Ongoing success criteria for all of my writing

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| Working towards | |  | Working at | |  | Greater depth | |
| Mostly correctly | Capital letters | Use mostly correctly | Inverted commas for speech and quotations | Use a full range of punctuation, including | Semi-colons to mark the boundary between independent clauses |
| Commas in lists | Commas for clarity, parenthesis, after fronted adverbials, after sub clauses and separating two adjectives |
| Colon to mark the boundary between independent clauses |
| Full stops | Brackets, commas and dashes for parenthesis | Dashes |
| Bullet points |
| Question marks | Some correct use of | Semi-colons to separate items in a list |
| Hyphens |
| Apostrophes for contractions | Colons to introduce lists |
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| Spell most 3/4 words correctly | |  | Spell most 5/6 words correctly and use a dictionary correctly to check the spelling of unfamiliar words | |
| Spell some 5/6 words correctly | | Handwriting is legible, joined and efficient | |
| Handwriting is legible and joined | |

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| Write for a range of purposes |  | Write effectively across a range of genres |  | Write effectively for a range of purposes and audiences |
| Describe setting and characters in narratives | In narratives, describe settings, character and atmosphere |
| Use paragraphs to organise ideas | Integrate dialogue in narratives to convey character and move the action along |
|  | Select vocabulary and grammatical structures that reflect what the writing requires, for example:   * contracted forms in dialogue * passive voice * modal verbs (can, could, may, might, must, should, will) | Managing shifts between the level of formality through selecting vocabulary precisely and by manipulating grammatical structures. See inside pack for examples) |
| Use verb tenses consistently and correctly | Distinguish between the language of speech and writing and choose the appropriate tone  (contractions, colloquialisms, long co-ordinated sentences) |

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| Use simple devices to structure writing and support the reader, such as:   * headings * sub-headings * bullet points |  | **A range of cohesive devices** used (helps your writing flow)  **Used within and across sentences and paragraphs** | Determiners (a/an, the, this, that, these, those etc) |
| Pronouns to avoid repeating the noun (I, me, my / you, your / she, her / they, their etc) |
| FANBOYS and subordinationg conjunctions |
| Repetition |
| Adverbials to begin a sentence or included within it (Use your adverbial list) |
| Ellipsis to interrupt or suggest (Or so I thought…) |