

Rowde Writing Step 1 (Reception)

Planning
I can talk about what I am going to write before I try to write it.
I can orally explain what I want to, or am going to, write about.
Purpose and impact
I can talk about the part of a story/event that I find interesting.
I can add detail orally to a story or an event.
I can attempt writing for different purposes e.g. labels, lists etc.
I can invent my own compositions, with support.
Text structure
I can arrange writing going from left to right, top to bottom.
I can write phrases about areas of interest.
I can include character names in fiction and basic topic words in non-fiction.
Sentence structure
I can write simple sentences that can be read by others.
I can use pictures to yield more meaning to words.
Punctuation
I can usually use a capital letter to start a sentence.
I can begin to use full stops at the end of one sentence.
Vocabulary
I can choose appropriate words for the task.
I can use some ambitious vocabulary orally and in my 'have a go' spelling.
Conjunctions
I can add joining words like 'and' when I read back my writing.
Writers' techniques
I can add onomatopoeic sounds to pictures e.g. Wheeeeeeeeeee! Crash!
Spelling
I can 'have a go' at writing, segmenting sounds in simple words and trying and write them.
I can use all Phase 2 sounds to write CVC words.
I can write Phase 2 tricky words.
I can write my own name.
Physical development and handwriting
I can form recognisable letters.
I can use a pencil and hold it effectively.
I am beginning to write on the line and control letter size.
I can sometimes leave 'finger' spaces between groups of letters.
Editing
I can read my writing to others.

Rowde Writing Step 2 (Year 1)

Planning
I can say what I am going to write about.
I can, by myself, say a sentence I am going to write.
Purpose and impact
I know the purpose and forms of some simple writing: labels, messages, invitations.
Text structure
I can form short narratives and retell short recounts.
I can write my ideas in order, using some number/time sequence indicators e.g. Then I had lunch.
I can include some familiar storytelling language e.g. Once upon a time, the end.
Sentence structure
I can write in simple phrases and clauses.
I can start sentences using I or a name.
I can start sentences in different ways e.g. Naughty Goldilocks ate the porridge.
Tense
I can use past and present verbs mostly accurately.
I sometimes choose the correct verb tense and maintain it.
Punctuation
I can use capital letters and full stops to show my sentences.
I can sometimes use question marks and exclamation marks.
I can usually use a capital letter for people's names, places, the days of the week and I.
Vocabulary
I can use relevant words that are about my topic/story.
I can use some simple descriptive words (colour, shape, size, emotions).
Adverbs and conjunctions
I can use and to join two words together.
I can use and to join two clauses together.
Writers' techniques
I can use onomatopoeia to grab the reader's attention.
I can alliteration to make my writing interesting e.g. The deep, dark cave.
Spelling
I can spell words using sounds from Phase 5.
I can 'have a go' and spell some unknown words phonetically.
I can spell most Step 2 tricky words.
I can spell the days of the week.
I can name the letters of the alphabet in order.
I can use letter names to talk about different ways to spell the same sound.
I can add -s and -es to make plurals.
I can use un- to make new words in my writing.
I can add -ed and -ing to make the verbs correct in my writing.
I can write simple sentences that are told to me, spelling most words correctly.
Handwriting
I can usually use finger spaces between words when I am writing a few sentences by myself.
I can form capital letters accurately.
I am beginning to form lower case letters in the correct direction with accurate shape and size.
Editing
I can read my writing to check it makes sense.
I can listen and sometimes answer when an adult talks about my writing.
I can read my writing out clearly to others.
I can improve my writing after a discussion with the teacher.

Rowde Writing Step 3 (Year 2)

