


Writing: Instructional Success Criteria (Levels 1–3)


	Level 1	Level 2	Level 3
Requirements	I can:	In a limited and specified range of forms, I can:	In a range of specified forms and for specified audiences and purposes, I can:
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	a. talk to my teacher or classmates about what I am going to write in my instructions talk to my teacher or classmates about how I am going to write my instructions b. check my writing and make changes to make it better <i>(This may include feedback from the teacher and/or self and peer assessment based on the success criteria.)</i>	a. talk about and plan my instructions using a writing frame try to use ideas from my plan when writing my instructions b. improve my work by making changes linked to the success criteria
2 Content Organisation	a. use simple sentences, pictures or words to write my instructions	a. use my own ideas to write instructions <i>(This will be within the pupil's experience.)</i> use words related to the instructions <i>(This will also include vocabulary relevant to the topic.)</i> b. use a writing frame to help me set out my instructions correctly and put them in the right order	a. use vocabulary relevant to instructions which allows me to express my ideas about how to do/make something b. write my instructions as a step by step guide in the agreed form <i>(This may include explaining how to do or make something in the correct sequence and may include use of numbered steps, use of time connectors, imperative, diagrams etc)</i> c. add appropriate and relevant vocabulary to make my instructions more interesting for the reader
3 Purpose Audience	Not Applicable	a. write in the form of instructions using a writing frame <i>(A writing frame is appropriate for use at this level. Pupils should use bossy verbs and time connectives such as first, then, next etc.)</i>	a. write appropriately in the given instructional writing form <i>(This may be in the form of a recipe, instructions for a game or how to make something.)</i>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know <i>(This will include sounds which the letters represent.)</i> b. use words which I know to help me write instructions c. write lower and upper case letters <i>(This should include evidence of some control over letter formation.)</i>	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my instructions	a. start sentences in different ways to make my instructions more interesting <i>(This may include the use of linking words to do with time such as, after, when, next, finally etc.)</i> b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i> use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs. In instructional writing, pupils should use the present tense and may begin a sentence with the use of a verb or adverb.)</i> c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i>



Writing: Instructional Success Criteria (Levels 3–5)



	Level 3	Level 4	Level 5
Requirements	In a range of specified forms and for specified audiences and purposes, I can:	In a range of forms, for different audiences and purposes, I can:	In a range of forms, for different audiences and purposes, including informal situations, I can:
1 Talk Plan Edit	<p>a. talk about and plan my instructions using a writing frame</p> <p>try to use ideas from my plan when writing my instructions</p> <p>b. improve my work by making changes linked to the success criteria</p>	<p>a. plan my writing independently and refer to my plan to help me</p> <p>b. improve my writing, taking account of feedback from my teacher/classmates</p> <p>redraft my work to improve my spelling, punctuation, content and meaning</p>	<p>a. redraft my work taking account of feedback to improve my instructions <i>(This should include technical accuracy, expression, structure and content.)</i></p>
2 Content Organisation	<p>a. use vocabulary relevant to instructions which allows me to express my ideas about how to do/make something</p> <p>b. write my instructions as a step by step guide in the agreed form <i>(This may include explaining how to do or make something in the correct sequence and may include use of numbered steps, use of time connectors, imperative, diagrams etc)</i></p> <p>c. add appropriate and relevant vocabulary to make my instructions more interesting for the reader</p>	<p>a. write my instructions using my own thoughts and ideas</p> <p>b. organise my instructions in the order in which things happened, using the agreed form so that they flow clearly</p> <p>c. write instructions that are detailed and easily understood</p> <p>use vocabulary specific to the instructions</p>	<p>a. use precise and relevant vocabulary to clearly convey the instructions to the reader <i>(This may include use of technical vocabulary when writing instructions for a game, or use of specific terms when writing a recipe.)</i></p> <p>b. compose instructions, maintaining structure and ensuring clarity throughout, using the appropriate form</p>
3 Purpose Audience	<p>a. write appropriately in the given instructional writing form <i>(This may be in the form of a recipe, instructions for a game or how to make something.)</i></p>	<p>a. select and use an appropriate form for instructions</p> <p>use language which appeals to the reader and makes the instructions more interesting <i>(Types of instructions may include, recipes, computer games, science experiments, sports' rules, how to build something etc.)</i></p>	<p>a. write instructions for the intended audience using the appropriate form</p> <p>use language appropriate to the form which has impact on the audience</p> <p>b. sustain the style appropriate to writing instructions and present the relevant information effectively <i>(This is likely to be an extended piece of writing and the style may be formal or informal depending on the purpose and intended audience.)</i></p>
4 Spelling Punctuation Grammar Handwriting	<p>a. start sentences in different ways to make my instructions more interesting <i>(This may include the use of linking words to do with time such as, after, when, next, finally etc.)</i></p> <p>b. use basic punctuation accurately <i>(This will include the use of capital letters, full stops, question marks and exclamation marks.)</i></p> <p>use basic grammar accurately <i>(This will include parts of speech such as nouns, verbs, adjectives and adverbs. In instructional writing, pupils should use the present tense and may begin a sentence with the use of a verb or adverb.)</i></p> <p>c. use spelling strategies to help me spell familiar and topic related words correctly</p> <p>d. produce handwriting which is correctly formed <i>(This should be consistent in size.)</i></p>	<p>a. write interesting sentences in my instructions</p> <p>use linking words to improve sentence structure</p> <p>b. use commas, speech marks and apostrophes accurately in my instructions</p> <p>c. use the present tense appropriately when writing instructions</p> <p>spell the majority of commonly used words accurately</p>	<p>a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly</p> <p>b. use more advanced punctuation in an accurate and proficient way to enhance my writing <i>(This will include consistent use of accurate punctuation.)</i></p> <p>c. ensure my grammar and spelling are accurate throughout my instructions</p>



