

## **Torbay Literacy Folio 10E**

### **Explanatory Texts Assessment Criteria and Success Criteria in Child Speak Guidance for Headteachers and Literacy Coordinators**

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

- Addition of foundation stage assessment criteria
- Addition of level 1 assessment criteria
- Expansion of level 2 in line with QCA KS1 teacher assessment trial
- Editing of some statements to avoid repetition or confusion with other text types.
- Reorganisation of headings and columns to reflect the order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of key features of explanations 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>Key Features - Explanation</b>	
<b>Purpose:</b> to explain how or why something happens	
<b>Example:</b> an extract from a science textbook	
<b>Text Structure</b> <ul style="list-style-type: none"> <li>• Title often asks a question or defines the process to be explained</li> <li>• Text usually opens with general statement(s) to introduce the topic</li> <li>• A series of logical steps explaining the process, usually in time order</li> <li>• Often accompanied by diagram(s)</li> <li>• Basic skeleton framework – a flowchart</li> </ul>	<b>Language features</b> <ul style="list-style-type: none"> <li>• Present tense (the process is general)</li> <li>• Time connectives and other devices to aid chronological structure</li> <li>• Causal connectives and other devices demonstrating cause and effect.</li> </ul>
<b>Common forms of explanation text</b> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Encyclopedia entry</li> <li>• Non-fiction book (e.g. geography, biology)</li> <li>• Technical manual (e.g. for car, dishwasher)</li> <li>• Question and answer articles and leaflets</li> <li>• Write-up of science experiment</li> </ul>	

p. 48, *How to teach Writing Across the Curriculum at KS2*, Sue Palmer, David Fulton Publishers

## Explanations

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
<b>W</b>	<p>Experiments with mark making, sometimes ascribing meaning to the marks. FSP</p> <p>Uses some clearly identifiable letters to communicate meaning e.g. letters from own name. Often no sound/symbol match. FSP</p> <p>Represents some sounds correctly in writing, e.g. attempts at writing words include some appropriate letters, usually in the initial position. FSP</p> <p>Write their own names and other words from memory e.g. key words, names of other family members. FSP</p> <p>Attempt writing for a variety of purposes, using features of different forms FSP</p> <p>Can give a verbal explanation of a process</p>		<p>Joins in with rhyming and rhythmic activities</p> <p>Shows an awareness of rhyme and alliteration</p> <p>Handwriting Engages in activities requiring hand-eye coordination</p> <p>Draws lines and circles using gross motor movement FSP</p> <p>Links some sounds to letters for example letters in his/her name, and is able to recognise them. FSP</p> <p>Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters .FSP</p> <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> <p>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</p>
<b>1c</b>	<p><b>Level Descriptor: Pupils produce recognisable letters and words or symbols to convey meaning.</b></p> <p>Some recognisable letters and words to convey meaning, writing needs to be mediated to be understood</p>	<p>Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. (9)</p>	<p><b>Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</b></p>
<b>1b</b>	<p><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></p> <p>Understandable ideas expressed; some of them relate to prompt, or repeat text model or teacher's support.            Word choice is limited but generally communicates meaning.</p>	<p><b>Level descriptor: They begin to show an understanding of how full stops and capital letters are used.</b></p> <p>Meaningful words and phrases, 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</p>	<p><b>Level descriptor: Most letters are clearly shaped and correctly orientated.</b></p> <p>Writing is legible. Letters are usually correctly formed and orientated.            Generally upper and lower case letters are not mixed within the word.</p>
<b>1a</b>	<p><b>Level descriptor: Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary</b></p> <p>Writing related to process with word choice establishing content            Some connection between ideas and some events linked into a simple sequence.</p>	<p><b>Level descriptor: Pupils make some use of full stops and capital letters.</b></p> <p>Pupils make some use of full stops and capital letters.</p>	<p><b>Level descriptor: Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.</b></p>