Planning
I can think of and say what I am going to write, sentence by sentence.
I can write down my first ideas and/or key words (including new vocabulary).
Purpose and impact
I can write simple and coherent narratives about personal experiences and those of others.
I can write about real events, recording these simply and clearly.
I can write for different purposes, including the main features of a genre/text-type.
Text structure
I can include enough information or description to interest the reader.
I can group ideas together.
I can order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.
Sentence structure
I can write statements, questions, exclamations and commands.
I can write short and long sentences.
I can ask the reader questions.
I can start sentences in different ways e.g. One sunny morning...
I can use expanded noun phrases to describe people and things.
Tense
I can use present and past tense forms mostly correctly and consistently.
I can apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping.
Punctuation
I can consistently use full stops and nearly always use capital letters accurately.
I can punctuate sentences with question marks and exclamation marks.
I can use commas in a list.
I can use an apostrophe to show that something belongs to someone.
I can use an apostrophe to show where letters are missing in a contraction.
Vocabulary
I can choose words appropriate to the writing.
I can construct sentences that include adjectives, adverbs and precise verbs.
I can use a range of imaginative and ambitious vocabulary.
Adverbs and conjunctions
I can use conjunctions for subordination (when, if that, because) and co-ordination (or, and, but).
I can use 'ly' adverbs.
Writers' techniques
I can use onomatopoeia and alliteration.
I can use rhyme and basic repetition, where appropriate, for effect.
Spelling
I can segment spoken words into phonemes and represent these by graphemes, either correctly or by making phonically-plausible attempts at others.
I can spell most Step 3 tricky words.
I can spot, and usually spell, common homophones and near-homophones.
I can add -ment, -ness, -ful, -less and -ly to words ending in a consonant and in y.
I can add -er and -est to make new words in my writing.
I can write sentences that are told to me, spelling the words and using the right punctuation.
Handwriting
I can show consistent use of upper/lower case, ascenders/descenders, size and form.
I can use the diagonal and horizontal strokes to join my letters.
I can use spacing between words that reflects the size of the letters.
Editing
I can write down some ideas that I can use to improve my writing.
I can, with an adult, look at my writing and suggest ways I could make it better.
I can read my own writing to check it makes sense, and can correct any mistakes in the verbs I have used.
I can spot mistakes in spelling, punctuation and grammar, and can put these right.
I can read my writing out with some expression.

Rowde Writing Step 4 (Year 3)

Planning
I can work with others to plan writing, recording ideas using notes or pictures.
I can plan my writing in sections/paragraphs before I start.
Purpose and impact
I can spot and name key features of a text, applying some to my own writing.
I can develop ideas in detail, drawing on the reader to inform my vocabulary and grammar choices.
I can write content that makes sense throughout the piece.
Text structure
I can organise my writing into sections, and begin to use paragraphs, writing a sequence of sentences for each.
I can use strategies to create flow: pronouns, cohesive phrases, references to previous points.
I can use headings and sub-headings to organise my non-fiction writing.
I can signal openings and closings clearly in both narrative and non-fiction.
Sentence structure
I can think about each sentence before I write it, using simple and compound sentences.
I can write sentences with more than one clause, using different conjunctions, such as when, if, because, although.
I can use a range of sentences, including one word in isolation to grab the reader's attention: Stop!
Tense
I can explain what verb tenses are, and I am starting to use the present perfect form, such as 'I have read three books by that author'.
I can use the correct verb tense mostly consistently throughout a piece of writing.
Punctuation
I can use the punctuation I have already been taught accurately and consistently: capital letters, full stops, exclamation marks, question marks and commas in a list.
I can use speech marks to punctuate dialogue.
I can use apostrophes for contractions and put a possessive apostrophe in words with a regular plural, such as girls'.
Vocabulary
I can use different prepositions (such as before, after, during, in, because of) to show time, place and cause in my writing.
I can use 'a' and 'an' correctly in my writing.
I can use a range of imaginative and ambitious vocabulary.
Adverbs and conjunctions
I can use different conjunctions (such as when, before, after, while, so because) to show time, place and cause in my writing.
I can use different adverbs (such as then, next, soon, therefore) to show time, place and cause in my writing.
Writers' techniques
I can use ideas from other stories to create settings, characters and a plot for my own stories.
I can use expanded noun phrases to add descriptive detail.
I can use onomatopoeia, alliteration and repetition for effect.
I can use the word 'like' to build a simile e.g. her eyes were like deep pools.
Spelling
I can spot and spell homophones and near homophones, such as pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.
I can spell words with prefixes where the spelling of the root word does not change.
I can spell words with suffixes, knowing when I need to double the last letter.
I can find the correct section in a dictionary from the first letter of a word, and then use the next 2 letters to narrow my search for the word.
I can write sentences that are told to me, spelling the Step 4 words correctly.
I can spot word families and talk about how the words are related by spelling.
I can spell most Step 4 tricky words.
Handwriting
I can show legibility and quality handwriting.
I can use the diagonal and horizontal strokes to join and understand those letters which should not be joined.
Editing
I can read my own and others' work and check that it makes sense and suggest how to improve it linked to the learning objective.
I can suggest how to improve the language and grammar in my own and others' writing.
I can spot most of the Step 4 mistakes in spelling and punctuation in my own and others' writing.
I can read my writing out with expression, loudly and clearly enough to be understood.

