

QCA Assessment Focus	Sentence Structure and Spelling AF5 – vary sentences for clarity, purpose and effect AF8 – use correct spelling	Punctuation and Handwriting AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Text structure and organisation AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events AF4 – construct paragraphs and use cohesion within and between paragraphs	Composition and effect AF1 – write imaginative, interesting and thoughtful texts AF2 – produce texts which are appropriate to task, reader and purpose AF7 – select appropriate and effective vocabulary
NCAT3 Level 1	Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.			
1c	<p>Reliance on simple phrases and clauses</p> <p>Write some CVC words correctly (e.g. b-oa-t, sh-ee-p, ch-i-p)</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes</p>	<p>Some letters formed clearly</p> <p>Be aware of full stops</p> <p>Use punctuation to mark the end of a line rather than a sentence</p> <p>Attempt to use other punctuation marks</p> <p>Start a piece of writing with a capital letter</p> <p>Some commonly used letters are correctly shaped but still may be inconsistent in size and orientation</p> <p>Spacing between words and letters may vary</p>	<p>Produce recognisable letters, words or symbols to convey meaning</p> <p>Use simple words, phrases or captions</p> <p>Invent own compositions, which may need mediating to be understood</p>	<p>Mostly simple words, frequent repetition</p> <p>Attempt to write about familiar events</p> <p>Understand several different purposes for writing (e.g. <i>through role play or activities</i>)</p> <p>Use simple words to convey some meaning (frequent repetition e.g. of then/and)</p>
1b	<p>Some sentence like structures formed by chaining clauses together</p> <p>Usually correct spelling of high frequency single morpheme words</p> <p>Non-inflected grammatical words</p> <p>Use adjectives occasionally (e.g. big cat, red bus, green hair)</p> <p>Write meaningful words and phrases, some of them expressing ideas in sentence like structures</p> <p>Use a simple sentence structure</p> <p>Segment and spell words containing adjacent consonants (e.g. boost, champ, burnt)</p>	<p>Write some grammatically accurate clauses (e.g. <i>he went to the shop, he ran to the park</i>)</p> <p>Some awareness of use of full stops and capital letters</p> <p>Spaces between words</p> <p>A few ascenders/descenders and upper and lower case sometimes distinguished</p> <p>Use full stops in some writing</p> <p>Read writing back, with appropriate pauses</p> <p>Sometimes punctuate a sentence with both a full stop and capital letter</p> <p>Write letters using the correct sequence of movements</p> <p>Most letters clearly shaped</p> <p>Most letters correctly orientated</p>	<p>Simple connections between ideas, events, e.g. repeated nouns, pronouns</p> <p>Show some control over word/events and ideas order</p> <p>Link ideas with 'and'</p> <p>Another person is able to read writing with some mediation</p>	<p>Basic information and ideas conveyed through topic related word choice</p> <p>Little descriptive language</p> <p>Use some topic related words</p> <p>Write simple words and phrases which communicate ideas</p> <p>Attempt simple, familiar forms, e.g. recounts based on personal experience such as role play</p> <p>Produce ideas related to stories</p>
1a	<p>Choose some appropriate vocabulary relevant to subject matter</p> <p>Accurately spell most of the words in the list of 100 high frequency words (<i>Letters & Sounds phase 5</i>)</p> <p>For any given sound, write the common graphemes</p> <p>To use common graphemes in writing (e.g. /ai/ ay, a-e – phase 5 examples)</p>	<p>Mostly grammatically accurate clauses</p> <p>Full stops and capital letters are used more frequently and increasingly accurately</p> <p>Show some awareness of capital letters for proper nouns</p> <p>Letters have clear shape and orientation</p>	<p>Some formulaic phrases indicate start/end of text e.g. once upon a time, one day, the end</p> <p>Some events/ideas in appropriate order e.g. actions listed in time/sequence/items numbered</p> <p>Make some decisions about where to place writing on a page</p> <p>Another person is able to read writing without mediation</p> <p>Show evidence of simple structure in non-narrative writing</p> <p>Write a story which may have a beginning and one event</p>	<p>Some indication of basic purpose, particular form or awareness of reader e.g. story, label, message</p> <p>Story writing follows a simple structure</p> <p>Use phrases and statements to communicate ideas</p> <p>Writing reflects familiar themes and characters (e.g. <i>as a result of improvisation and role play</i>)</p> <p>Attempt a range of familiar forms, (e.g. <i>captions, lists and instructions</i>)</p>
NCAT3 Level 2	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.			
