



	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 5	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ a variety of sentence lengths, structures and subjects provides clarity and emphasis ◆ wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i> ◆ some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ full range of punctuation used accurately to demarcate sentences, including speech punctuation ◆ syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ material is structured clearly, with sentences organised into appropriate paragraphs ◆ development of material is effectively managed across text, e.g. <i>closings refer back to openings</i> ◆ overall direction of the text supported by clear links between paragraphs 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ paragraphs clearly structure main ideas across text to support purpose e.g. clear chronological or logical links between paragraphs ◆ within paragraphs / sections, a range of devices support cohesion, e.g. secure use of pronouns, connectives, references back to text ◆ links between paragraphs / sections generally maintained across whole text. 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ relevant ideas and material developed with some imaginative detail ◆ development of ideas and material appropriately shaped for selected form, e.g. <i>nominalization for succinctness</i> ◆ clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ main purpose of writing is clear and consistently maintained ◆ features of selected form clearly established with some adaptation to purpose ◆ appropriate style clearly established to maintain reader's interest throughout 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ vocabulary chosen for effect ◆ reasonably wide vocabulary used, though not always appropriately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ correct spelling of <ul style="list-style-type: none"> - grammatical function words ⇒ almost all inflected words ⇒ most derivational suffixes and prefixes ⇒ most content/lexical words ◆ likely errors <ul style="list-style-type: none"> ⇒ <i>occasional phonetically plausible spelling of unstressed syllables in content words</i> ⇒ <i>double consonants in prefixes</i> 	
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ some variety in length, structure or subject of sentences ◆ use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text ◆ some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ 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 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ 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 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ paragraphs / sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> ◆ within paragraphs / sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i> ◆ some attempts to establish simple links between paragraphs / sections not always maintained, e.g. <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ relevant ideas and content chosen ◆ some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> ◆ straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ 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 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ some evidence of deliberate vocabulary choices ◆ some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ◆ correct spelling of <ul style="list-style-type: none"> ⇒ 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 <ul style="list-style-type: none"> ⇒ <i>homophones of some common grammatical function words</i> ⇒ <i>occasional phonetically plausible spelling in content/lexical words</i> 	
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> ◆ reliance mainly on simply structured sentences, variation with support, e.g. <i>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 e.g. <i>one-sentence paragraphs or ideas loosely organised</i> ◆ within paragraphs / sections, some links between sentences, e.g. <i>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, e.g. <i>nouns expanded by simple adjectives</i> ◆ attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>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 <ul style="list-style-type: none"> ⇒ some common grammatical function words ⇒ common content/lexical words with more than one morpheme, including compound words ◆ likely errors: <ul style="list-style-type: none"> ⇒ <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 5 needs: 4 out of 5 6 3 4 1 2

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

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Date:			
Level:			