

Writing Assessment Focuses

The 'I Can' statements link to the Assessment and Progression sheets and support children in their involvement in the targets setting process. They will need to be mediated and discussed with the children and be incorporated into their ongoing work. The statements have been organised to link to the new assessment focuses outlined in the table below.

Sentence structure and punctuation	<ul style="list-style-type: none">❑ vary sentences for clarity for purpose and effect❑ write with technical accuracy of syntax and punctuation
Text structure and organisation	<ul style="list-style-type: none">❑ organise and present whole texts effectively❑ construct paragraphs and use cohesion within and between paragraphs
Composition and effect	<ul style="list-style-type: none">❑ write imaginative, interesting and thoughtful texts❑ produce texts which are appropriate to the task, reader and purpose

Stepping Stones

Yellow

I can join in and enjoy rhyming and rhythmic activities.

I can tell the difference between one sound and another.

I can draw and paint pretend writing.

I can use my eyes and hand together to make things and use crayons, pencils and paint.

I can use tools with one hand.

Stepping Stones

Blue

I can show that I can hear rhyme, rhythm and words that start with the same sound.

I can hear rhythm in words that people speak.

I can make marks and explain what they mean.

I can draw lines and circles.

I can pick up and use small objects.

I can understand what a word is.

Stepping Stones

Green

I can carry on a rhyming string.

I can hear and say the sound at the beginning of a word.

I can hear and say the sound at the beginning of a word and know which letters match some of the sounds.

I can break up my flow of talk into separate words.

I can write to make a record and for a reader.

I can move my hand/arm in an anti-clockwise direction and trace over vertical lines.

I can write some real letters.

Early Learning Goals

I can hear and say the first and last sounds in words and the vowel sound in the middle.

I can match sounds and letters and sound the letters of the alphabet.

I can use my sounds to write simple words and try more difficult words.

I can change my writing to suit different jobs such as lists, stories and instructions.

I can write my own name.

I can write labels and captions and simple sentences, sometimes using capital letters and full stops.

I can use a pencil properly to write recognisable letters.

Level 1

My writing targets for stories

W1C

Sentence structure and punctuation

- I can use full stops at the end of a sentence.
- I can sometimes use other punctuation marks.

Text structure and organisation

- I can write recognisable letters, words and symbols that a reader can understand.
- I can write simple words and phrases.

Composition and effect

- I can use words to say what I mean.
- I can sometimes help my teacher read and understand my writing.

My writing targets for stories

W1B

Sentence structure and punctuation

- I can understand how full stops are used in writing and use them often at the end of my writing.
- I can use capital letters at the beginning of my writing.

Text structure and organisation

- I can use simple words and phrases to write what I mean.
- I can decide which order to write my words.
- I can join two ideas together with 'and'.

Composition and effect

- I can use ideas from stories in my writing.
- I can talk to my friends and teacher about ideas for my writing.

My writing targets for stories

W1A

Sentence structure and punctuation

- I can write phrases and simple statements.
- I use full stops and capital letters.

Text structure and organisation

- I can use a simple structure in my writing.
- I can write clearly so that people can read my writing.
- I can write a story with a beginning and one event.

Composition and effect

- I can choose the best words to write down my ideas.
- I can try to put all my ideas into my writing.

Level 2

My writing targets for stories

W2c

Sentence structure and punctuation

- I can use capital letters and full stops in some of my sentences
- I am beginning to use other punctuation, like question marks and exclamation marks
- I can link my ideas with 'and' and 'then'

Text structure and organisation

- I will try to make sure that my writing has more than one idea
- I try to say at least two things about each idea
- I can re-tell my stories in order

Composition and effect

- I can write stories that people can understand
- I am beginning to use story language in my writing e.g. once upon a time; one fine day
- I use some interesting words in my stories
- I think hard about the right words to use in my stories

Spelling

- I can spell some easy words e.g. back, came, down, from, have, one
- I can use my letter sounds to spell difficult words
- I can think about other words that sound like the word I want to spell

My writing targets for stories

W2b

Sentence structure and punctuation

- I can think of more interesting ways to join sentences than always using 'and' e.g. but, when
- I begin my sentences in different ways
- I can try to use full stops and capital letters at the beginning and end of every sentence

Text structure and organisation

- I will make sure that my stories make sense all the way through
- I can write stories with a beginning, middle and ending
- I can write a story where several things happen

Composition and effect

- I can think about whether somebody reading my writing would find it interesting
- I always try to use some interesting words I have never used before
- I know who my writing is for and make sure they will like my writing

Spelling

- I can spell correctly my own easy words that I use a lot
- I can use letter patterns to help me spell words e.g. patterns like 'oo', 'ck', 'nt'
- I can use rhymes to help me spell words e.g. call, ball, fall, tall