	WRITING: INSTRUCTIONAL Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to write my instructions	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to help me write instructions	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>





	WRITING: INSTRUCTIONAL Level 1: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I want to write	<input checked="" type="checkbox"/>
2 Content Organisation	a. use simple sentences, pictures or words to write my instructions	<input type="checkbox"/>
3 Purpose Audience	Not Applicable	<input type="checkbox"/>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know	<input type="checkbox"/>
	b. use words which I know to help me write instructions	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>



	WRITING: INSTRUCTIONAL Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write in my instructions talk to my teacher or classmates about how I am going to write my instructions b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write instructions use words related to the instructions b. use a writing frame to help me set out my instructions correctly and put them in the right order	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the form of instructions using a writing frame	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my instructions	<input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: INSTRUCTIONAL Level 2: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a limited and specified range of forms, I can:	
1 Talk Plan Edit	a. talk to my teacher or classmates about what I am going to write in my instructions talk to my teacher or classmates about how I am going to write my instructions b. check my writing and make changes to make it better	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use my own ideas to write instructions use words related to the instructions b. use a writing frame to help me set out my instructions correctly and put them in the right order	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write in the form of instructions using a writing frame	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. use capital letters and full stops in my sentences b. spell and write words which I know so that they can be read and understood c. produce handwriting which can be easily read within my instructions	<input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: INSTRUCTIONAL Level 3: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of specified forms and for specified audiences and purposes, I can:	
1 Talk Plan Edit	a. talk about and plan my instructions using a writing frame try to use ideas from my plan when writing my instructions b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use vocabulary relevant to instructions which allows me to express my ideas about how to do/ make something b. write my instructions as a step by step guide in the agreed form c. add appropriate and relevant vocabulary to make my instructions more interesting for the reader	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given instructional writing form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my instructions more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar words and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



	WRITING: INSTRUCTIONAL Level 3: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of specified forms and for specified audiences and purposes, I can:	
1 Talk Plan Edit	a. talk about and plan my instructions using a writing frame try to use ideas from my plan when writing my instructions b. improve my work by making changes linked to the success criteria	<input type="radio"/> <input type="radio"/>
2 Content Organisation	a. use vocabulary relevant to instructions which allows me to express my ideas about how to do/ make something b. write my instructions as a step by step guide in the agreed form c. add appropriate and relevant vocabulary to make my instructions more interesting for the reader	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. write appropriately in the given instructional writing form	<input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. start sentences in different ways to make my instructions more interesting b. use basic punctuation accurately use basic grammar accurately c. use spelling strategies to help me spell familiar words and topic related words correctly d. produce handwriting which is correctly formed	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>





 Requirements/ Key Skills	WRITING: INSTRUCTIONAL Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1 Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. write my instructions using my own thoughts and ideas b. organise my instructions in the order in which things happened, using the agreed form so that they flow clearly c. write instructions that are detailed and easily understood use vocabulary specific to the instructions	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. select and use an appropriate form for instructions use language which appeals to the reader and makes the instructions more interesting	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write interesting sentences in my instructions use linking words to improve sentence structure b. use commas, speech marks and apostrophes accurately in my instructions c. use the present tense appropriately when writing instructions spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



 Requirements/ Key Skills	WRITING: INSTRUCTIONAL Level 4: What I need to do In a range of forms, for different audiences and purposes, I can:	Self/Peer Assessment 
1 Talk Plan Edit	a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher/classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Content Organisation	a. write my instructions using my own thoughts and ideas b. organise my instructions in the order in which things happened, using the agreed form so that they flow clearly c. write instructions that are detailed and easily understood use vocabulary specific to the instructions	<input type="radio"/> <input type="radio"/>
3 Purpose Audience	a. select and use an appropriate form for instructions use language which appeals to the reader and makes the instructions more interesting	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write interesting sentences in my instructions use linking words to improve sentence structure b. use commas, speech marks and apostrophes accurately in my instructions c. use the present tense appropriately when writing instructions spell the majority of commonly used words accurately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: INSTRUCTIONAL Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my instructions	<input type="radio"/>
2 Content Organisation	a. use precise and relevant vocabulary to clearly convey the instructions to the reader b. compose instructions, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
3 Purpose Audience	a. write instructions for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience b. sustain the style appropriate to writing instructions and present the relevant information effectively	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly b. use more advanced punctuation in an accurate and proficient way to enhance my writing c. ensure my grammar and spelling are accurate throughout my instructions	<input type="radio"/> <input type="radio"/> <input type="radio"/>

	WRITING: INSTRUCTIONAL Level 5: What I need to do	Self/Peer Assessment
Requirements/ Key Skills	In a range of forms, for different audiences and purposes, including informal situations, I can:	
1 Talk Plan Edit	a. redraft my work taking account of feedback to improve my instructions	<input type="radio"/>
2 Content Organisation	a. use precise and relevant vocabulary to clearly convey the instructions to the reader b. compose instructions, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="radio"/>
3 Purpose Audience	a. write instructions for the intended audience using the appropriate form use language appropriate to the form which has impact on the audience b. sustain the style appropriate to writing instructions and present the relevant information effectively	<input type="radio"/> <input type="radio"/>
4 Spelling Punctuation Grammar Handwriting	a. write sentences of varying lengths and structure, including the use of clauses, to convey meaning clearly b. use more advanced punctuation in an accurate and proficient way to enhance my writing c. ensure my grammar and spelling are accurate throughout my instructions	<input type="radio"/> <input type="radio"/> <input type="radio"/>