Rowde Writing Step 5 (Year 4)

Planning
I can work independently to plan writing, recording my ideas in an appropriate way.
I can plan my writing in sections/paragraphs before I start.
I can identify key points in a long passage, and write them in my own words.
Purpose and impact
I can identify the type of text and describe when you might use it.
I can develop ideas in detail, with a growing awareness of the reader.
I can include all the features of a genre/text type appropriately.
Text structure
I can structure and organise writing with a clear beginning, middle and end.
I can start a new paragraph to organise ideas around a theme.
I can write sentences that are developed from previous sentences to form a group of connected/related ideas.
I can use appropriate features to organise my non-fiction writing, including simple, organisational features such as subheadings.
Sentence structure
I can use a range of simple, compound and complex sentences.
I can ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?
I can use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.
Tense
I can use standard English verb inflections e.g. 'we were...', 'I did...' (instead of local spoken forms such as 'we was...', 'I done...').
I can use present, past, progressive and perfect tense verbs mostly accurately.
Punctuation
I can use the punctuation I have already been taught accurately and consistently: capital letters, full stops, exclamation marks, question marks, apostrophes and commas in a list.
I can use a comma after fronted adverbial.
I can put a possessive apostrophe in words with an irregular plural, and explain this rule to others.
I can use speech marks and other punctuation when I am writing speech.
Vocabulary
I can use pronouns to aid cohesion and avoid repetition.
I can use 'a' and 'an' correctly in my writing.
I can use a range of imaginative and ambitious vocabulary.
Adverbs and conjunctions
I can use a wide range of conjunctions at the beginning and within sentences to add details.
I can use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.
I can use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.
Writers' techniques
I can create settings, characters and a plot that are appropriate for a story, and add details to descriptions.
I can use onomatopoeia, alliteration and repetition for effect.
I can use the word 'as' to build a simile e.g. the train was as slow as a hearse.
I can use metaphor to create vivid images in the reader's mind.
Spelling
I can spot and spell homophones and near homophones, such as whose/who's, peace/piece, whether/weather, medal/meddle.
I can explain the meanings of further prefixes, such as il-, im-, ir-, re-, sub-.
I can explain the spelling rule of when to double the last letter if you add a suffix, to others.
I can write sentences that are told to me, spelling the Step 5 words correctly.
I can spell most Step 5 tricky words.
I can use the first 2 or 3 letters of a word to find it in a dictionary.
Handwriting
I can write neatly, legibly and accurately, usually maintaining a joined style.
Editing
I can read my own and others' work and check how effective it is, suggesting how to make improvements.
I can independently proof-read my own writing, correcting and improving the language, grammar and use of pronouns.
I can spot most of the Step 5 mistakes in spelling and punctuation in my own and others' writing, and know how to correct them.
I can read my writing out, taking notice of punctuation to give intonation.

Rowde Writing Step 6 (Year 5)

Planning
I can use ideas from other texts to help me plan my writing.
I can think aloud and record my thoughts when I am planning writing, sometimes using ideas from my own reading and research.
I can identify key points in a long passage, and write them in my own words.
Purpose and impact
I can identify the purpose and audience for a piece of writing, and I can use ideas from other texts to help me plan my writing.
I can produce well-structured and organised writing using a range of conventions and layouts.
I can execute a text type/genre by including all the features or adapt when required.
Text structure
I can structure and organise writing with pace in narrative and supporting detail in non-fiction.
I can write paragraphs that are cohesive and ordered logically.
I can use questions as headings and sub-headings to help the reader, and include diagrams and charts within my writing.
I can use devices to build cohesion within paragraphs, e.g. then, after, that, this, firstly.
I can link ideas across paragraphs using a range of devices: phrases that back reference previous points.
Sentence structure
I can vary my sentences for clarity, purpose and effect.
I can use a mix of short and long sentences to change, accelerate and show pace for the reader.
I can use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences.
I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i> .
Tense
I can use present perfect verbs to show relationships between time and cause, such as: <i>She <u>has gone</u> on holiday and is not yet back.</i>
I can use verb tenses mostly consistently and correctly throughout a piece of writing.
I can use the correct verb form for common group nouns, such as <i>the football team <u>is</u> happy.</i>
I can use modal verbs to show if something is certain, probably or possible (might, should, will, must etc.)
Punctuation
I can punctuate dialogue accurately.
I can use brackets, dashes or commas to indicate parentheses.
I can use commas within a sentence to clarify meaning or avoid ambiguity.
Vocabulary
I can make vocabulary choices for effect or emphasis e.g. technical vocabulary or vivid language.
I can use a range of imaginative and ambitious vocabulary and use them precisely.
Adverbs and conjunctions
I can use adverbs (<i>perhaps, surely, possibly, maybe</i>) to show a range of possibility.
I can use a range of adverbs and conjunctions to link ideas: adverbs of time, place, subordinating conjunctions.
Writers' techniques
I can write descriptions that create atmosphere in my stories.
I can develop characters and settings in my writing.
I can use a range of literary devices for effect: similes, metaphors, onomatopoeia, alliteration and repetition.
I can use personification to give human attributes to inanimate objects/things.
I can use puns, where appropriate, to enhance the double meaning of language.
Spelling
I can spell most common words with the silent letter patterns kn, mb and stle.
I can spot and spell homophones and confusing pairs of words.
I can spell most Step 6 tricky words.
I can spell words with prefixes and suffixes following rules to change the spelling of the root word.
I can convert nouns and adjectives into verbs using suffixes such as -ate, -ise, -ify.
I can use prefixes (such as dis-, de-, mis-, over-, re-) to change the intent of verbs.
I can use a dictionary and thesaurus.
Handwriting
I can write neatly, legibly and accurately in a flowing, joined style.
I can adapt handwriting for a range of tasks and purposes, including for effect.
Editing
I can read a piece of writing and identify strengths and areas for improvement, and feed this back.
I can read a piece of writing and suggest ways to change the grammar, punctuation and language.
I can spot most of the Step 6 mistakes in spelling and punctuation in my own and others' writing.
I can perform my own writing using volume and movement so that the meaning is clear.

