Springfield School   Writing APP   Levels 2 to 4

	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 4	**Across a range of writing** ♦ some variety in length, structure or subject of sentences ♦ use of some subordinating connectives, e.g. if, when, because throughout the text ♦ some variation, generally accurate, in tense and verb forms	**Across a range of writing** ♦ sentences demarcated accurately throughout the text, including question marks ♦ speech marks to denote speech generally accurate, with some other speech punctuation ♦ commas used in lists and occasionally to mark clauses, although not always accurately	**Across a range of writing** ♦ ideas organised by clustering related points or by time sequence ♦ ideas are organised simply with a fitting opening and closing, sometimes linked ♦ ideas or material generally in logical sequence but overall direction of writing not always clearly signalled	**Across a range of writing** ♦ paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences ♦ within paragraphs / sections, limited range of connections between sentences, e.g. over-use of 'also' or pronouns ♦ some attempts to establish simple links between paragraphs / sections not always maintained, e.g. firstly,	**Across a range of writing** ♦ relevant ideas and content chosen ♦ some ideas and material developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases ♦ straightforward viewpoint generally established and maintained, e.g. writing in role or maintaining a consistent stance	**Across a range of writing** ♦ main purpose of writing is clear but not always consistently maintained ♦ main features of selected form are clear and appropriate to purpose ♦ style generally appropriate to task, though awareness of reader not always sustained	**Across a range of writing** ♦ some evidence of deliberate vocabulary choices ♦ some expansion of general vocabulary to match topic	**Across a range of writing** ♦ correct spelling of ⇒ most common grammatical function words, including adverbs with -ly formation ⇒ regularly formed content/lexical words, including those with multiple morphemes ⇒ most past and present tense inflections, plurals ♦ likely errors ⇒ homophones of some common grammatical function words occasional phonetically plausible spelling incontent/lexical words	
Level 3	**In most writing** ♦ reliance mainly on simply structured sentences, variation with support, e.g. some complex sentences ♦ and, but, so are the most common connectives, subordination occasionally ♦ some limited variation in use of tense and verb forms, not always secure	**In most writing** ♦ 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	**In most writing** ♦ 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	**In most writing** ♦ some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised ♦ within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials ♦ movement between paragraphs / sections sometimes abrupt or disjointed	**In most writing** ♦ some appropriate ideas and content included ♦ some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives ♦ attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration	**In most writing** ♦ 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	**In most writing** ♦ simple, generally appropriate vocabulary used, limited in range ♦ some words selected for effect or occasion	**In most writing** ♦ correct spelling of ⇒ some common grammatical function words ⇒ common content/lexical words with more than one morpheme, including compound words ♦ likely errors: ⇒ some inflected endings, e.g. past tense, comparatives, adverbs ⇒- some phonetically plausible attempts at content/lexical words	**In most writing:** ♦ legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	**In some forms of writing:** ♦ some variation in sentence openings, e.g. not always starting with name or pronoun ♦ mainly simple sentences with and used to connect clauses ♦ past and present tense generally consistent	**In some forms of writing:** ♦ 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	**In some forms of writing:** ♦ some basic sequencing of ideas or material, e.g. time -related words or phrases, line breaks, headings, numbers ♦ openings and/or closings sometimes signalled	**In some forms of writing:** ♦ ideas in sections grouped by content, some linking by simple pronouns	**In some forms of writing:** ♦ mostly relevant ideas and content, sometimes repetitive or sparse ♦ some apt word choices create interest ♦ brief comments, questions about events or actions suggest viewpoint	**In some forms of writing:** ♦ some basic purpose established, e.g. main features of story, report ♦ some appropriate features of the given form used ♦ some attempts to adopt appropriate style	**In some forms of writing:** ♦ simple, often speech-like vocabulary conveys relevant meanings ♦ some adventurous word choices, e.g. opportune use of new vocabulary	**In some forms of writing:** ♦ usually correct spelling of: ⇒ high frequency grammatical function words ⇒ common single-morpheme content/lexical words ♦ likely errors: ⇒ inflected endings, e.g. past tense, plurals, adverbs ⇒ phonetic attempts at vowel digraphs	**In some forms of writing:** ♦ 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 4 needs: 4 out of   5   6   3   4   1   2

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

Date:		
Level:		