2c	<p>Some variation in sentence openings, e.g. not always starting with name or pronoun</p> <p>Mainly simple sentences with 'and' used to connect clauses</p> <p>Use simple conjunctions (e.g. <i>and, but</i> to connect clauses)</p> <p>Use sentence structures which are often speech like with repetition of pronouns and simple verbs</p> <p>Accurately use common alternative graphemes in writing (e.g. /ai/ ay, ey, eigh, a-e – phase 5 examples)</p> <p>Accurately spell phonically decodable two and three syllable words</p>	<p>Letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters</p> <p>Use a full stop and capital letter to punctuate a passage involving more than one sentence</p> <p>Begin to use other punctuation e.g. question marks</p>	<p>Make sure ideas are developed in short sections</p> <p>Begin to sequence and connect content</p> <p>Use clear beginning, middle and end</p> <p>Show some characteristics of narrative writing, but the form may not be sustained</p>	<p>Some basic purpose established, e.g. main features of a story</p> <p>Simple, often speech-like vocabulary conveys relevant meanings</p> <p>Communicate meaning beyond a simple statement</p> <p>Write simple captions, lists and instructions</p> <p>Have some awareness that a reader needs to understand writing</p> <p>Use some words chosen for effect</p> <p>Use vocabulary which is appropriate to the subject matter</p>
2b	<p>Past and present tense generally consistent</p> <p>Usually correct spelling of:</p> <ul style="list-style-type: none"> high frequency grammatical function words (e.g. expressing grammatical relationships – prepositions, conjunctions, pronouns) high frequency, single morpheme words (root words) (e.g. <i>play+ed, play+er</i>) <p>Vary sentence beginnings and word choice</p> <p>Use extended simple sentences accurately (e.g. including adverbs and adjectives)</p> <p>Accurately use conjunctions to join related clauses forming compound sentences with <i>and, but, if</i></p> <p>Write own questions</p>	<p>Sentence structure mostly grammatically correct</p> <p>Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words</p> <p>Use some correct capital letters, full stops, question marks when writing several sentences</p>	<p>Ideas in sections grouped by content, some linking by simple pronouns</p> <p>Some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers</p> <p>Openings and/or closings sometimes signalled</p> <p>Begin to show elements of story or sequential structure</p> <p>Writing organisation relates to the purpose, although it is not always logical</p> <p>Communicate meaning using narrative structure with some consistency (e.g. <i>developing a simple five part narrative structure</i>)</p>	<p>Use appropriate features of the given form</p> <p>Mostly relevant ideas and content, sometimes repetitive or sparse</p> <p>Simply describe character</p> <p>Include enough detail to interest the reader, but may assume reader knowledge</p> <p>Attempt some varied vocabulary to create detail.</p> <p>Choose vocabulary for effect and interest</p> <p>Use noun phrases that are simple in vocabulary and structure (e.g. <i>little old lady</i>)</p>
2a	<p>Use appropriate connectives to structure ideas logically</p> <p>Use descriptive words and phrases</p> <p>Express ideas clearly using simple and compound sentences</p> <p>Use simple time connectives to support chronology in writing (then, after, first)</p> <p>Add suffixes to regular verbs (e.g. add s, ed, ing, ly – phase 6 examples)</p>	<p>Sentence demarcation with capital letters and full stops usually accurate (e.g. <i>in at least half of my writing</i>)</p> <p>Some accurate use of question marks and exclamation marks, and commas in lists</p>	<p>Write a mainly chronological story, sequencing events and providing some detail of either characterisation or setting</p> <p>Develop characteristic forms of narrative (e.g. <i>traditional tales</i>)</p> <p>Links between ideas and events which are clear</p> <p>Using simple past and present tense with increasing accuracy</p>	<p>Some attempts to adopt appropriate style</p> <p>Brief comments, questions about events or actions suggest viewpoint</p> <p>Some adventurous word choices, e.g. opportune use of new vocabulary</p> <p>Some apt word choices create interest (e.g. <i>write in a lively way that holds the reader's interest</i>)</p> <p>Write clear links between ideas or events</p> <p>Write a well-paced narrative</p> <p>Use adverbs to modify verbs</p> <p>Communicate meaning in a variety of ways (e.g. <i>diagram, notes, on screen</i>)</p> <p>Develop the use of story language (e.g. <i>'suddenly'</i>)</p> <p>Use descriptive phrases to add interest</p> <p>Choose interesting vocabulary for effect</p>
NCAT3 Level 3	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.			