My writing targets for stories

W2a

Sentence structure and punctuation

- I can write in sentences
- I join my sentences in different ways e.g. He ran whilst I waited.
- I can start sentences in different ways: Although he was tired....Before he...
- I make sure that I use full stops and capital letters correctly
- I can use commas correctly

Text structure and organisation

- I can write stories with a beginning, a middle and an ending
- I know the difference between stories and other writing
- In non-fiction writing I can link my ideas clearly

Composition and effect

- I can think about whether the reader will understand and enjoy my writing when I write something
- I can write a story for other people e.g. Year 1 children
- I can use interesting describing words e.g. an enormous, black cloud
- I can use story language in my writing e.g. 'Many years ago,' 'Once upon a time'
- I can use more description in my stories, particularly of people and places
- I can think about the different styles I need for different kinds of writing

Spelling

- I can spell many words correctly

Level 3

My writing targets

W3c

Sentence structure and punctuation

- My sentences are written in the right tense and are easy to understand
- I can use other connectives instead of 'and' e.g. *when, but, so, because*
- I can punctuate all my sentences with a capital letter and full stop
- I can use question marks and exclamation marks
- I am starting to punctuate speech in my writing

Text structure and organisation

- I can write a story with a simple story structure - an opening, characters and events
- I can try to write interesting endings to my stories
- I put two or more events in my stories to develop the story structure
- I make sure parts of my story follow one another in a sensible order

Composition and effect

- I can describe the characters in my stories
- I use story language which I have seen in the books I have read
- I can use words to describe my setting e.g. *gloomy cave, golden beach*
- I can find and use new and interesting words in my writing

Spelling

- I can spell many words correctly which have more than one syllable

My writing targets

W3b

Sentence structure and punctuation

- ❑ I can write my sentences in the right tense and make sure that my subjects and verbs agree
- ❑ I am experimenting with different ways to join my sentences e.g. *so, when, because, while and* use them to link ideas - contrast or connection in time
- ❑ I can check whether my full stops, capital letters, exclamation and question marks are correct
- ❑ I can use inverted commas for direct speech e.g. "Hello" said Bob.

Text structure and organisation

- ❑ I plan my stories to make sure they are sequenced well
- ❑ I can use the main features of story structures to organise events - beginning, middle, end
- ❑ I can try to link the ideas in my stories to each other

Composition and effect

- ❑ I can develop description of characters by including speech, feelings or emotion
- ❑ I can use interesting ways to describe setting so the reader can imagine it
- ❑ I can write details to entertain or amuse my audience or create tension
- ❑ I can use noun phrases, e.g. the golden haired boy or adverbs e.g. slowly
- ❑ I can choose words for variety and which add interest and detail

My writing targets

W3a

Sentence structure and punctuation

- ❑ I can experiment with and use different punctuation e.g. !?, ""
- ❑ I will use adjectives and verbs with more confidence
- ❑ I can join my sentences in much more interesting ways e.g. using connectives - however, whilst, whenever, therefore
- ❑ I can use a range of different sentence openers
- ❑ I can write sentences which are grammatically correct and make clear sense and I check my work for this
- ❑ I can use inverted commas to indicate beginning and end of direct speech

Text structure and organisation

- ❑ I can write a story with a clear structure
- ❑ I can balance my story e.g. beginning, events, end
- ❑ I can make sure my events are clearly related
- ❑ I try to make my story flow

Composition and effect

- ❑ I can create characters with some interaction and description of feelings etc.
- ❑ I will begin to change the structure of sentences to create effect
- ❑ I can use words which are lively and imaginative, intended to amuse, entertain etc.
- ❑ I can use description in my writing e.g. describe how people feel or where the story is set
- ❑ I can think about whether my writing is suitable for its purpose
- ❑ I sometimes add humour or suspense into my stories

Level 4

My writing targets

W4c

Sentence structure and punctuation

- I can use varied sentence structures, including longer compound sentences
- I can use a range of connectives appropriately
- I can use pronouns to avoid repetition
- I can write sentences that are punctuated effectively by full stops, capital letters, exclamation/question marks
- I can use commas to separate main ideas and/or clauses
- I can use inverted commas confidently to demarcate speech

Text structure and organisation

- I can structure a story with clearly, e.g. beginning, problems, resolution, ending
- I can develop the ending with appropriate length
- I can make sure my events link together

Composition and effect

- I can describe my settings in some detail
- I can develop my main characters through description and/or dialogue
- I can create interaction between my characters
- I can use imaginative and effective vocabulary to good effect
- I can organise my ideas appropriately for reader.
- I can begin to write in a range of styles

