

## **Torbay Literacy Folio 10G**

### **Discursive texts Assessment Criteria and Success Criteria in Child Speak Guidance for Headteachers and Literacy Coordinators**

#### **Changes to this document:**

- Addition of foundation stage profile assessment criteria
- Addition of level one assessment criteria
- Addition of level 2 in line with QCA KS1 teacher assessment trial
- Editing of statements to ensure clarity
- Reorganisation of headings and columns to reflect the order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of discussion key features and success criteria in child speak (to provide a child friendly alternative, and/or writing target statements)

#### **How should these documents be used?**

Assessment folios have now been combined with the child speak success criteria folio to provide a range of support to teachers and children.

1. Teachers should use the key features of the text type or the success criteria to inform differentiated child-friendly success criteria for the writing and share this with the children (ideally, these success criteria should be drawn up by the class while studying the text type).
2. Teachers should then set the writing task (at the end of a block of work) asking the children to include as many of the success criteria as possible.
3. Teachers should then select the appropriate mark scheme for the writing they will be assessing e.g. narrative, or find the appropriate part of the child speak success criteria
4. Teachers should then identify within which level the child is working by scanning through the mark scheme/ success criteria. The page for that level should then be highlighted/ annotated to show what the child has achieved within this piece of work.
5. Teachers can then identify gaps on the mark scheme/ success criteria and set targets for the child. Ideally, to make the teaching of targets more manageable, areas for development should be grouped for groups or for the whole class.

<b>Discussion Key Features</b>	
<b>Purpose:</b> to present arguments and information from different viewpoints <b>Example:</b> an answer to an essay question	
<b>Text Structure</b> <ul style="list-style-type: none"> <li>• Opens with a clear statement of the issue under discussion</li> <li>• One of two types of organisation: <ul style="list-style-type: none"> <li>○ Arguments for + supporting information followed by arguments against + supporting information</li> <li>○ Argument/ counter-argument, presented one point at a time</li> </ul> </li> <li>• Arguments supported by evidence and/or examples</li> <li>• Reader must be clear which side argues which point</li> <li>• Skeleton framework – a for-and-against grid.</li> </ul>	<b>Language Features</b> <ul style="list-style-type: none"> <li>• Generally present tense, third person</li> <li>• Formal, impersonal style</li> <li>• Logical language constructions and connectives</li> <li>• Connectives/ language constructions to show shifts from one point of view to the other.</li> </ul>
<b>Common forms of discussion text</b> <ul style="list-style-type: none"> <li>• Newspaper editorial</li> <li>• Non-fiction book on an 'issue'</li> <li>• Exam answer in secondary education</li> <li>• Write-up of a debate</li> <li>• Formal essay</li> <li>• Leaflet or article giving balanced account of an issue.</li> </ul>	

p. 64, *How to teach Writing Across the Curriculum at KS2*, Sue Palmer, David Fulton Publishers