3c	<p>And, but, so are the most common connectives, subordination occasionally</p> <p>Correct spelling of grammatical function words</p> <p>Use simple and compound sentences with simple conjunctions e.g. <i>the cat meowed and purred (simple sentence with conjunction); the cat meowed so the dog barked (compound sentence with conjunction)</i></p> <p>Use pronouns sometimes to avoid repetition e.g. <i>it, he, they, she</i></p> <p>Begin to use ways other than the subject to start sentences e.g. <i>Today, I ate a cake</i></p> <p>Spell accurately regular phonic and common words</p> <p>Attempt to spell unfamiliar words using strategies such as</p> <ul style="list-style-type: none"> - phonemic (<i>sound</i>), - morphemic (<i>units of meaning within words e.g. cow and boy is cowboy</i>) - etymological (<i>word origin</i>). 	<p>Accurately use commas in lists</p> <p>Correctly demarcate at least half the sentences with full stops, capital letters and some question/exclamation marks</p> <p>Show examples of direct speech which may not be appropriately punctuated</p> <p>Use some joined handwriting, but this may distract from the overall regularity/flow</p>	<p>Openings and closings of text usually signalled</p> <p>Some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised</p> <p>some attempts to organise with related points placed next to each other</p> <p>Show some consistency with the use of the first and third person</p> <p>Use a range of past tense forms (e.g. simple – 'I looked', continuous – 'I was looking' and perfect – 'I have looked')</p> <p>Build up a sequence of relevant events with a simple conclusion or appropriate ending</p> <p>Use two or more events chronologically sequenced showing some relationship to each other though this may be tenuous</p> <p>Use description to convey characters and events</p>	<p>Some appropriate ideas and content included</p> <p>Main features of a selected form sometimes signalled to the reader</p> <p>Purpose established at a general level</p> <p>Simple, generally appropriate vocabulary used, limited in range</p> <p>Choose some words or phrases showing some awareness of the reader</p> <p>Describe the character including feelings though the setting may not be developed</p> <p>Intend to be humorous or create suspense</p> <p>Use simple noun phrases with a greater range of vocabulary e.g. <i>a lot of money; my younger sister; the best team in the world</i></p>
3b	<p>Some limited variation in use of tense and verb forms, not always secure</p> <p>Reliance mainly on simply structured sentences, variation with support e.g. some complex sentences</p> <p>Correct spelling of common/lexical words with more than one morpheme, including compound words</p> <p>Use a limited variety of sentence openings to avoid repetition (e.g. <i>then, next</i>)</p> <p>Usually have correct subject and verb agreement (<i>was/were</i>)</p> <p>Use a variety of conjunctions to clarify relationship between ideas (e.g. <i>but, so, when, because, while</i>)</p> <p>Spell most common polysyllabic words correctly (e.g. <i>simple words with prefixes</i>)</p> <p>Attempt to spell unfamiliar polysyllabic words using known conventions and rules</p>	<p>Straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks</p> <p>Some limited use of speech punctuation</p> <p>Legible style shows accurate and consistent letter formation, sometimes joined</p> <p>Understand the function of commas other than in lists and speech marks and recognise them in text though not accurately used in their writing</p> <p>Handwriting is regular with some flow and movement</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Some attempts to sequence ideas or material logically</p> <p>Within paragraphs/sections, some links between sentences e.g. use of pronouns or of adverbials</p> <p>Use past and present tense appropriately and consistently</p> <p>Sequence relevant events with a suitable resolution</p> <p>Inter-relate beginning, middle and ending</p> <p>Sequence sentences logically to extend ideas</p> <p>Show main features of story structure to organise events (narrative)</p> <p>Some attempt to organise ideas with related points placed next to each other (non-narrative)</p> <p>Relate events to one another though this might not be well paced</p> <p>Convey characters and events through precise vocabulary choices in description or dialogue</p>	<p>Some attempt to elaborate on basic information or events e.g. nouns expanded by simple adjectives (e.g. <i>she looked at me strangely</i>)</p> <p>Some words selected for effect or occasion</p> <p>Convey characters and events through some effective vocabulary choices</p> <p>Develop characterisation and/or setting through inclusion aspects of:</p> <ul style="list-style-type: none"> - detail - speech - description of setting - feelings or motives <p>Use imaginative details to entertain, amuse and create tension</p> <p>Use elements of an increasing range of genre language appropriately</p> <p>Use adjectives and adverbs to add to description</p>