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<b>2C</b>	<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 may be structured using simple, chronological order</li> </ul>	<ul style="list-style-type: none"> <li>○ Some simple sentences, often brief starting with subject and verb (<i>The pan is full</i>). Or simple imperative sentences (<i>Keep it far away</i>).</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>
<b>2B</b>	<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>○ Possible repetition for emphasis (<i>a lot lot safer, a big big explosion</i>).</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>
<b>2A</b>	<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 e.g. details or simple appeal</li> <li>○ Detail may be used to describe or explain.</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>Explanation form used; content includes ideas about how the shop would be organised, eg points on staffing, prices, where the shop would be located.</p> <p>Writing shows evidence of viewpoint, eg some ideas presented attractively to Headteacher (<i>we will run the shop fairly and well</i>); or writers voice is impersonal but this may not be sustained (<i>Just use your head</i>). Authoritative presentation may be weakened by imprecision (<i>things</i>).</p> <p>Some use of informative style, e.g. specific vocabulary (<i>younger children</i>) although not necessarily consistent. Coverage may be uneven. Points include some explanation</p> <p>Some vocabulary choices show attempts to generalise (<i>hot liquid not tea; someone not a little girl</i>) or provide detail although not necessarily consistently.</p> <p>Relationships between sentences are sometimes made explicit, eg 2/3 linked sentences on process or possible consequences (<i>do not... because; if... then</i>).</p> <p>Simple overall text structure includes brief introduction or concluding statement (<i>That's what I think could happen</i>). Some divisions between sections of content indicated, eg subheadings, use of <i>also</i> for additional information (<i>I also think...</i>), and may be marked by paragraphs.</p>	<p><b>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</b></p> <p>Clauses mainly joined with <i>and/ but/ or/ then</i> (<i>the food is healthy and the drinks are cold</i>); some use of <i>because</i> and <i>so [that]</i> to give explanations (<i>because they can get knocked over; so that the handle is over the flame</i>).</p> <p>Noun phrases mostly simple (<i>a banana</i>) with occasional expansion (<i>the right change</i>).</p> <p>Use of second person including modal verbs (<i>you should put it on a cold surface</i>).</p> <p>Subjects and verbs repeated frequently.</p> <p>Some generalisation (<i>always; every; never</i>).</p> <p>Full stops, capital letters, exclamation marks and question marks, mostly accurate; commas in lists.</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>Explanation form is adapted to the situation, eg content informative; detail well placed to deliver clear account</p> <p>Coverage of information balanced; some detail used to give clear explanation and advice (<i>put the lead in a safer place</i>).</p> <p>Viewpoint is established and maintained, eg information presented with some authority (<i>check for danger before starting</i>); concern expressed (<i>an accident waiting to happen</i>) eg writing suggests eagerness to take on project.</p> <p>Stylistic choices consistently support the presentation of impersonal information (<i>fatal injuries, hot appliances</i>). Style of address to reader (formal, friendly) sustained throughout, eg careful word choice (<i>we could use the profits to improve the standards of health and education at our school</i>).</p> <p>Text structure includes introduction, logically ordered points and conclusion. New section/paragraphs consistently indicated, eg introductory phrases, subheadings. If used, conventional phrases (e.g. <i>Our first decision, our second decision, last of all</i>) are integrated into the text.</p> <p>Ideas developed within sections, eg main proposition (<i>there would be 2 people running the shop at a time</i>) followed by further detail, explanation or justification (<i>one person to count the money and one person to sell the products</i>).</p> <p>Connections between ideas established and maintained, eg by reference to a previous part of the text (<i>These suggestions</i>).</p> <p>Deliberate repetition to create unity, eg the use of <i>never/do not</i> start each point</p>	<p><b>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</b></p> <p>Sentences mostly grammatically sound.</p> <p>Subordinating connectives develop explanation within the sentence <i>if, because (because it would attract many people), when</i>.</p> <p>Adverbials (<i>at the end of the day; when you are ironing</i>), some technical terms as expanded noun phrases (<i>The kettle lead; bright colourful signs</i>).used to vary sentence construction.</p> <p>Verbs refer to possible events (<i>would</i>), future time (<i>We will be selling healthy drinks</i>) or sometimes the present (<i>I hope</i>).</p> <p>Some variation in subjects (<i>Year 6/ We Students/ The teacher</i>)</p> <p><i>Either/or</i> to express alternatives (<i>you could either trip over the lead or iron the lead</i>); possibly using modal verbs.</p> <p>Some commas mark phrases and 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>Points adapted for specific readership, eg comments may be targeted at parents (<i>especially if you have small children around</i>); effective selection of ideas and suggestions designed convince the Headteacher (<i>we will employ reliable children</i>). Thorough coverage of points.</p> <p>A clear and consistent viewpoint is established and controlled, eg chosen relationship between writer and reader evident in style of address; writing may convey a sense of urgency, or seek to reassure the reader, conveys confident, business-like approach (<i>accessible to both children and parents; please consider us</i>).</p> <p>Writer engages the reader by direct address: stylistic devices such as rhetorical questions (<i>does this remind you of your kitchen?</i>) or slogans may be used.</p> <p>Stylistic choices maintain reader's interest, eg synonyms avoid repetition (<i>delicious/tasty; pupils/children</i>); engaging vocabulary directs reader's attention to main idea</p> <p>The organisation of each point supports thorough coverage and emphasis on main ideas.</p> <p>Relationships between paragraphs give structure to whole text, eg connections make the structure clear to the reader by referring forwards and backwards (<i>After reading this/What all this means is</i>).</p> <p>Paragraphs are developed: main ideas consistently supported by relevant argument or detail. Reference to the same thing or person sometimes varied to avoid repetition, eg by omission of words (ellipsis) (<i>one of the pair could be behind the counter and the other [ ] would be helping the children ...</i>).</p>	<p><b>NC level descriptor: Simple and complex sentence structures used effectively.</b></p> <p>Simple, compound and complex sentences used with varied connectives, eg <i>which, who, (the manager who will direct the business) otherwise, however</i>.</p> <p>Expanded phrases and clauses express ideas economically (<i>a secretary to take charge of stock being delivered</i>).</p> <p>Reduced phrases and clauses to suggest formal tone (<i>when not in use</i>).</p> <p>Adverbials indicate attitude of writer.</p> <p>Qualifying words and phrases (<i>especially, slightly healthier, severely</i>) add precision to vary meaning.</p> <p>Time reference and focus varied through use of verbs (passive: <i>has been left on</i>). Verbs are varied and express a range of time reference (<i>Year 6 have been discussing; we expect to make</i>).</p> <p>Short sentences may add impact (<i>Beware!</i>).</p> <p>Range of punctuation used, almost always correctly, eg brackets, dashes, colons.</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... Ideas are organised into paragraphs</b></p> <p>Readership informs choice and placing of content, eg the writer prioritises comments thought to be of most interest to audience (<i>we would encourage children to recycle their litter</i>). Content is adapted and shaped for effect, eg writing may show awareness of readership by presenting alternatives; explaining reasons behind each point.</p> <p>The voice of the writer is well controlled and convincing: the writer adopts an authoritative persona, held consistently and developed across the whole text</p> <p>Stylistic devices manipulated to fully support purpose and engage audience, eg inclusion of alliteration, word play or patterning (<i>The shop would also need an exciting name. I have thought of – Fun, Fit and Filling!</i>). Linguistic patterning (eg repetition) is used to keep the audience's attention; vocabulary choices fully support purpose with selective use of precise detail and generalised reference.</p> <p>Sequencing of sections contributes to overall effectiveness of text, eg strategic placing of most engaging idea for maximum impact (present smaller, less significant ideas first and build up to main suggestion).</p> <p>Individual paragraphs varied in length and structure. Each paragraph has a clear focus, and content is organised by reference within and between paragraphs.</p>	<p><b>NC level descriptor: Pupils use a range of sentence structures. A range of punctuation is usually used correctly to clarity meaning.</b></p> <p>Length and focus of sentences varied to express subtleties in meaning, eg passives (<i>would be given by the headteacher</i>).</p> <p>Word order may be manipulated for emphasis (<i>Lastly, and most importantly, posters</i>);</p> <p>Sentences may include embedded subordinate clauses for economy of expression.</p> <p>A range of punctuation is used correctly, with little omission, to mark the structure of sentences and texts and to 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 embarassment; occassionally; adress</li> </ul>

