

## English (Writing) - Key Criteria Pupil Tracker

ARE - 1			Points - 1-4	
Skill	Taught	Support	Independent	Recall
I can find initial and final sounds in words.				
I can split words into syllables to spell them.				
I can say the alphabet.				
I can form lowercase letters.				
I can combine words to write a sentence.				
I can join two sentences using 'and'.				
I can put sentences together to write a story.				
I can use full stops to end a sentence (guided).				
I can use a question mark and exclamation mark (guided)				
I can use capital letters in a sentence when needed (guided)				

ARE - 2			Points - 5-8	
Skill	Taught	Support	Independent	Recall
I can spell words with different letters for the same sound.				
I can form lower case letters the same size and capitals larger				

I plan, discuss and record my writing.				
I can evaluate my own writing with support				
I can proof-read to check for errors in spelling, grammar and punctuation with support.				
I can use conjunctions to extend sentences.				
I can add extra information to describe nouns and extend my sentences.				
I can describe the parts of a sentence (noun, verb, adjective) and how they make sentences.				
I know the difference between the present and past tense.				
I can use capital letters and full stops accurately (independently)				
I correctly use question marks and exclamation marks (independently)				
I can use commas to separate items in a list.				
I can use apostrophes for missing letters.				

ARE - 3			Points - 9-12	
Skill	Taught	Support	Independant	Recall
I recognise and spell some common homophones. (e.g. To, too, two)				
I can use the first letter of a word to check its spelling in a dictionary.				

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.				
I can write non-narrative text using simple organisational devices such as headings and sub-headings.				
I can suggest improvements to my own writing and that of others.				
I can make improvements to grammar, vocabulary and punctuation.				
I use a range of sentences with more than one clause by using a range of conjunctions.				
I can use verbs in the past, present and future tense.				
I can express time, place and cause by using prepositions.				
I am starting to use paragraphs.				
I can use inverted commas to punctuate direct speech.				

ARE - 4			Points - 13-16	
Skill	Taught	Support	Independent	Recall
I can use the first two or three letters of a word to check a spelling in a dictionary.				
I can spell the commonly mis-spelt words from the Y3/4 word list.				
My handwriting is legible and consistent;				
I can improve my writing by changing grammar and vocabulary				

to improve consistency.				
I use a range of sentences which have more than one clause.				
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.				
I can use direct speech in my writing and punctuate it correctly.				
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.				
I can use fronted adverbials.				
I can write in paragraphs.				
I can use apostrophes to mark plural possession.				
I am beginning to use commas to separate phrases.				

ARE - 5			Points - 17-20	
Skill	Taught	Support	Independent	Recall
I can form verbs with prefixes.				
I can convert nouns or adjectives into verbs by adding a suffix.				
I can distinguish between homophones and other words which are often confused.				
I can use a thesaurus.				
I can discuss the audience and purpose of the writing.				

I can use the correct features and sentence structure matched to the text type we are working on.				
I can establish a viewpoint as the writer through commenting on characters and events.				
I can use grammar and vocabulary to create an impact on the reader.				
I can summarise a paragraph.				
I can organise my writing into paragraphs to show different information or events.				
I can use relative clauses.				
I can use adverbs or modal verbs to indicate a degree of possibility.				
I can build cohesion between paragraphs.				
I can use brackets, dashes and commas to indicate parenthesis.				
I can use commas to clarify meaning or avoid ambiguity.				

ARE - 6			Points - 21-24	
Skill	Taught	Support	Independant	Recall
I can spell the commonly mis-spelt words from the Y5/6 word list.				
I can use any dictionary or thesaurus.				
I use a range of spelling strategies.				
I can choose the appropriate form and register for the audience and purpose of the writing.				

I use the passive voice to present information with a different emphasis.				
I can sustain and develop ideas logically in narrative and non-narrative writing.				
I can summarise a text, conveying key information in writing.				
I can use a variety of organisational and presentational devices correct to the text type.				
I write in paragraphs which can clearly signal a change in subject, time, place or event.				
I can use the semi-colon, colon and dash/hyphen.				

ARE - 7			Points - 25-28	
Skill	Taught	Support	Independent	Recall
I can spell the 100 high frequency words correctly				
I understand the difference between formal and informal writing and can use this appropriately.				
I use different ways of planning my work e.g. spider diagram, bullet points, mind-map etc.				
I can write simple and complex sentences to make my writing interesting.				
I use Standard English when appropriate in my writing.				
I can use a thesaurus to edit and improve word choices in my writing.				

I can communicate simply with some clarity.				
I can produce texts with some awareness of purpose.				
I can use familiar vocabulary with confidence in my writing.				
I am developing my use of more complex punctuation.				

ARE - 8			Points - 29-32	
Skill	Taught	Support	Independant	Recall
I can confidently draft and plan my writing using a variety of techniques.				
I can proof read, edit and rewrite my writing as necessary.				
I can organise my work to suit an intended audience.				
I show an understanding of different genres and their features.				
I can choose written language techniques to create an effect.				
I can write for a specific purpose (to persuade, complain, entertain...)				
I can use compound/complex sentences with confidence, considering the effect and impact.				
I use more complex punctuation with confidence (speech punctuation, parenthesis, colons and semi colons).				
I can write notes about a text I have read.				

I can write a simple argument to support or oppose a statement (essay writing)				
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ARE - 9			Points - 33-36	
Skill	Taught	Support	Independent	Recall
I can write well-structured essays.				
I can write stories, scripts, poetry and other imaginative writing.				
I can write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.				
I can summarise and organise material, and supporting ideas and arguments with any necessary factual detail.				
I can use complex sentences by demonstrating my understanding of demarcating subordinate clauses.				
I can draw on knowledge of literary and rhetorical devices from my reading and listening to enhance the impact of my writing.				
I can edit and amend the vocabulary, grammar and structure of my writing to improve its coherence and overall effectiveness.				
I consistently use accurate grammar, punctuation and spelling.				
I use new vocabulary and grammatical constructions from my reading and listening, and using these in my writing and speech to				



achieve particular effects.				
I understand how to use paragraphs effectively to create cohesion and sustain interest.				

ARE - 10			Points - 37-40	
Skill	Taught	Support	Independent	Recall
I know how to use emotive language for effect.				
I understand how to manipulate the structure of my writing within sentences and phrases for effect.				
I can establish and sustain distinctive character, point of view and voice in both fiction and non-fiction writing.				
I can use the full range of punctuation accurately.				
I can proof read my work and reflect on whether their draft achieves the intended impact.				
I use a range of secondary references or other reading to inform my writing.				
I can use information provided by others to write in different forms.				
I communicate effectively, sustaining the reader's interest.				
I can maintain a consistent viewpoint across a piece of writing, making conscious decisions, for example, about narrative point of view.				

ARE - 11			Points - 41-44	
Skill	Taught	Support	Independant	Recall
I can adapt my writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.				
I can select and organize ideas, facts and key points, and cite evidence, details and use quotation effectively and pertinently for support and emphasis.				
I can select, vocabulary, grammar, form, structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, using Standard English where appropriate.				
I can make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation].				
I can edit my work by restructuring my writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.				
I can edit my work, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.				
I use well selected sentence types, structures and vocabulary to enhance impact.				

I produce ambitious, accomplished  
and effectively-structured texts.

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