



Writing: Report 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 report talk to my teacher or classmates about how I am going to write my report 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 report using a writing frame try to use ideas from my plan when writing my report 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 report	a. use my own ideas to write a report <i>(This will be within the pupil's experience.)</i> use words related to the topic I am writing about b. use a writing frame to help me set out my report correctly	a. use vocabulary relevant to report writing, which allows me to give information about my topic b. structure my report in the agreed form <i>(Include a title, introduction, paragraphs, diagrams and pictures.)</i> c. add appropriate and relevant vocabulary to make my report more interesting for the reader
3 Purpose Audience	Not Applicable	a. write a report using a writing frame <i>(A writing frame is appropriate for use at this level and pupils should include a simple title that clearly tells the reader what the report is about.)</i>	a. write appropriately in the given report writing form <i>(This may be in the form of a magazine article or information leaflet.)</i>
4 Spelling Punctuation Grammar Handwriting	a. try to write words using the sounds of letters I know <i>(This will include sounds that the letters represent.)</i> b. use words that I know to help me write my report 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 that I know so they can be read and understood c. produce handwriting that can be easily read in my report	a. start sentences in different ways to make my report more interesting 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. A non-chronological report is written in the present tense.)</i> c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting that is correctly formed <i>(This should be consistent in size.)</i>

Writing: Report 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	<ul style="list-style-type: none"> a. talk about and plan my report using a writing frame try to use ideas from my plan when writing my report b. improve my work by making changes linked to the success criteria 	<ul style="list-style-type: none"> a. plan my writing independently and refer to my plan to help me b. improve my writing, taking account of feedback from my teacher or classmates redraft my work to improve my spelling, punctuation, content and meaning 	<ul style="list-style-type: none"> a. redraft my work taking account of feedback to improve my report <i>(This should include technical accuracy, expression, structure and content.)</i>
2 Content Organisation	<ul style="list-style-type: none"> a. use vocabulary relevant to report writing, which allows me to give information about my topic b. structure my report in the agreed form <i>(Include a title, introduction, paragraphs, diagrams and pictures.)</i> c. add appropriate and relevant vocabulary to make my report more interesting for the reader 	<ul style="list-style-type: none"> a. write my report using my own thoughts and ideas <i>(This will involve researching ideas and information related to the topic.)</i> b. organise my report using paragraphs so that it flows clearly <i>(New paragraphs may start with a subheading telling you what information you can expect to find there.)</i> c. write a detailed report that is easily understood use appropriate, technical vocabulary specific to the topic of the report 	<ul style="list-style-type: none"> a. use precise and relevant vocabulary to clearly convey the information in my report to the reader <i>(This will include the use of technical vocabulary and facts rather than opinions.)</i> b. compose an extended report, maintaining structure and ensuring clarity throughout, using the appropriate form <i>(This will include the appropriate use of paragraphs.)</i>
3 Purpose Audience	<ul style="list-style-type: none"> a. write appropriately in the given report writing form <i>(This may be in the form of a magazine article or information leaflet.)</i> 	<ul style="list-style-type: none"> a. select and use an appropriate form for the report use language that appeals to the reader and makes the report more interesting 	<ul style="list-style-type: none"> a. write a report for the intended audience using the appropriate form use language appropriate to the form that has impact on the audience b. sustain the style appropriate to writing a report 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>
4 Spelling Punctuation Grammar Handwriting	<ul style="list-style-type: none"> a. start sentences in different ways to make my report more interesting 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. A non-chronological report is written in the present tense.)</i> c. use spelling strategies to help me spell familiar and topic related words correctly d. produce handwriting that is correctly formed <i>(This should be consistent in size.)</i> 	<ul style="list-style-type: none"> a. write interesting sentences to enhance my report use linking words to improve my sentence structure or to give more information about a subject <i>(This may include words and phrases such as because, so, this means.)</i> b. use commas, speech marks and apostrophes accurately in my report c. use tenses appropriately when writing a report <i>(This will be mainly the present tense.)</i> spell the majority of commonly used words accurately 	<ul style="list-style-type: none"> 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 <i>(This will include consistent use of accurate punctuation.)</i> c. ensure my grammar and spelling are accurate throughout my report




 Requirements/ Key Skills	WRITING: REPORT 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 report	<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 that I know to help me write my report	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>



 Requirements/ Key Skills	WRITING: REPORT 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 report	<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 that I know to help me write my report	<input type="checkbox"/>
	c. write lower and upper case letters	<input type="checkbox"/>





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

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




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




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



WRITING: REPORT Level 4: What I need to do	Self/Peer Assessment
In a range of forms, for different audiences and purposes, I can:	
a. plan my writing independently and refer to my plan to help me	<input type="radio"/>
b. improve my writing, taking account of feedback from my teacher or classmates redraft my work to improve my spelling, punctuation, content and meaning	<input type="radio"/>
a. write my report using my own thoughts and ideas	<input type="radio"/>
b. organise my report using paragraphs so that it flows clearly	<input type="radio"/>
c. write a detailed report that is easily understood use appropriate, technical vocabulary specific to the topic of the report	<input type="radio"/>
a. select and use an appropriate form for the report	<input type="radio"/>
use language that appeals to the reader and makes the report more interesting	<input type="radio"/>
a. write interesting sentences to enhance my report	<input type="radio"/>
use linking words to improve my sentence structure or to give more information about a subject	<input type="radio"/>
b. use commas, speech marks and apostrophes accurately in my report	<input type="radio"/>
c. use tenses appropriately when writing a report	<input type="radio"/>
spell the majority of commonly used words accurately	<input type="radio"/>



	Requirements/ Key Skills	WRITING: REPORT Level 5: What I need to do In a range of forms, for different audiences and purposes, including informal situations, I can:	Self/Peer Assessment
1	Talk Plan Edit	a. redraft my work taking account of feedback to improve my report	<input type="checkbox"/>
2	Content Organisation	a. use precise and relevant vocabulary to clearly convey the information in my report to the reader b. compose an extended report, maintaining structure and ensuring clarity throughout, using the appropriate form	<input type="checkbox"/>
3	Purpose Audience	a. write a report for the intended audience using the appropriate form use language appropriate to the form that has impact on the audience b. sustain the style appropriate to writing a report and present the relevant information effectively	<input type="checkbox"/>
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 report	<input type="checkbox"/>



WRITING: REPORT Level 5: What I need to do In a range of forms, for different audiences and purposes, including informal situations, I can:	Requirements/ Key Skills	Self/Peer Assessment
1	Talk Plan Edit	<input type="checkbox"/>
2	Content Organisation	<input type="checkbox"/>
3	Purpose Audience	<input type="checkbox"/>
4	Spelling Punctuation Grammar Handwriting	<input type="checkbox"/>