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### Explanation 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>• I can write a series of comments, or a brief list, about the activity or events.</li> <li>• My ideas are about the activity or events.</li> <li>• I can write my ideas in order.</li> <li>• I can use some words linked to the activity or event.</li> </ul>
2	<ul style="list-style-type: none"> <li>• I can write in sentences.</li> <li>• I can join my clauses with “and” and “but”.</li> <li>• Sometimes I remember to use full stops and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a series of comments or observations.</li> <li>• I can interest my reader by adding detail to my explanation.</li> <li>• I can organise my ideas into sequences of sentences.</li> <li>• I can start a new line when I begin to write about a new topic.</li> <li>• I can write the process part of my explanation in the right order.</li> <li>• I can use simple words and phrases to join my explanation together (and, but)</li> <li>• I can use pronouns to refer back to people or things that I mention earlier.</li> </ul>
3	<ul style="list-style-type: none"> <li>• I can write in simple and compound sentences. (I can join my ideas with “and”, “but”, “or”)</li> <li>• I can write my explanation in present tense (unless I am writing about something that happened in the past or something which might happen in the future).</li> <li>• I can use some cause and effect conjunctions e.g. “because” and “so”</li> <li>• I can use adjectives to give more information to my explanation e.g. “<b>tiny</b> capillary blood vessels”</li> <li>• I can make generalisations in my explanation (always, never, every)</li> <li>• I can use full stops, capital letters, exclamation marks and question marks mostly accurately.</li> <li>• I can use commas in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make my writing look like an explanation:               <ul style="list-style-type: none"> <li>○ title written as a question,</li> <li>○ general introduction,</li> <li>○ process written in chronological order</li> <li>○ concluding statement</li> <li>○ a diagram</li> </ul> </li> <li>• I can write in an impersonal style</li> <li>• I can use technical vocabulary, (e.g. oxygen, veins, arteries)</li> <li>• I can use time connectives e.g. “then” to show the order in the process.</li> <li>• I can use some words to show that the process is general e.g. human beings</li> <li>• I can link together 2 or 3 sentences to show cause and effect e.g. do not... because; if...then)</li> <li>• I can layout my text to show how it is organised e.g. line breaks, subheadings, paragraphs</li> <li>• I can use pronouns to refer back to people or things I wrote about earlier.</li> </ul>

