

## Torbay Literacy Folio 10A

### Narrative 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
- Slight redraft of level 2 in line with QCA KS1 teacher assessment trial
- Reorganisation of headings and columns to reflect order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of key features of narrative 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 of Narrative</b>	
<b>Purpose:</b> to entertain and enthrall; to allow escape from the humdrum	
<p><b>Text Structure</b></p> <p><b><u>Simple chronological</u></b></p> <ul style="list-style-type: none"> <li>• Beginning, middle and end</li> <li>• Opening (to include setting and character), problem, build up (key events), climax/complication, resolution, authorial comment</li> </ul> <p><b><u>Other structures (more complex chronological)</u></b></p> <ul style="list-style-type: none"> <li>• Stories within stories (Badger's Parting Gifts)</li> <li>• Parallel plots</li> <li>• Multi plots (running parallel and touching at times (e.g. Eastenders))</li> <li>• Playing with time: flashbacks/ dream sequences etc.</li> <li>• Circular structures (e.g. Rosie's walk)</li> <li>• Cyclical structures (stories told by different characters, from different perspectives, sometimes of the same events)</li> </ul>	<p><b>Language Features</b></p> <ul style="list-style-type: none"> <li>• Written in first or third person</li> <li>• Dialogue in differing tenses</li> <li>• Mainly past tense (some narratives, especially oral texts use present tense to increase sense of immediacy/involvement)</li> <li>• Verbs used to describe actions, thoughts and feelings</li> <li>• Figurative language – metaphor, simile, personification</li> <li>• Literary effects – alliteration, assonance, words that describe (adjectives, nouns and verbs), use of passive verb form</li> <li>• Connectives that signal time (then, next, afterwards, just then, an hour later etc.)</li> <li>• Connectives used to shift attention (at that very moment, meanwhile, previously etc.)</li> <li>• Connectives used to inject suspense (suddenly, without warning etc.)</li> <li>• Mixture of short simple sentence structures (for suspense, dramatic impact etc.) and long complex sentences (to move plot forward, to add detail and description in an economical way).</li> </ul>
<p><b>Common forms of narrative:</b></p> <ul style="list-style-type: none"> <li>• Science fiction and fantasy (imaginary worlds)</li> <li>• Mystery and adventure</li> <li>• Ghost story</li> <li>• Historical story</li> <li>• Myth, legend, fable</li> <li>• Traditional story</li> </ul>	

(See Torbay Folio 4 – **Key features of narrative text types**)

## Narrative

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
W	<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 e.g. a fairytale or a story based on a shared book. FSP</p>	<p>Begin to form captions and simple sentences, sometimes using punctuation (8)</p>	<p>Joins in with rhyming and rhythmic activities</p> <p>Shows an awareness of rhyme and alliteration</p> <p><u>Handwriting Engages in activities requiring hand-eye coordination</u></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><u>Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters .FSP</u></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><u>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</u></p>
1c	<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><b>Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. (9)</b></p>	<p><b>Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</b></p> <p>Uses knowledge of letters, sounds and words when reading and writing independently. (9)</p>
1b	<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.</p> <p>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.</p> <p>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.</p> <p>Generally upper and lower case letters are not mixed within the word.</p>
1a	<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 story characters or events with word choice establishing content (<i>girl, good</i>)</p> <p>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>