Rowde Writing Step 7 (Year 6)

Planning
I can use ideas from a range of other texts to help me plan my writing.
I can, when planning, choose ideas from my own reading and research to improve the impact and effectiveness of my writing.
I can usually explain which information I have included and left out when I am researching for my own writing.
Purpose and impact
I can identify the purpose and audience for a piece of writing.
I can produce well-structured and organised writing using a range of conventions and layouts.
I can choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report
Text structure
I can navigate a reader through a text in a logical, chronological way.
I can use devices to build cohesion within paragraphs, e.g. then, after, that, this, firstly.
I can link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliff-hanger at end of section.
I can use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.
I can use a glossary in my non-fiction writing to help the reader.
Sentence structure
I can vary the types of sentences within a piece across simple, compound and complex constructions.
I can use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.
I can use a passive voice appropriately in my writing.
Tense
I can use changes of verb tense to create effects in my writing.
I can use past perfect verbs to show relationships between time and cause.
Punctuation
I can use semi-colons, colons and dashes to mark independent clauses in a sentence.
I can use a colon to introduce a list and semi-colons within a list.
I can use hyphens to avoid confusion.
I can use ellipsis in an appropriate way in my writing.
Vocabulary
I can choose whether to use formal or informal language appropriately.
I can use varied and precise vocabulary to create particular stylistic effects.
I can use a range of imaginative and ambitious vocabulary and use them precisely.
Adverbs and conjunctions
I can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. the dog is so intensely stupid, an exceptional result.
I can use a range of more complicated adverbs and conjunctions to link ideas e.g. on the other hand, in contrast, as a consequence.
Writers' techniques
I can use dialogue in my stories to reveal more about characters and develop the plot.
I can use a range of literary devices for effect: similes, metaphors, onomatopoeia, alliteration, repetition, personification and puns.
I can use pathetic fallacy to mirror and extend character's emotions.
I can use symbolism as a recurring idea to emphasise a themed motif e.g. on-going referencing to water.
Spelling
I can spell most common words with the silent letter patterns ps, psy and gn.
I can spot and spell homophones and confusing pairs of words.
I can spell most Step 7 tricky words.
I can work out the spellings of words related to a range of known root words applying spelling rules I know.
I can use a thesaurus to find words to improve the description and precision of my writing.
I can discover synonyms and antonyms for a word and choose the degree of meaning for the sentence.
Handwriting
I can write speedily, neatly, legibly and accurately in a flowing, joined style.
I can vary font for effect or emphasis when appropriate (print, italics or capitalisation).
Editing
I can read a piece of writing and identify its suitability for its purpose, and identify ways to improve.
I can read a piece of writing and suggest ways to change the grammar, punctuation and language to improve it.
I can spot most of the Step 7 mistakes in spelling and punctuation and know how to correct them.
I can perform my writing using a range of different strategies to make sure that the meaning is clear and the audience is engaged.