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3a	<p>Use connectives effectively to guide events (<i>time and causal connectives</i>)</p> <p>Use simple and compound sentences with a wider range of conjunctions e.g. <i>either, both, until, although</i></p> <p>Begin to use some complex sentences e.g. <i>After running for the bus, I collapsed on the seat.</i></p> <p><i>Spell polysyllabic words containing common prefixes and suffixes correctly e.g. Some phonetically plausible attempts at content/lexical words (topic based nouns)</i></p>	<p><i>Comma splicing evident, particularly in narrative (e.g. Jim usually gets on with everybody, he is an understanding person should be Jim usually gets on with everybody because he is an understanding person)</i></p> <p>Correctly demarcate most sentences with full stops, capital letters, question/exclamation marks and commas in a list</p> <p>Use inverted commas to indicate beginning and end of direct speech</p> <p>Use and experiment with a range of punctuation, although not always accurately e.g. <i>brackets, semi-colon, colon and dash</i></p>	<p><i>Movement between paragraphs/sections sometimes abrupt or disjointed</i></p> <p>Use an ending which concludes the narrative effectively</p> <p>Attempt to pace events well</p> <p>Attempt to sequence ideas or material logically and show events are clearly related</p> <p>Use line breaks to signify changes of events or time</p> <p>Manage more complex ideas and structure</p> <p>Use first or third person consistently and accurately</p> <p>Some variation in use of tense and verb forms, not always secure</p> <p>Include description of narrator's or character's reaction to events</p>	<p><i>Attempt to adopt viewpoint (narrator comments on characters or events – narrative) though often not maintained or inconsistent e.g. attitude expressed but with little elaboration</i></p> <p><i>Some attempts at appropriate style, with attention to the reader</i></p> <p>Describe settings</p> <p>Create characters with some interactions</p> <p>Use precise vocabulary that is lively and imaginative which is intended to amuse, entertain or create tension</p> <p>Sustain the attempt to create humour or suspense</p> <p>Expand noun phrases and use some adverbial phrases (e.g. <i>said quietly</i>)</p> <p>Begin to use the appropriate register of tone (e.g. formal or informal)</p>
NCAT3 Level 4	<p>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.</p>			
4c	<p><i>Use some variety in length, subject or structure of sentences</i></p> <p><i>Correct spelling of most common grammatical function words, including adverbs with ly formation</i></p> <p>Continue to experiment with complex sentences to clarify relationships in time and place</p> <p>Use a range of connectives appropriately</p> <p>Use pronouns to avoid repetition and enhance the flow of writing</p> <p>Correct spelling of most past and present tense and plurals</p> <p>Spell polysyllabic words that conform to regular patterns using known conventions and rules</p> <p>Correct spelling on contracted words using apostrophes (e.g. <i>couldn't, haven't should've</i>)</p>	<p><i>Sentences are demarcated accurately throughout the text including question marks</i></p> <p><i>Use commas in a list and occasionally to mark clauses although not always accurately</i></p> <p><i>Sometimes use commas to separate phrases or clauses, although not always accurately</i></p> <p>Use speech punctuation (inverted commas) correctly with a new line for each speaker</p> <p>Use all basic punctuation correctly most of the time (i.e. <i>full stops, capital letters, question and exclamation marks</i>)</p> <p>Use the apostrophe for omission</p> <p>Write in a generally consistent and fluent way with letters and words