### Explanation Success Criteria

NC Level	Assessment Focuses: Sentence structure Punctuation	Assessment Focuses: Composition and effect Text structure and organisation
4	<ul style="list-style-type: none"> <li>• I can write simple, compound and complex sentences accurately.</li> <li>• I can use a range of conjunctions to develop my explanation e.g. if, because, which, when</li> <li>• I can use adverbial words and phrases (how, when and where)</li> <li>• I can use more than one adjective to give information e.g. bright colourful signs.</li> <li>• I can use a range of words to refer to the same people/ things e.g. <b>Year 6 children/ we/ pupils/ students</b> to avoid repetition.</li> <li>• I can write in present tense when explaining something happens now.</li> <li>• When explaining something that might happen in the future, I can use verbs in future tense, e.g. could, would, might, should</li> <li>• I can use full stops, capital letters, exclamation marks and question marks mostly accurately.</li> <li>• I can use commas in lists.</li> <li>• Sometimes, I remember to use commas to mark phrases and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write in an explanation form:               <ul style="list-style-type: none"> <li>○ title written as a question,</li> <li>○ general introduction,</li> <li>○ process written in logical, chronological order</li> <li>○ conclusion</li> <li>○ a diagram</li> </ul> </li> <li>• I can make my explanation suit my purpose, e.g. formal, impersonal; in form of leaflet, letter etc.</li> <li>• I can thoroughly cover all information – I write appropriate amounts for all parts of my explanation.</li> <li>• Each of my paragraphs/ sections are well organised, e.g. begins with an introductory sentence and is followed by a sequence of sentences which explain or give more detail.</li> <li>• I can maintain the same viewpoint throughout my writing, e.g. an expert, a concerned person, an enthusiast</li> <li>• I can choose my vocabulary to make sure my explanation sounds impersonal, e.g. fatal injuries, hot appliances.</li> <li>• I can use paragraphs/ bullets etc. consistently.</li> <li>• I can use introductory phrases and subheadings. If used, conventional phrases (firstly, secondly, last of all) are smoothly blended into my writing.</li> <li>• I can join my ideas together throughout my writing by referring back to points I made earlier in the text, e.g. These suggestions...</li> </ul>
5	<ul style="list-style-type: none"> <li>• I can write simple, compound and complex sentences using varied connectives, e.g. which, who, otherwise, however.</li> <li>• I can write longer phrases and clauses to give my information economically.</li> <li>• I use shorter sentences to make an impact.</li> <li>• I can write using a formal tone, e.g. “when not in use”</li> <li>• I can use adverbials (how, when, where) to add precision to my explanation, e.g. especially, slightly healthier, severely.</li> <li>• I can use a range of verbs e.g. passive (has been left out), past (we have been) and future (we expect to make)</li> <li>• I can use a range of punctuation, almost always accurately e.g. brackets, dashes, colons.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make points to appeal to my particular audience e.g. parents (if you have young children around).</li> <li>• I can sustain and control the same viewpoint throughout my writing, e.g. urgent, warning, confident, business-like, reassuring</li> <li>• I can directly address my reader using rhetorical questions.</li> <li>• I use synonyms throughout my writing to ensure that I don’t overuse words e.g. delicious/tasty, oxygen/this gas.</li> <li>• I can choose words to engage my reader.</li> <li>• I can organise my writing so that my main points are emphasised.</li> <li>• I can link my paragraphs together to give a clear structure to my whole text e.g. referring back and forwards.</li> <li>• All my paragraphs are developed with supporting detail and explanation supporting my main information.</li> </ul>