## Discussion

Level	<b>Composition and Effect</b> <b>Text Structure and Organisation</b> <i>AF1 Writing imaginative, interesting and thoughtful texts.</i> <i>AF2 Produce texts which are appropriate to task, reader and purpose</i> <i>AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas</i> <i>AF4 construct paragraphs and use cohesion within and between paragraphs</i> <i>AF7 Select appropriate and effective vocabulary</i>	<b>Sentence Structure and Punctuation</b> <i>AF5 Vary sentences for clarity, purpose and effect</i> <i>AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</i>	<b>Spelling and Handwriting</b> <i>AF8 Use correct spelling</i> Linking sounds and letters
<b>W</b>	Experiments with mark making, sometimes ascribing meaning to the marks. FSP Uses some clearly identifiable letters to communicate meaning e.g. letters from own name. Often no sound/symbol match. FSP Represents some sounds correctly in writing, e.g. attempts at writing words include some appropriate letters, usually in the initial position. FSP Write their own names and other words from memory e.g. key words, names of other family members. FSP Attempt writing for a variety of purposes, using features of different forms. FSP Engages in class and group discussion and can share thoughts and opinions		Joins in with rhyming and rhythmic activities Shows an awareness of rhyme and alliteration Handwriting Engages in activities requiring hand-eye coordination Draws lines and circles using gross motor movement FSP Links some sounds to letters for example letters in his/her name, and is able to recognise them. FSP Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters .FSP <ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet (4)</li> <li>• Hear and say initial and final sounds in words. (5)</li> <li>• Hear and say short vowel sounds within words. (6)</li> <li>• Use their phonic knowledge to read simple regular words (linking sounds and letters 7)</li> <li>• Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. (Writing 7)</li> <li>• Attempts to read more complex words, using phonic knowledge (8)</li> </ul> Handwriting - holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed, e.g. anticlockwise movement and retracing of vertical lines when appropriate.FSP
<b>1c</b>	<b>Level Descriptor: Pupils produce recognisable letters and words or symbols to convey meaning.</b> Some recognisable letters and words related to chosen topic Writing needs to be mediated to be understood	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. (9)	<b>Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</b>
<b>1b</b>	<b>Level Descriptor: Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation.</b> Writing conveys some recognisable information, eg simple statements which may not be related to one another. Writing mainly addresses headings.	<b>Level descriptor: They begin to show an understanding of how full stops and capital letters are used.</b> Meaningful words and phrases related to the task, some of them expressing ideas in sentence like structures. Some parts of the writing may be abbreviated or disjointed. There may be omissions in some sentences. Some awareness shown, in writing or discussion, of how full stops are used	<b>Level descriptor: Most letters are clearly shaped and correctly orientated.</b> Writing is legible. Letters are usually correctly formed and orientated. Generally upper and lower case letters are not mixed within the word.
<b>1a</b>	<b>Level descriptor: Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary</b> Word choice is simple but related to topic Some relationships between ideas may sometimes be marked by simple connectives (and, because)	<b>Level descriptor: Pupils make some use of full stops and capital letters.</b> Pupils make some use of full stops and capital letters.	<b>Level descriptor: Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.</b>

**Bold “Supporting the Target Statement Process” DFES; 2002 Sample and 2003, 2004 QCA mark schemes; Foundation Stage profile**

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2C	<ul style="list-style-type: none"> <li>○ Child can sustain writing</li> <li>○ Ideas are relevant</li> <li>○ Some connection between ideas</li> <li>○ Writing is structured using simple, chronological order</li> </ul>	<ul style="list-style-type: none"> <li>○ Writes mainly in simple sentences.</li> <li>○ Some ideas joined together using simple conjunctions (and, then, so)</li> <li>○ Inconsistent use of full stops and capital letters</li> <li>○ Uses question marks when prompted by the teacher/ model</li> </ul>	<ul style="list-style-type: none"> <li>○ Letters correctly formed and orientated</li> <li>○ <i>Handwriting legible but may not be consistent.</i></li> <li>○ Attempts at phonetic spelling - not always comprehensible.</li> </ul>
2B	<ul style="list-style-type: none"> <li>○ Ideas are developed into recognisable example of text type (simple text structure is accurate).</li> <li>○ Subject matter is relevant but not necessarily of a high quality.</li> <li>○ Events linked together by some relevant connectives</li> <li>○ Writing may be unfinished or rushed</li> <li>○ Some use of good vocabulary but not sustained throughout text.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sentences are structured in different ways (mainly simple and compound).</li> <li>○ Some ideas are connected to explain and give more detail</li> <li>○ Some use of punctuation which may show some confusion e.g. full stops, question marks</li> <li>○ May be some use of punctuation within the sentence e.g. comma in list, possessive apostrophe.</li> </ul>	<ul style="list-style-type: none"> <li>○ Some irregular letter formation.</li> <li>○ <i>Spelling reflects growing knowledge of whole word structure with an awareness of visual patterns and recall of letter strings.</i></li> <li>○ <i>Spelling attempts are phonetically plausible</i></li> </ul>
2A	<ul style="list-style-type: none"> <li>○ Text is structured appropriately for task</li> <li>○ Child uses a range of ways of engaging reader's interest.</li> <li>○ Main ideas are linked together with possible use of line breaks, numbers, time related words and phrases, labelled diagrams.</li> <li>○ Wide vocabulary with some imaginative choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Grammatically accurate simple and compound sentences.</li> <li>○ Some use of subordinate clauses joined by a range of conjunctions (because, so, if, when)</li> <li>○ Sentence types are varied (statements, questions and exclamations)</li> <li>○ Punctuation and use of capital letter is accurate at the beginning and end of sentences.</li> <li>○ Use of question mark and exclamation mark</li> <li>○ Some use of punctuation within a sentence e.g. comma in a list, possessive apostrophe, ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing may be a controlled, printed style with letters generally neat and regular in size, ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting.</li> <li>○ <i>Spelling almost accurate, errors are phonetically plausible.</i></li> </ul>