appropriately placed</p>	<p><i>Ideas organised by clustering related points or by time sequence</i></p> <p><i>Paragraphs/sections help to organise content, e.g. main idea usually supported or elaborated by following sentences</i></p> <p><i>Ideas are organised simply with a fitting opening and closing, sometimes link</i></p> <p>Opening, development and conclusion of story are logically related</p> <p>Use paragraphs to make text coherent (transition between paragraphs may still be awkward)</p> <p>Develop the resolution to an appropriate length</p> <p>Maintain relationship between events</p>	<p><i>Main purpose of writing is clear but not always consistently maintained</i></p> <p><i>Some evidence of deliberate vocabulary choices</i></p> <p><i>Relevant ideas and content chosen</i></p> <p>Use elements of an increasing range of genre language appropriately to entertain as well as inform</p> <p>Adopt a style of writing even if it is not sustained</p> <p>Present a point of view and link points persuasively</p> <p>Use ambitious and adventurous vocabulary, but not always accurately</p> <p>Develop characters through description and/or dialogue</p> <p>Include significant interaction between characters</p> <p>Use language to inform reader's understanding of a character or an event</p> <p>Describe settings in some detail</p> <p>Use adverbial phrases to give clarity to the account</p> <p>Use expanded noun phrases to add interest and detail</p>
4b	<p><i>Correct spelling of regularly formed content/lexical words, including those with multiple morphemes</i></p> <p><i>Most past and present tense inflections, plurals</i></p> <p><i>Use of some subordinating connectives e.g. if, when, because throughout the text</i></p> <p>Use complex sentence structure more confidently</p> <p>Use a wider range of sentence connectives to develop meaning e.g. <i>if, when, rather than, although, however</i></p> <p>Ensure pronouns and tenses are generally consistent</p> <p>Extend meaning through grammatically complex sentences</p> <p>Spell most words correctly, including polysyllabic words that contain unstressed vowels (e.g. <i>different, interested, secretary, jewellery</i>)</p> <p>Common homophones used with consistent accuracy (e.g. <i>their/there/they're, your/you're</i>)</p>	<p><i>Speech marks to denote speech generally accurate with some other speech punctuation</i></p> <p>Use commas to separate phrases or clauses with more confidence</p> <p>Use speech punctuation (inverted commas) correctly with a new line for each speaker with some other speech punctuation</p> <p>Write in a consistent and fluent way with letters and words appropriately placed</p>	<p><i>Within paragraphs/sections limited range of connections between sentences, e.g. over-use of 'also' or pronouns</i></p> <p><i>Ideas or material generally in logical sequence but overall direction of writing not always signalled</i></p> <p>Build events to a climax</p> <p>Sometimes link paragraphs effectively</p> <p>Writing is well paced and events are logically related</p> <p>Use shifts in time and place to help shape the story and guide the reader through the text</p> <p>Give characters some significant interaction (e.g. through well organised dialogue)</p> <p>Use setting to create mood</p>	<p><i>Main features of selected form are clear and appropriate to purpose</i></p> <p><i>Some ideas and material developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases</i></p> <p><i>Some expansion of general vocabulary to match topic</i></p> <p>Able to write in most genres demonstrating control of most key features</p> <p>Have a clear sense of audience</p> <p>Create detailed settings and characters with significant interaction between them</p> <p>Show characterisation through direct or reported speech</p> <p>Maintain narrator's and character's viewpoint</p> <p>Ideas and content are sustained and developed using interesting and lively language</p> <p>Add details to engage the reader's interest through establishment of moods and feelings</p> <p>Use imaginative detail and precise vocabulary for effect</p> <p>Use adverbials and expanded noun phrases to engage as well as inform</p> <p>Use adjectives and adverbs carefully for effect</p>
