



	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> ◆ reliance mainly on simply structured sentences, variation with support, <i>e.g. some complex sentences</i> ◆ and, but, so are the most common connectives, subordination occasionally ◆ some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks ◆ some, limited, use of speech punctuation ◆ comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ some attempt to organise ideas with related points placed next to each other ◆ openings and closings usually signalled ◆ some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ some internal structure within sections of text <i>e.g. one-sentence paragraphs or ideas loosely organised</i> ◆ within paragraphs / sections, some links between sentences, <i>e.g. use of pronouns or of adverbials</i> ◆ movement between paragraphs / sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ some appropriate ideas and content included ◆ some attempt to elaborate on basic information or events, <i>e.g. nouns expanded by simple adjectives</i> ◆ attempt to adopt viewpoint, though often not maintained or inconsistent, <i>e.g. attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ purpose established at a general level ◆ main features of selected form sometimes signalled to the reader ◆ some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ simple, generally appropriate vocabulary used, limited in range ◆ some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> ◆ correct spelling of ⇒ some common grammatical function words ⇒ common content/lexical words with more than one morpheme, including compound words ◆ likely errors: ⇒ <i>some inflected endings, e.g. past tense, comparatives, adverbs</i> ⇒ <i>some phonetically plausible attempts at content/lexical words</i> 	<p>In most writing:</p> <ul style="list-style-type: none"> ◆ legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ some variation in sentence openings, <i>e.g. not always starting with name or pronoun</i> ◆ mainly simple sentences with <i>and</i> used to connect clauses ◆ past and present tense generally consistent 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ clause structure mostly grammatically correct ◆ sentence demarcation with capital letters and full stops usually accurate ◆ some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ some basic sequencing of ideas or material, <i>e.g. time-related words or phrases, line breaks, headings, numbers</i> ◆ openings and/or closings sometimes signalled 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ mostly relevant ideas and content, sometimes repetitive or sparse ◆ some apt word choices create interest ◆ brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ some basic purpose established, <i>e.g. main features of story, report</i> ◆ some appropriate features of the given form used ◆ some attempts to adopt appropriate style 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ simple, often speech-like vocabulary conveys relevant meanings ◆ some adventurous word choices, <i>e.g. opportune use of new vocabulary</i> 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ usually correct spelling of: ⇒ high frequency grammatical function words ⇒ common single-morpheme content/lexical words ◆ likely errors: ⇒ inflected endings, <i>e.g. past tense, plurals, adverbs</i> ⇒ phonetic attempts at vowel digraphs 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ◆ letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters ◆ clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
Level 1	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ reliance on simple phrases and clauses ◆ some sentence-like structures formed by chaining clauses together, <i>e.g. series of ideas joined by repeated use of 'and'</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ mostly grammatically accurate clauses ◆ some awareness of use of full stops and capital letters, <i>e.g. beginning/end of sentence</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ some formulaic phrases indicate start/end of text, <i>e.g. once upon a time, one day, the end</i> ◆ events/ideas sometimes in appropriate order, <i>e.g. actions listed in time sequence, items numbered</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ simple connections between ideas, events, <i>e.g. repeated nouns, pronouns relate to main idea</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ basic information and ideas conveyed through appropriate word choice, <i>e.g. relate to topic</i> ◆ some descriptive language, <i>e.g. colour, size, simple emotion</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ some indication of basic purpose, particular form or awareness of reader, <i>e.g. story, label, message</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ mostly simple vocabulary ◆ communicates meaning through repetition of key words 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ usually correct spelling of simple high-frequency words ◆ phonetically plausible attempts at words with digraphs and double letters ◆ sufficient number of recognisable words for writing to be readable, including, <i>e.g. use of letter names to approximate syllables and words</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> ◆ most letters correctly formed and orientated ◆ spaces between words ◆ upper and lower case sometimes distinguished ◆ use of ICT, <i>e.g. use keyboard to type own name</i>

Level 3 needs: 4 out of 5 6 3 4 1 2

Level 2 needs: 3 out of 5 6 1 2 plus either 7 or 8

Level 1 needs: 3 out of 5 6 1 2 plus either 7 or 8 and some in handwriting

Date:			
Level:			