**Bold National Curriculum Level descriptor;** 2002 Sample 2003, 2004 QCA mark schemes; *Old QCA mark schemes*, Statements from QCA KS1 teacher assessment trial guidance.

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3	<p><b>NC Level descriptor: Writing is organised, imaginative and clear. Main features of different forms used appropriately and beginning to adapt to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest.</b></p> <p>Some understanding of the purpose of a written speech or discussion and awareness of the context.</p> <p>Content predominantly simple assertion with little elaboration (<i>part-time jobs are good because...</i>).</p> <p>Some attempt to review evidence but not consistently maintained. The personal view of the pupil predominates (<i>I think having a job is good...</i>).</p> <p>Some awareness of the audience shown in the choice of information or acknowledgement of the audience (<i>I am talking to you about jobs...</i>) or an attempt at using a more formal style or vocabulary (<i>it will give them energy...</i>).</p> <p>Straightforward overall structure for speech or discussion. Opening or closing signalled simply, (<i>Hello my name is Jayson...thank you for listening goodnight</i>).</p> <p>Main ideas sometimes clarified by paragraphs or section divisions.</p> <p>Similar ideas usually grouped together. Within sections, ideas linked simply, eg by <i>also</i> placed first or through some use of pronouns. Consistent use of pronouns, especially <i>they</i>, rarely maintained.</p>	<p><b>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</b></p> <p>Simple connectives (<i>and, but, so</i>) link sequences of ideas in clauses (<i>when they are 18 and it comes to a real job</i>).</p> <p>Significant points not really emphasized or explained.</p> <p>Sentence subjects and verbs often repeated (<i>It also makes you more grown up. It makes you think about the future</i>).</p> <p>Noun phrases simple with limited expansion (<i>hard job</i>).</p> <p>Most sentences correctly demarcated. Some attempt to use other punctuation, such as exclamation mark, question marks.</p>	<p>Handwriting is neat and regular in size.</p> <p>There is evidence of fluency and the ability to join letters.</p> <p>The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.</p> <p><b>NC level descriptor: Spelling usually accurate including common polysyllabic words.</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Some confusion of common homophones eg no/know; your/ you're</li> <li>• Errors of word division eg alot, infact</li> <li>• Errors in poly syllabic words are phonetically plausible eg terned/ shorely</li> </ul>