**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 (developed in short sections)</li> <li>○ Writing is structured using simple, chronological order</li> <li>○ Some characteristics of form e.g. an opening, some events and a simple ending</li> </ul>	<p><b>NC level descriptor: Sentences sometimes demarcated by full stops and capital letters</b></p> <ul style="list-style-type: none"> <li>○ The construction of brief, simple sentences is usually grammatically accurate.</li> <li>○ Sentences are mainly written in past tense.</li> <li>○ Sentences predominantly starting with subject or pronoun and verb, (<i>I went on a journey.</i>); often speech-like, with repetition of pronouns and simple verbs (<i>He went to the shop with his mum and they went in the shop.</i>)</li> <li>○ Sentences sometimes demarcated by both capital letter and full stop.</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>○ <i>Some common words spelt correctly, alternatives show reliance on phonics and some visual patterns.</i></li> <li>○ Attempts at phonetic spelling - not always comprehensible.</li> </ul>
2B	<ul style="list-style-type: none"> <li>○ Some detail included to interest reader</li> <li>○ A simple, broadly chronological sequence of events, with an opening that may describe character, time or place.</li> <li>○ Events generally related to the story with an appropriate ending (<i>Legs came in first place</i>); ending may be brief or over-long.</li> <li>○ Beginning or end of the narrative may be signalled conventionally (<i>One day...</i>)</li> <li>○ First or third person narration may not be consistent.</li> <li>○ Simple connectives used (<i>and</i>; <i>and then</i>) to join ideas.</li> <li>○ Some connection between sentences e.g. by the use of pronouns referring to the same person or thing.</li> <li>○ Some use of good vocabulary but not sustained throughout text.</li> </ul>	<ul style="list-style-type: none"> <li>○ Subjects and verbs are often simple and frequently repeated (<i>got, put, said, went, have</i>).</li> <li>○ Simple sentences are used with some clauses joined by <i>and, but, then</i> to establish the sequence of events.</li> <li>○ Nouns expanded with one simple adjective (<i>an old statue</i>).</li> <li>○ Mixture of simple and compound sentences with clauses joined by <i>and, but, then, so</i> to establish the sequence of events. (<i>Then she went home and went to her bedroom</i>)</li> <li>○ Noun phrases and adverbials may be simple in vocabulary and structure (<i>a good game; in the car</i>).</li> <li>○ Some chaining of speech-like clauses to convey character's thoughts, (<i>but when does it in five minutes but I think my uncle should be there.</i>)</li> <li>○ Other punctuation may mark questions and exclamations</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>○ Story events expanded through some apt vocabulary choices or the inclusion of detail, e.g. a brief description of an unusual creature (<i>very big wings</i>), or dialogue (<i>he wandered off; her friend's name was Jasper; get out of the bath said mum; let's sneak out the door so we did; The plane went round and round and backwards and forwards.</i>)</li> <li>○ The writing is structured appropriately for the purpose of the task.</li> <li>○ The child engages the reader in a range of ways.</li> <li>○ Main ideas are linked together with possible use of line breaks, time related words and phrases.</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 (<i>because, so, if, when</i>)</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>Story form maintained. Attempts to interest reader through characters, setting or events. Some development of events</p> <p>Some evidence of the narrator's viewpoint e.g. commenting on behaviour (<i>He was doing his favourite thing, eating chocolate; Did he ever tidy his room? No.</i>), or character's reactions to events e.g. (<i>At first it's scary because you are looking down.</i>)</p> <p>Attempts to create interest, mystery, humour or anticipation enliven narrative and are conveyed through:</p> <ul style="list-style-type: none"> <li>• detail/description (<i>there were lizards slithering around us, he was forgetful, rude and never tidied his room</i>)</li> <li>• dialogue sometimes used to move the action on (<i>he shouted, "look out for the cliff."; "Dad the dragon statue has gone"</i>)</li> <li>• precise vocabulary choices (adventure, alligator, freewheeling, mischief, fire alarm)</li> <li>• posing a problem (<i>when I got to the post where the dragon statue was, it had gone</i>)</li> <li>• creating suspense (<i>e.g. suddenly, I felt something touch my feet</i>)</li> </ul> <p>Style consistent with form e.g. realistic story, fantasy, adventure</p> <p>A sequence of events that is illustrated through a repeated pattern of events and which leads to a conclusion.