4a	<p><i>Some variation, generally accurate, in tense and verb forms</i></p> <p>Write with a variety of simple, compound and complex sentences to create effects</p> <p>Begin to experiment with the position of subordinate clauses to create effect</p> <p>Spell increasing range of words with more complex prefixes and suffixes with accuracy (e.g. <i>auto, trans, tele, tion, sion</i>)</p>	<p>Use commas to separate phrases or clauses <i>accurately</i></p> <p>Experiment with a wider range of punctuation, e.g. <i>brackets, dashes, colon, semi-colon</i></p> <p>Use speech marks (inverted commas) with confidence in sentences (e.g. for reported speech and internal character dialogue)</p> <p>Use apostrophe for both omission and singular possession</p>	<p><i>Some attempts to establish simple links between paragraphs/sections not always maintained, (e.g. cohesion between paragraphs – furthermore, notwithstanding)</i></p> <p>Ensure narrative has structure and a convincing resolution</p> <p>Develop paragraphs around a sentence or idea</p> <p>Use characterisation to move the story forward</p> <p>Use elements of dialogue, action and description that are varied and clear</p> <p>Use characters actions that are linked to key events</p>	<p><i>Style generally appropriate to task, though awareness of reader not always sustained</i></p> <p><i>Straightforward viewpoint generally established and maintained, e.g. writing in role or maintaining a consistent stance</i></p> <p>Write narratives which may have a twist at the end</p> <p>Use elements of description, action and characterisation that are well developed and may be interwoven</p> <p>Choose words and phrases precisely to add shades of meaning and add interesting information</p> <p>Begin to experiment with different techniques (e.g. <i>opening with action, time-slip etc.</i>)</p> <p>Ensure main character(s) thoughts and emotions are included and commented on</p> <p>Write with clarity and an impersonal style</p> <p>Use stylistic devices, e.g. <i>simile, metaphor, alliteration, personification</i></p>
NCAT3 Level 5	<p>Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</p>			
5c	<p><i>Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis (e.g. through the use of active/passive voice)</i></p> <p><i>Correct spelling of grammatical function words; almost all inflected words (e.g. consistent use of plurals and tenses); most derivational suffixes and prefixes; most content lexical words (e.g. happy/unhappy/happiness)</i></p> <p>Spell words with complex regular patterns accurately</p> <p>Show some control of complex sentences and understand their effect on the reader</p> <p>Use some grammatically complex sentences (i.e. <i>is able to position and punctuate subordinate clauses</i>)</p>	<p><i>Syntax and punctuation within the sentence used accurately including commas to mark clauses though some errors occur where ambitious structures are attempted</i></p> <p>Demarcate almost all sentences correctly</p> <p>Use commas and inverted commas appropriately</p> <p>Use a wider range of punctuation</p> <p>Write in a joined, clear and fluent style and, where appropriate, adapt my writing to a range of tasks</p>	<p><i>Material is structured clearly with sentences organised into appropriate paragraphs e.g. a planned and coherent series of paragraphs</i></p> <p><i>Paragraphs clearly structure main ideas across text to support purpose, e.g. clear chronological or logical links between paragraphs</i></p> <p>Interweave elements of dialogue, action and description within paragraphs</p> <p>Manipulate pace and setting to reflect mood</p> <p>Show characters are developed and use direct and reported speech to move the story forward</p> <p>Support arguments with detail</p>	<p><i>Relevant ideas and material developed with some imaginative detail</i></p> <p><i>Reasonable wide vocabulary used though not always appropriately</i></p> <p>Use a variety of narrative techniques, e.g. beginning with action or dialogue, characterisation developed through commenting on thoughts and feelings, meaning clearly communicated through carefully chosen vocabulary</p> <p>Use elements of description, action and characterisation together</p> <p>Show awareness of audience and purpose and maintain it throughout writing</p> <p>Use a more formal tone with confidence when appropriate</p> <p>Show some contrast between colloquial or standard English</p>