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4	<p><b>NC level descriptor: Writing is lively and thoughtful. Ideas are often sustained and developed in interesting ways. Organisation is appropriate for the purpose and audience.</b></p> <p>Speech/ Discussion has an opening and a closing and is presented in sections. Reasonable content coverage, eg <i>a number of advantages and disadvantages</i>. Some acknowledgement of adult audience.</p> <p>Different perspectives on the subject recognised (<i>Some people believe that</i>). Some attempt, not always sustained, to convey objectivity, eg by use of impersonal constructions (<i>A part-time job might be really not worth doing</i>).</p> <p>Chosen style of address to the audience sustained, whether formal (<i>So I say to you parents...</i>) or conversational (<i>Getting down to the point...</i>).</p> <p>Structure of speech includes introduction, advantages, disadvantages and conclusion. Key signposts consistently indicated (<i>Firstly... Secondly... or Some advantages... Other advantages</i>).</p> <p>Transitions between paragraphs often abrupt</p> <p>Paragraphs often introduced by topic sentence (<i>The disadvantages of them having...</i>). Some development of ideas by giving examples or reasons (<i>If the teenager... All they have to ...</i>).</p>	<p><b>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</b></p> <p>Subordination of clauses helps to expand or justify main points of the case (<i>if they work too long hours...; because of oversleeping</i>), though not always with control.</p> <p>Some variation in the subjects of sentences (<i>Many teenagers believe...All of these things</i>) rather than their structure.</p> <p>Verbs mostly present tense or future (<i>It will help them to</i>) to express consequence, with some use of modals (<i>Many may find a job</i>).</p> <p>Noun phrases rarely expanded beyond cliché, (<i>a little bit of money</i>)</p> <p>Some correct use of punctuation within sentences, including commas to mark phrases or clauses.</p>	<p><b>NC level descriptor: Handwriting fluent, joined and legible.</b></p> <p>Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.</p> <p><b>NC level descriptor: Spelling accurate including polysyllabic words which conform to regular patterns.</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Some confusion of more complex homophones eg course/ coarse, breaking/ brakeing</li> <li>• Phoneme omission (eg rem [em] ber</li> <li>• Errors in using suffixes and prefixes eg tryed, familys, dissappear, hoping/hopeing/ hopping</li> </ul>

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5	<p><b>NC level descriptor: Writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.</b></p> <p>Clear sense of matching style and expression to particular audience and occasion (<i>Hello, good evening and welcome to the PTA evening.</i>).</p> <p>Sufficient detail and development of ideas included to establish variety of viewpoints on the topic.</p> <p>Clear presentation of different perspectives on the subject, eg <i>Parents, however, may think that.</i> Speaker distinguishes between the views reported and his/her own.</p> <p>Attempts to engage the audience by the use of either formal (<i>It is the case...</i>) or informal styles (<i>Teenagers need cash...</i>) or through rhetorical questions (<i>So what is the answer?</i>).</p> <p>Vocabulary choice used to convey both precision and formality (<i>produce good homework; deducted from your pay; conditions of the workplace.</i>).</p> <p>Paragraphs support the development of ideas. Subject matter developed and controlled by backward or forward reference through text, (<i>So where does that leave us?</i>) or by use of textual connectives, (<i>But jobs also....Although everyone is entitled</i>).</p> <p>Within paragraphs, main ideas developed by relevant detail, argument or example. Points are linked eg by summarising (<i>These three things need...</i>), or by use of the pronoun <i>this</i>.</p>	<p><b>NC level descriptor: Simple and complex sentence structures used effectively.</b></p> <p>Sentence structure supports line of reasoning through selection of linked connectives (<i>If you have a paper round then I expect most parents will agree that they can be dangerous because.</i>).</p> <p>Verb forms, including some modals, used to indicate degrees of possibility (<i>might be dangerous</i>), necessity (<i>they would need to learn</i>), or consequences (<i>this could lead to</i>).</p> <p>Expanded noun phrases express ideas economically and may be placed first in a sentence (<i>less time for homework</i>).</p> <p>Almost all sentences are correctly demarcated and there is some use of a range of other punctuation, eg to introduce examples, indicate parenthesis.</p>	<p><b>NC level descriptor: Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</b></p> <p>The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.</p> <p><b>NC level descriptor: words with complex regular patterns are usually spelt correctly.</b></p> <p>Likely errors:</p> <ul style="list-style-type: none"> <li>• Incorrect hyphenation of some compound words re-act/ grand-father</li> </ul> <p>Errors in more complex suffix formations eg responsible/ responsible; physicly; basicly</p>

