



Andrell Education Ltd
Raising Standards in Education

Accredited by  Edge Hill University

The Pupil Friendly Scottish Criterion Scale

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CfE First Level 1-3

Pupil's Name: _____

My writing target:

My piece of writing should tell my teacher at least 3 things.

1. I can use good words.
2. I can write a story.
3. My letters are written the right way round.
4. I can write my full name.
5. I can choose the right words.
6. My writing makes sense.
7. I can use a connective.
8. I can write a sentence. I can put in a **capital letter** and **full stop**.
9. I use phonics to help me spell.
10. I can spell a few common words.
11. I can write different kinds of stories.
12. I can put extra bits into my story.
13. I can use finger spaces.

CfE First Level 4-6

Pupil's Name: _____

My writing target:

My piece of writing should be at least about 100 words.

1. I can use interesting words. I must use at least 2 examples.
2. I can use connectives other than 'and' to join 2 or more simple sentences
(e.g. but, so, then, because...)
3. I can open my sentences in different ways **(e.g. Soon, At last, After, Then, Next, So...)**
4. I can use **full stops** and **capital letters**. I will try to use **question marks** and **commas**.
5. I can spell most common words correctly.
6. I will use phonics to help me spell words.
7. My writing has a **beginning, middle** and **end**.
8. I can give enough information or description to interest the reader.
9. I can attempt to make writing lively and interesting.
10. I can use the correct layout for my writing. **(e.g. letter, instructions)**
11. I can use the words; **last time, also, after, then, soon, at last, and another thing**, in my writing.
12. I can use words to show feelings in my personal writing. I can use suitable language in functional writing.
13. I can use adjectives and descriptive phrases.
14. My handwriting is neat and tidy.

CfE Second Level 1-3

Pupil's Name: _____

My writing target:

My piece of writing should be at least about 200 – 250 words.

1. I can use interesting words. I must use at least 3 examples.
2. I can use different connectives to link sentences (e.g. when, because, if, after, while, also, as well, although, before, besides, until ...).
3. I can always vary sentence openings to make my stories interesting e.g. I must use better words than I, He, She.
4. I can use **full stops, commas, and question marks**. I am trying to use exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes.
5. I can spell most of my common words correctly.
6. I can spell most familiar words accurately.
7. My stories are sequenced correctly.
8. I can write in different functional, personal and imaginative Ways. (e.g. letters –formal and informal, reports, diaries, dialogue).
9. I can choose adjectives and descriptive phrases for detail and emphasis. (The **wicked** wolf. The **malicious** wolf.)
10. I can make writing lively and interesting. I can change the length of my sentences.
11. I can give information about character or setting or making a series of points.
12. I can link ideas and events in a clear sequence so to that my writing makes sense (**e.g. last time, also, after, then, soon, at last, another thing, as well as, to add to this, later, firstly, lastly, often ...**)
14. I can use some words to express feelings and emotions in personal writing. I can use appropriate language in functional writing.
15. My nouns and verbs agree.
16. I can try to use paragraphs to show beginning, middle and end.
17. My handwriting is accurate and neat. I am beginning to join my Letters.

CfE Second Level 4-6

Pupil's Name: _____

My writing target:

My piece of writing should be at least about 250 – 350 words.

1. I can use interesting words or phrases to continue and develop ideas. I must use at least 4 examples.
2. I can attempt to use a range of connectives (e.g. although, however, nevertheless, since, in order to, contrary to, ...).
3. I can attempt to use a range of openers (e.g. words ending in **"ing"**, **"ed"**, **"ly"** and **connectives as openers**. (E.g. "Thoughtfully, I watched the stars...", "Smiling, she embraced me...")
4. I can use **full stops, commas and question marks** accurately and I experiment with other punctuation for effect, (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes).
5. I can spell all common words correctly.
6. I can spell all familiar words accurately.
7. I can link and relate events/points in my writing so that my writing makes sense. (e.g. afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this...)
8. I can consistently use the appropriate form to suit the purpose of the task. (e.g. formal and informal letter, report, diary, dialogue, narrative)
9. I can deliberately choose adjectives and/or adverbs for detail and description (E.g. The bad child. The despicable child.)
10. I can write in a lively and clear way and I can make my sentences different lengths.
11. I can try to use more than one paragraph.
13. I can use language to express feelings or emotions (may be implicit).
14. I can attempt to give opinion, interest or humour through detail.
15. I can use correct grammatical structures.
16. I can organise ideas appropriately for both purpose and reader, e.g. captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information ...).
17. I can use general words for style (e.g. sometimes, never, always, often, even, in addition...).
18. My handwriting is accurate, consistent and linked.

CfE Third Level

Pupil's Name: _____

My writing target:

My piece of writing should be at least about 350 – 500 words.

1. I can use ambitious and adventurous language and include adjectives and adverbs for description. I must use at **least** 5 examples.
2. I can use a range of connectives confidently and accurately, (e.g. furthermore, moreover, similarly, yet despite, whereas...).
3. I can use openers using words ending in **"ing", "ed", "ly"**. I can also use connectives as openers. (E.g. "Panicking, she corrected the writing...", "Stunned, he accepted his prize...")
4. I can **use a wide range of punctuation accurately and to create effect** (e.g. full stops, commas, question marks, exclamation marks, inverted commas, ellipsis, dashes, brackets, colons, semi-colons and apostrophes).
5. **Almost all** of my spelling is correct.
6. I can confidently link events/points in my writing (e.g. subsequently, before, also, after a while, eventually, moreover, furthermore, in addition to this, on the contrary...).
7. I can write for different purposes.
8. I can write in a lively and coherent way with confidence using different sentence lengths.
9. I can organise ideas appropriately for both purpose and reader **as appropriate to task** (e.g. captions, headings, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information).
10. I can develop ideas in creative and interesting ways (including the development of characters, description of setting and exploration of feelings or emotions) **OR** I can produce thoughtful and considered writing as appropriate to task (e.g. providing explanation, opinion, justification and / or deduction, effective introductions and conclusions...)
12. I can use simple grammatical structures confidently and can attempt to use grammatically complex structures (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...' / subordinating clauses – 'I felt better when...' / '...who taught me the guitar').
11. I can use nouns, pronouns and tenses accurately and consistently throughout.
13. I can use paragraphs confidently and accurately.
14. My handwriting is accurate, consistent and linked.