5b	<p><i>Use a wider range of connectives to clarify relationship between ideas, e.g. although, on the other hand, meanwhile</i></p> <p>Manipulate clauses to achieve different effect</p> <p>Use a variety of simple and complex sentences effectively</p> <p>Use a range of sentences for special effect showing development of individual writing style</p> <p>Write sentences in an appropriate style</p> <p>Secure use and understanding of spelling rules and their exceptions</p>	<p><i>Full range of punctuation used accurately to demarcate sentences including speech punctuation</i></p> <p>Use a wide range of punctuation correctly with little omission</p> <p>Correctly demarcate sentences with intra-sentence punctuation e.g. dashes, parenthesis (brackets)</p> <p>Use a range of punctuation appropriately to add humour or enhance description</p>	<p><i>Links between paragraphs/sections generally maintained across whole text</i></p> <p><i>Development of material is effectively managed across text e.g. closings refer back to openings</i></p> <p>Link paragraphs effectively and within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i></p> <p>Make sure writing is well structured and clear and the chosen form is appropriate</p> <p>Manipulate plot sequence for effect (e.g. flashback or time shift)</p> <p>Interweave elements of dialogue, action and description within paragraphs and sentences</p> <p>Ensure writing shows control of the narrative commenting on the action or indicating the thoughts and feelings of characters</p>	<p><i>Development of ideas and material appropriately shaped for selected form, e.g. nominalisation for succinctness (active voice)</i></p> <p><i>Features of selected form clearly established with some adaptation to purpose e.g. cross genre</i></p> <p><i>Main purpose is clear and consistently maintained</i></p> <p><i>Choose (adventurous and precise) vocabulary for effect</i></p> <p>Include conflict or other devices such as flashback or time shift to sustain the reader's interest</p> <p>Make appropriate choices between colloquial and standard form</p> <p>Ensure viewpoint is well controlled e.g. encourage reader to sympathise with a particular character</p> <p>Comment on characters and events as author</p> <p>Make sure language is vivid and lively and chosen for effect and precision</p> <p>Ensure writing uses an appropriate range of figurative language to enhance the narrative</p>
5a	<p><i>Some features of sentence structure used to build up detail or convey shades of meaning e.g. variation in word order, expansions in verb phrases</i></p> <p>Use a range of sentence structures to create specific effects appropriate to the type of story/text type</p> <p>Write with secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects</p>	<p>Use a wide range of well controlled punctuation for effect and meaning</p> <p>Use a range of punctuation correctly to vary pace and clarify meaning in narration and direct speech</p> <p>Use commas within sentences to avoid ambiguity in relating elements and clauses</p> <p>Show evidence of effective use of colons or dashes to structure longer sentences</p>	<p><i>Overall direction of the text supported by clear links between paragraphs</i></p> <p>Vary the length and structure of paragraphs, still linking them effectively across the whole text</p> <p>Make relationships between characters fluid in narrative</p> <p>Control the train of events and ideas well – elements of dialogue, action and description are interwoven through the story</p> <p>Ensure the story is well constructed in appropriately chosen form and shows sophisticated and imaginative use of the chosen genre</p> <p>Show characterisation is connected to key events in the narrative and relationships between characters may change as a result of what happens to them in the story</p>	<p><i>Clear viewpoint established, generally consistent with some elaboration, e.g. some uneven development of individual voice or characterisation in role</i></p> <p><i>Appropriate style clearly established to maintain reader's interest throughout e.g. use a more formal style when necessary</i></p> <p>Develop themes and plots fully</p> <p>Sustain audience and purpose throughout writing</p> <p>Ensure detail and sequence are confidently managed to engage and sustain the reader's interest through the management of flashback, time shifts or conflicts</p> <p>Reflect on characters feelings and actions</p> <p>Use a range of varied vocabulary to create specific effects e.g. alliteration/patterning</p>