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6	<p><b>NC Level descriptor: Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate and ideas are organised into paragraphs.</b></p> <p>Speech is appropriate to context and audience. The material is effectively organised and presented with features such as precise detail and clear examples.</p> <p>Detached viewpoint established and maintained throughout. Different perspectives (<i>Secondly, parents complain of the risk to their children's education, while teachers</i>). This is achieved through the use of an impersonal style at times (<i>This is why most parents say no to jobs and yes to school</i>).</p> <p>There is some range in the use of stylistic features such as colloquial syntax (<i>Now, homework, this is the main cause for all the arguments</i>), or exemplification of views, perhaps using direct quotations (<i>How often have you heard the cry: 'Mum, can I have some money'?</i>).</p> <p>Paragraphs or sections linked in a range of ways across the whole speech to increase overall effectiveness, eg by using repetition, causal or thematic linkage (<i>Those were my first thoughts as I began to think about this topic.</i>).</p> <p>Paragraphs vary in length and structure. Ideas within them linked, eg by balancing disadvantages against advantages or stacking up points for emphasis (<i>One argument is...Added to this...So this shows that...</i>).</p>	<p><b>NC level descriptor: Pupils use a range of sentence structures. A range of punctuation is usually used correctly to clarify meaning.</b></p> <p>Length and focus of sentences is varied to support analysis of ideas, for example, by embedded subordinate clauses (<i>A disadvantage is that a teenager, if they want to continue with all their spare time activity, may not</i>).</p> <p>Some attempts to vary sentence type and length for effect, eg one-word sentences, or question and answer format.</p> <p>Impersonal constructions (<i>It is important to teenagers to buy clothes</i>) used to convey objectivity.</p> <p>Generally secure use of a range of punctuation, including commas around clauses, to mark the structure of sentences and give clarity.</p>	<p><b>NC level descriptor: Handwriting is near and legible.</b></p> <p><b>NC level descriptor: Spelling is generally accurate including that of irregular words</b></p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> <li>• Errors with unstressed vowels eg dependant; definately;</li> <li>• Consonant doubling in more difficult words eg embarrassment; occassionally; adress</li> </ul>

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7	<p><b>NC Level descriptor: Pupils' writing is confident and shows appropriate choices of style in a range of forms. In non-fiction ideas are organised and coherent. Paragraphing and punctuation are used to make the sequence of events or ideas coherent and clear to the reader.</b></p> <p>Speech is adapted to achieve its purpose, eg opening establishes relationship between speaker and audience or is deliberately arresting (<i>Part-time jobs A good idea or not? They are and they aren't.</i>).</p> <p>Dispassionate account which acknowledges complexity in the content and alternative views (<i>Some parents do not mind children working, some think it's great and some parents think their child needs to study. Who's right? They all are!</i>). Speaker's viewpoint clear.</p> <p>A range of stylistic features is used, including devices which engage and convince the audience, such as repetition, humour and the use of deliberate contrast (<i>Parents should not dismiss the idea of their son or daughter having a part-time job but this is not something to go into lightly either...</i>).</p> <p>Clarity and impact of speech are achieved by use of textual connectives, eg <i>On one hand...On the other hand...</i>; grammatical structures, eg <i>To consider the other side of the argument</i> or by treatment of content, eg <i>ideas are clearly balanced or points build up effective arguments used.</i></p> <p>Varied devices used within each paragraph, mostly effectively, to support cohesion, eg reformulating ideas (<i>A similar point could be made...</i>), summarising (<i>All in all, however...</i>), making generalisations (<i>In short, there is a negative side to this issue...</i>).</p>	<p><b>NC level descriptor: Grammatical features are accurately and effectively used.</b></p> <p>Sentences use both impersonal and personal starting points for effect, (<i>A part-time job is usually needed by people as they reach their teens. I myself began to feel the urge when I was 12 or 13.</i>).</p> <p>Variety of verb forms, including modals in impersonal constructions, used appropriately to acknowledge possible points of view (<i>It could be argued that</i>) or express speculation (<i>some teenagers may find that</i>).</p> <p>Condensed phrases or clauses (<i>being treated as grown-up</i>) or elaborated phrases or clauses (<i>in order to gain some independence from your parents</i>) give precision to the analysis.</p> <p>A full range of punctuation used to give clarity, and sometimes for effect, such as the use of semi-colons to balance ideas within a sentence.</p>	<p><b>NC level descriptor: work is legible and attractively presented.</b></p> <p><b>NC level descriptor: Spelling is correct including that of complex irregular words</b></p> <p>G: Likely patterns of error:</p> <ul style="list-style-type: none"> <li>Any errors stand out as untypical or 'one off' slips.</li> </ul>

