



# HOLLIN PRIMARY SCHOOL

## WRITING STANDARDS



	Purpose	Organisation	Grammar	Word	Handwriting
STANDARD 3	<p>P8 Some evidence of viewpoint/narrator is established. (X X X) <i>I think it's good to exercise a lot; John felt that dad was cruel to the dog.</i></p>  <p>P7 I can include details to add an element of humour, surprise or suspense. (X X X) <i>Jenny flew down the stairs excitedly, missing every single step and landing with a happy bump; Behind the door, I saw the figure emerge. I couldn't believe who it was. No. Not him.</i></p> 	<p>O14 I can use paragraphing in narrative for a new location in a story. (X X X)</p> <p>O13 I can vary my sentence structure by using different openers. (X X X) <i>ed-ing-ly</i></p>  <p>O12 I can group similar information together in paragraphs in non-fiction writing. (X X X) <i>The Ancient Greeks invented the Olympic Games. Only men could take part. The competition included javelin and discus.</i></p>  <p>O11 I can use headings and sub-headings. (X X X)</p>	<p>G21 I can write in complex sentences to clarify relationships in time and place. (X X X) <i>Meanwhile, during, while, until and following.</i></p>  <p>G20 I can use a wider range of conjunctions. (X X X) <i>When, then, if, yet, because, although, while, so and however.</i></p> <p>G19 I can confidently write in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person. (X X X)</p> <p>G18 I am starting to punctuate direct speech. (X X X) <i>"What time is it?" asked James.</i></p> <p>G17 I can use prepositions correctly (X X X) <i>Before, after, during, in, because of.</i></p> <p>G16 I can use <i>a</i> and <i>an</i> correctly. (X X X) <i>a rock, an open box</i></p> <p>G15 I can proof-read to check for errors in spelling, grammar and punctuation. (X X X)</p>	<p>W13 I can use personification to describe weather. (X X X) <i>The trees were waving at the passers by.</i></p> <p>W12 My vocabulary is interesting and appropriate. (X X X) <i>Adding adjectives, adverbs and powerful verbs. 'The wind howled through the leafless trees.'</i></p>  <p>W11 I can modify nouns by one or more precise adjectives. (X X X) <i>A loud, wailing sound.</i></p> <p>W10 I can use detail to clarify information. (X X X) <i>The most distant tree seemed to have a life of its own.</i></p> <p>W9 I can use onomatopoeia. (X X X) <i>Thud! He landed painfully.</i></p>	<p>H12 Downstrokes of letters are parallel and equidistant. (X X X)</p>  <p>H11 Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (X X X)</p>  
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>

Highlight when achieved

Autumn = Orange

Spring = Green

Summer = Yellow

