❖ Introduce characters and settings in my story openings
- ❖ Make a simple plan before I write
- ❖ Use more than one interesting adjectives in a list
- ❖ Use simple similes
- ❖ Begin to use some powerful verbs
- ❖ Write sentences using clauses to add extra information
- ❖ Use some speech marks
- ❖ Use commas in a list
- ❖ Write non-fiction in an impersonal style

I need to:

- ❖ Write more detailed descriptions of settings and characters
- ❖ Persuade, inform or amuse the readers depending on the purpose
- ❖ Write a beginning, middle and end that are clearly linked
- ❖ Begin to use paragraphs
- ❖ Use a number of long extended sentences and short simple sentences
- ❖ Use adverbs
- ❖ Use a variety of powerful verbs to show character and to add impact
- ❖ Begin to use commas within sentences
- ❖ Use full stops, capital letters, question marks and exclamation marks
- ❖ Use a suitable layout to organise my ideas in non-fiction writing

3a to 4c

I can:

- ❖ Write more detailed descriptions of settings and characters
- ❖ Persuade, inform or amuse the reader depending on the purpose
- ❖ Write a beginning, middle and end that are clearly linked
- ❖ Begin to use paragraphs
- ❖ Use a mixture of long extended sentences and short simple sentences
- ❖ Use adverbs
- ❖ Use a variety of powerful verbs to show character and to add impact
- ❖ Begin to use commas within sentences
- ❖ Use full stops, capital letters, question marks and exclamation marks
- ❖ Use a suitable layout to organise my ideas in non-fiction writing

I need to:

- ❖ Organise my ideas into at least 3 paragraphs e.g. beginning middle and end
- ❖ To stay in 1st or 3rd person throughout my writing
- ❖ To stay in past or present tense
- ❖ Use the correct layout for non fiction writing
- ❖ Lead from one point to the next in non-fiction writing
- ❖ Begin to show character's feelings
- ❖ Write more detailed, imaginative descriptions of setting/events
- ❖ Begin to use stylistic devices such as alliteration, repetition, personification
- ❖ Use some punctuation within sentences e.g. apostrophes, commas, speech marks

4c to 4b

I can:

- ❖ Organise my ideas into at least 3 paragraphs e.g. beginning middle and end
- ❖ Write consistently in 1st or 3rd person throughout
- ❖ Stay in past or present tense when writing
- ❖ Use the correct layout for non fiction writing
- ❖ Lead from one point to the next in non-fiction writing
- ❖ Begin to show character's feelings
- ❖ Write more detailed, imaginative descriptions of settings/events
- ❖ Begin to use stylistic devices such as alliteration, repetition, personification
- ❖ Use some punctuation within sentences e.g. apostrophes, commas, speech marks

I need to:

- ❖ Show clearly who my audience is and the purpose of my writing
- ❖ Use paragraphs to show change in time or place
- ❖ Organise my writing well throughout
- ❖ Write about an increasing number of ideas and events
- ❖ Bring my writing to a strong conclusion
- ❖ Use stylistic devices such as *alliteration, repetition, simile, personification*
- ❖ Use subordinate clauses to give reasons and add extra information
- ❖ Choose word order for interest e.g. *'In the middle of night, the girl heard a sound'*
- ❖ To set out speech marks and speech using new speaker, new line
- ❖ Choose precise words and phrases for non-fiction writing

4b to 4a

I can:

- ❖ Demonstrate what the purpose is and who the audience will be

- ❖ Use paragraphs to show change in time or place
- ❖ Organise my writing well throughout
- ❖ Write about an increasing number of ideas and events
- ❖ Bring my writing to a strong conclusion
- ❖ Use stylistic devices such as *alliteration, repetition, simile, personification*
- ❖ Use subordinate clauses to give reasons and add information
- ❖ Choose interesting word order for some sentences e.g. '*In the middle of the night, the girl heard a sound*'.
- ❖ Set out speech marks and speech using new speaker, new line
- ❖ Choose precise words and phrases for non-fiction writing

I need to:

- ❖ Use detailed paragraphs to structure my writing, showing change of time, place, person or action (5 or 6 paragraphs)
- ❖ Use setting to create atmosphere and changes in mood
- ❖ Describe how characters look, talk and interact with each other
- ❖ Use some causal and logical connectives e.g. *however, therefore, furthermore, in addition to, consequently*
- ❖ Write endings which contain a twist or surprise
- ❖ Use subordinate clauses to add information, to give reasons and to explain
- ❖ Use a range of stylistic devices including use of similes, metaphors and personification
- ❖ Use some unusual punctuation, e.g. *brackets, colon, ellipses*
- ❖ Use an appropriate structure for non-fiction writing e.g. *sub-headings*

4a to 5c

I can:

- ❖ Use detailed paragraphs (5 or 6) to structure my writing showing change of time, place, person or action

- ❖ Use setting to create atmosphere and changes in mood
- ❖ Describe how characters look, talk and interact with each other
- ❖ Use some causal and logical connectives e.g. *however, therefore, furthermore, in addition to, consequently*
- ❖ Write endings which contain a twist or surprise
- ❖ Use subordinate clauses to add information, give reasons and to explain
- ❖ Use a range of stylistic devices including *similes, metaphors and personification*
- ❖ Use some unusual punctuation e.g. *brackets, colon, ellipses*
- ❖ Use an appropriate structure for non-fiction writing e.g. *sub-headings*

I need to:

- ❖ Link my paragraphs logically
- ❖ Use a mixture of description, dialogue and action to create pace
- ❖ Engage the reader's interest by introducing an idea which will be developed later
- ❖ Use different narrative techniques e.g. *opening with dialogue, flashbacks, moving between time and place*
- ❖ Use characters' feelings and point of view to create mood
- ❖ To write a variety of long sentences using different forms
- ❖ Use commas accurately
- ❖ Use the passive voice when appropriate
- ❖ Choose different non-fiction forms and style for different readers

5c to 5b

I can:

- ❖ Link my paragraphs logically
- ❖ Use a mixture of description, dialogue and action to create pace

- ❖ Engage the reader's interest by introducing an idea which will be developed later
- ❖ Use different narrative techniques e.g. *opening with dialogue, flashbacks, moving between time and place*
- ❖ Use characters' feelings and point of view to create mood
- ❖ To write a variety of long sentences using different forms
- ❖ Use commas accurately
- ❖ Use the passive voice when I need to
- ❖ Choose different non-fiction forms and style for different readers

I need to:

- ❖ Highlight and elaborate the central theme of my writing throughout
- ❖ Write fluently developing suspense and pace
- ❖ Bring writing to an effective conclusion that links back to the opening paragraph
- ❖ Create a detailed word picture in my writing using a range of stylistic devices
- ❖ Use the full range of punctuation correctly, including apostrophe for possession, semi-colon

5b to 5a

I can:

- ❖ Highlight and elaborate the central theme of my writing throughout
- ❖ Write fluently developing suspense and pace

- ❖ Bring writing to an effective conclusion that links back to the opening paragraph
- ❖ Create a detailed word picture in my writing using a range of stylistic devices
- ❖ Use the full range of punctuation correctly, including apostrophe for possession, semi-colon

I need to:

- ❖ Develop a central theme (a contrasting idea) as well as a plot
- ❖ Have a turning point/climax in my story
- ❖ Use a range of stylistic features including: *figurative language and imagery, dialect for characters, patterning, order of words/phrases*
- ❖ Use colons, semi-colons and dashes to structure long sentences
- ❖ Use connectives to link paragraphs, clauses, phrases and chapters
- ❖ Use a formal style in non-fiction writing where appropriate.