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## Discussion

Level	<b>Composition and Effect</b> <b>Text Structure and Organisation</b> AF1 Writing imaginative, interesting and thoughtful texts. AF2 Produce texts which are appropriate to task, reader and purpose AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas AF4 construct paragraphs and use cohesion within and between paragraphs AF7 Select appropriate and effective vocabulary	<b>Sentence Structure and Punctuation</b> AF5 Vary sentences for clarity, purpose and effect AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	<b>Spelling and Handwriting</b> AF8 Use correct spelling
7+	<p>C: The writing shows control and skilled exploitation of the speech form to achieve the purpose, eg <i>well-judged opening and a linked ending</i>. The selection of ideas and development of argument shows some sophistication, eg <i>exploring different sides of a particular point or balancing different arguments on the same issue</i>.</p> <p>C: Dispassionate account which acknowledges an appreciation of a number of perspectives, while also taking an authoritative and convincing line (<i>To summarise, jobs clashing with homework should not be an issue. Jobs are there to be done, so let's do them</i>).</p> <p>C: A particular style is adopted and sustained and a range of devices is employed to interest and convince the audience, eg <i>repetition, humour, question and answer format, address to different sections of the audience, impersonal style</i>.</p> <p>D: Paragraph structure and organisation of content controlled to create particular effects, such as anticipating audience response (<i>Ladies and gentlemen, I am sure all the teenagers in here have felt the definite lack of weight in their purse/wallet...</i>) or ensuring key points have maximum impact (<i>To conclude: there are arguments both for and against part-time jobs: the decision about whether your child gets one or not is yours.</i>).</p> <p>D: Paragraph features used to support the line of thought and direct audience's attention (<i>Well, surely the perfect answer is part-time employment?</i>).</p>	<p>A: Wide range of sentence types and structures used for controlling the material and for rhetorical effect, including active/passive, statements/questions, complex embedded sentences/short simple sentences, (<i>Firstly, I would like to address the point that teenagers always want more. More clothes, more video games, more freedom.. Pocket money does not allow them to keep up with technology and crazes. So what's the solution?</i>)</p> <p>B: A full range of punctuation is used to clarify meaning and create particular effects in the speech.</p>	<p><b>Spelling is correct including that of complex irregular words</b></p> <p>G: Likely patterns of error:</p> <ul style="list-style-type: none"> <li>Any errors stand out as untypical or 'one off' slips.</li> </ul>