</p> <p>Simple chronological sequence indicated by time-related words, phrases or clauses.</p> <p>Divisions may be marked by line breaks or paragraphing.</p> <p>Connection between sentences built up by reference to characters in the story (<i>the man/ he</i>) and between different characters in dialogue. Other relationships within and between sentences may be used, e.g. contrast (<i>but what we didn't know was...</i>) or consequence (<i>so we ran around the side.</i>) or events taking place at the same time (<i>as they were waiting</i>)</p>	<p><b>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</b></p> <p>Mixture of simple and complex sentences starting with either a 1<sup>st</sup> or 3<sup>rd</sup> person subject. Subjects and verbs often simple and frequently repeated (<i>got, said, went, have</i>).</p> <p>Clauses joined by <i>and, but, then, when, so</i> to express chronological sequence (<i>he was put in prison but he escaped</i>) with some repetition (<i>Then I went on the climbing frame then I saw the statue of Theseus.</i>)</p> <p>Nouns are sometimes modified by simple adjectives (<i>his messy bedroom; a loud wailing sound; such a bad toothache</i>) and verbs by adverbials (<i>suddenly, as usual</i>)</p> <p>Some use of pronouns to avoid repeating the subject, (<i>Legs was tired out. She didn't know if she could run anymore.</i>)</p> <p>Variation in word order/position of clauses sometimes highlights meaning and contributes to the pace of the narrative (<i>all he could think about was climbing the highest tree; from that day on; Off ran Legs, like a bullet</i>)</p> <p>Some sentence variation created by use of simple adverbials (<i>once, suddenly, that night.</i>)</p> <p>Some speech like expressions in dialogue e.g. questions and exclamations (<i>aren't we?; Come on, boys and girls</i>)</p> <p>Full stops, capital letters, exclamation marks and question marks mostly accurate.</p> <p>There may be some use of speech marks and 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 polysyllabic 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>Story form adapted to genre e.g. adventure, pacing used to prepare reader for main events; characters take risks/ experience danger; presentation of the setting(s) to interest reader.</p> <p>Narrator’s viewpoint established and maintained, e.g. sympathy or disapproval of main character (<i>I could barely look at it</i>) continues as the story develops.</p> <p>The style is effective for purpose of the story, e.g. adventure e.g. opening suggests an eerie atmosphere through description (<i>misty, deserted planet, dark, gloomy place</i>); dialogue reveals information about character; the actions of the character suggest personality</p> <p>Plot is imaginatively developed through the interaction between characters. Characters emerge from the writing, (<i>Now I had my breath back; “We can go for egg and bacon sandwiches,” cried one of the builders; I was trembling with fear, petrified.</i>)</p> <p>Writing engages the reader by:</p> <ul style="list-style-type: none"> <li>• creating a climax/ suspense, (<i>I was just about to turn around when something pinched me: that’s when it happened.</i>)</li> <li>• by an unexpected ending (<i>Mum was cross with me for telling tales, but just as she said that a ghostly figure appeared in the water...</i>)</li> <li>• vocabulary choice adds to the mood of the writing (<i>not a cold stony voice; waddling towards me; enchanted</i>).</li> </ul> <p>Developments are well paced. The ending is credible and engaging.</p> <p>Sections of the story may be organised into paragraphs. Transitions may be awkward.</p> <p>Within a paragraph, connected sequences of events may be developed around a main sentence. Some continuous references link through the whole text (<i>Barry/he/his friend</i>)</p> <p>Shifts in time and place help shape the story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event, (<i>After seeing all the statues; Meanwhile, back on earth</i>)</p>	<p><b>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</b></p> <p>Sentences structured for precision and impact.</p> <p>Some variety in use of subordinating connectives in complex sentences (<i>because, which, where</i>). Some variety in subjects and verbs.</p> <p>Subordinating conjunctions clarify details of time and place or give explanations (<i>When I looked at the statue, I realised it was a female angel; the statue didn’t get me because he was in the middle of the pond.</i>)</p> <p>A controlled use of first and/or third person subjects develops the narration. (<i>e.g. its wings were moving faster than a rocket... I was amazed and dazzled.