My writing targets

W4b

Sentence structure and punctuation

- ❑ I can communicate meaning by using complex sentences
- ❑ I can use more complex connectives used e.g. *if, when, rather than, although,*
- ❑ I can use pronouns and tenses are appropriate
- ❑ I can demarcate sentences correctly with a range of appropriate punctuation
- ❑ I can use within commas to separate short phrases, clauses, items in a list
- ❑ I can use inverted commas to show where speech starts and ends

Text structure and organisation

- ❑ I can write a story with the beginning, middle and end suitably balanced, clearly distinguished and logically related
- ❑ My writing is well paced, events are logically related
- ❑ My ideas are sustained and developed through the story

Composition and effect

- ❑ I can create detailed settings and characters with significant interaction between them
- ❑ I can use direct or reported speech to develop my characters
- ❑ My aim as I write is to interest the reader
- ❑ My vocabulary choices are varied and words used for effect
- ❑ I use appropriate styles confidently and independently

My writing targets

W4a

Sentence structure and punctuation

- I can use a range of complex sentences types as required with understanding of how this can affect the reader
- I use clauses and phrases confidently to make my writing more interesting
- I can demarcate all sentences appropriately
- I can use commas within sentences with increasing effectiveness to separate parts of a sentence
- I can use inverted commas to demarcate all elements of dialogue

Text structure and organisation

- My story structure is well developed with clear elements of the chosen form
- I use characterisation to move the story forward

Composition and effect

- I am developing elements of description, action and characterisation, which are sometimes interwoven. My readers feel that they know my characters
- I can experiment with different techniques e.g. opening with action, time slip etc.
- My main characters thoughts and emotions are included and commented upon
- I use carefully chosen words and phrases to add shades of meaning and add interesting information
- My vocabulary is appropriate to the task, purpose and audience
- I am developing confidence in a range of writing styles

Level 5

My writing targets

W5c

Sentence structure and punctuation

- ❑ I use a range of sentences for special effect showing development of individual writing style
- ❑ My sentences are correctly demarcated with intra-sentence punctuation
- ❑ I can use commas and inverted commas appropriately
- ❑ I can use a wider range of punctuation: - brackets /
- ❑ I use a range of connectives appropriately

Text structure and organisation

- ❑ My secure story structure demonstrates increasing understanding and control of the chosen form
- ❑ My paragraphs are used to mark the beginning, middle and end of narratives, and the events within the story

Composition and effect

- ❑ My elements of description, action and characterisation are often handled together
- ❑ I show a clear awareness of audience and purpose
- ❑ I employ a variety of narrative techniques
- ❑ My characterisation developed through commenting on thoughts and feelings
- ❑ My meaning clearly communicated through carefully chosen vocabulary
- ❑ I choose words carefully and precisely for effect
- ❑ I can show some contrast between colloquial or standard English

My writing targets

W5b

Sentence structure and punctuation

- I can vary my sentences - simple and complex sentences are used effectively
- I use a range of punctuation correctly
- I use this range of punctuation () - / to create effect e.g. add humour or enhance descriptions

Text structure and organisation

- My writing is well structured
- My elements of dialogue, action and description are well interwoven
- I can use paragraphing to mark the main divisions of the narrative e.g. opening, main events, ending
- My chosen form is appropriate e.g. fantasy, adventure etc.

Composition and effect

- I can engage the reader's interest through the use of different narrative techniques e.g. opening with unusual elements, moving between time and place
- I can comment on thoughts and feelings of the characters
- I can use language precisely and effectively
- I can convey feelings through my use of language and grammar rather than direct statements
- I create mood by showing, not telling
- I can use specific features such as alliteration or personification in my writing
- I can make appropriate choices between colloquial and standard form

My writing targets

W5a

Sentence structure and punctuation

- ❑ I can use a range of sentence structure to create specific effects appropriate to the type of story
- ❑ I can correctly use a range of punctuation to vary the pace and clarify meaning in narration and direct speech
- ❑ I use commas within sentences to avoid ambiguity in relating elements and clauses
- ❑ there may be evidence of effective use of colons or dashes to structure longer sentences

Text structure and organisation

- ❑ the writer controls the train of events and ideas well --elements of dialogue, action and description are interwoven through the story
- ❑ ideas are appropriately organised into paragraphs
- ❑ the story is well constructed in an appropriately chosen form

Composition and effect

- ❑ the story shows the development of theme as well as plot
- ❑ detail and sequence are confidently managed to engage and sustain the reader's interest through the management of flashback, time shifts or conflicts
- ❑ reflection on characters, feelings and actions
- ❑ range of varied vocabulary used to create specific effects e.g. alliterating/patterning
- ❑ writer uses more formal style where necessary