**Bold National Curriculum Level descriptor; 2002 Sample and 2003, 2004 QCA mark schemes**

### Discussion Success Criteria

NC Level	Assessment Focuses: Sentence structure Punctuation	Assessment Focuses: Composition and effect Text structure and organisation
1	<ul style="list-style-type: none"> <li>• I can write down my ideas using words and phrases.</li> <li>• Sometimes I remember to use full stops and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• My teacher can understand my writing.</li> <li>• My writing contains points related to the topic.</li> <li>• I can choose good words for this topic.</li> </ul>
2	<ul style="list-style-type: none"> <li>• I can write in sentences.</li> <li>• Sometimes I join my ideas together using “and” or “but” in my sentences.</li> <li>• I can vary my writing by sometimes using a spoken style “Get one now!”</li> <li>• I can repeat words to make a point.</li> <li>• I sometimes use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• I can write several points to persuade my reader.</li> <li>• I can describe the argument and give my opinion.</li> <li>• I can add detail to interest or persuade my reader (it’s unbreakable)</li> <li>• I can link my sentences together e.g. using pronouns to refer back to my subject.</li> </ul>
3	<ul style="list-style-type: none"> <li>• I can write in simple and compound sentences.</li> <li>• I can use “and”, “but” and “so” to join my ideas together.</li> <li>• I can use an adjective to give more information to my discussion.</li> <li>• I can use full stops, capital letters, exclamation marks and question marks mostly accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a discussion to match the purpose.</li> <li>• I can make my arguments and give some detail to explain them.</li> <li>• I can show that I am aware of my reader by mentioning them or choosing information that would interest them.</li> <li>• I can write discussions that are generally in present tense and third person.</li> <li>• Sometimes I can organise my writing into sections/ paragraphs.</li> <li>• I can group my similar ideas together.</li> <li>• Within my sections I can link my ideas together.</li> </ul>

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4	<ul style="list-style-type: none"> <li>• I can use complex sentences to explain my argument, e.g. <i>if they work too long hours...; because of over crowding.</i></li> <li>• I can vary the subjects of my sentences.</li> <li>• I can use verbs in present tense or in future tense to express a future consequence.</li> <li>• I can use more than one adjective to give more information to my arguments.</li> <li>• Sometimes, I can use commas to mark phrases and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a discussion which is organised into sections and has a clear opening and closing statement.</li> <li>• I can write about several arguments for and against the subject.</li> <li>• I can show that I know people have different opinions about this subject, e.g. <i>Some people believe that...</i></li> <li>• When appropriate, I can write in an impersonal style, using formal language.</li> <li>• I can use connective words and phrases to help my reader understand how I have organised my discussion, e.g. firstly, secondly, some advantages, some disadvantages include</li> <li>• Each of my paragraphs are introduced by a topic sentence and then developed by giving reasons or examples.</li> </ul>
5	<ul style="list-style-type: none"> <li>• I can write sentences which reason by linking conjunctions, e.g. if... then... because.</li> <li>• I can write sentences with verbs that indicate a possibility (<i>might be dangerous</i>), necessity (<i>they would need to</i>) or consequence (<i>this could lead to</i>).</li> <li>• I can use expanded phrases and clauses to express my ideas economically.</li> <li>• I can vary my sentence structure.</li> <li>• I can write a discussion where almost all of my sentences are correctly punctuated with a range of marks e.g. comma, colon, bracket</li> </ul>	<ul style="list-style-type: none"> <li>• I can write for a particular audience and purpose.</li> <li>• I can write with detail to develop my ideas effectively.</li> <li>• I can clearly show the different opinions on this subject. I can clearly show the difference between these opinions and my own.</li> <li>• I can use formal language and rhetorical questions to engage my readers.</li> <li>• I can choose words which are formal and precise explain my meaning.</li> <li>• I can link my paragraphs together to give a clear structure to my whole text e.g. by referring back and forwards.</li> <li>• I can use connectives to show shifts from one point of view to another (on the other hand, however)</li> <li>• I can write paragraphs where my main idea is developed with relevant detail, argument or example.</li> <li>• I can link my ideas together by summarising (<i>these three things need...</i>) or by using pronouns.</li> </ul>