</i>)</p> <p>Tense choice appropriate, typically past tense for narration, present tense in dialogue. Tense changes may be used for effect, e.g. narration in present tense to increase impact, (<i>we play a different game</i>).</p> <p>Adverbials (<i>big leap in the air, On this planet</i>) and expanded noun phrases (<i>e.g. small, slimy, purple figure</i>) add variety.</p> <p>Dialogue may include fragmented sentences and different sentence types (<i>“Arrrr!!”; Good race.”; what is your name? See ya later. Look at that!</i>)</p> <p>Some commas mark phrases or clauses; inverted commas demarcated direct speech, usually correctly</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>Adaptation of story form evident in development of character and setting, e.g. sci-fi creatures and fantasy landscape; characterisation of explorers as courageous, location as inhospitable terrain.</p> <p>Changes in pace maintain reader interest.</p> <p>Narrator's viewpoint is established and controlled, e.g. extended description used to emphasise the unfamiliarity of the landscape (<i>a house made out of spiky, spongy, triangular things</i>) or the events seen through the eyes of one of the characters.</p> <p>Writing engages the reader in a variety of ways e.g.:</p> <ul style="list-style-type: none"> <li>• direct address to the reader</li> <li>• informal style (<i>Anyway, I'm going to talk to them</i>)</li> <li>• repetition for effect</li> <li>• vocabulary choice adds to impact (<i>the shiny, flying, stretch limousine</i>)</li> </ul> <p>Relationships between paragraphs give structure to the whole story, e.g. contrasts of mood (initial calm followed by anxiety), shifts in time (not necessarily chronological order), changes in location.</p> <p>Reference to characters, events, settings varied e.g. avoid repetition by omission of words (ellipsis) (<i>a dog ran in and [ ] was jumping all over me</i>)</p> <p>Paragraph structure is controlled to shape the story, e.g. a paragraph is used to build up to the main event.</p>	<p><b>NC level descriptor: Simple and complex sentence structures used effectively.</b></p> <p>Simple and complex sentences used.</p> <p>Some variety of subordinating conjunctions, (e.g. <i>when, if, because, which, where, as, while, though, until and otherwise</i>)</p> <p>Expansion of words and phrases add detail (<i>who had a smirk on her face</i>).</p> <p>Short sentences used to add pace.</p> <p>Additional words and phrases contribute to subtlety of meaning (<i>exactly, suspiciously</i>)</p> <p>A range of verb tenses used to move between past time, dramatic present, continuous action (<i>the town was crawling with monsters</i>) or future possibilities (e.g. <i>so in the end, the gargoyle was obliterated in a flash of light; now everyone is safe and the buildings are being rebuilt; the gargoyle knows that on a full moon he becomes immortal... and there's only five minutes to sunset</i>)</p> <p>Qualifying words and phrases contribute to precision, adverbials may suggest narrator's attitude (<i>to my surprise, luckily</i>).</p> <p>Range of punctuation used, almost always correctly, e.g. full punctuation of direct speech.</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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## Narrative

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>
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>Choices in adaptation, for example withholding of information to build suspense, contribute to overall impact and engage reader interest.</p> <p>All aspects of the story are consistent and contribute to overall impact.</p> <p>Viewpoint well-controlled, e.g. selection of detail to encourage reader to sympathise with main character; action portrayed from different viewpoints.</p> <p>Opinions, attitudes and feelings expressed calling on a range of stylistic devices, e.g. use of figurative language (<i>It looked like a hamster nest but cleaner</i>).</p> <p>Chronological sequence of the plot may be disrupted for effect, e.g. use of flashback. Structural features of the story, such as the opening and resolution, contribute to the shape and meaning of the whole text; e.g. an early event arises later.</p> <p>Paragraphs varied in length and structure; connection between ideas manipulated in a variety of ways, for example, the use of pronoun reference to create deliberate ambiguity in the mind of the reader until later in the text.</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 varied to express subtleties in meaning and to focus on key ideas.</p> <p>Sentences may include embedded subordinated clauses, sometimes for economy of expression.</p> <p>Short sentences may be used for impact.</p> <p>Word order may be varied for emphasis, such as delaying the focus of sentence (<i>There, sitting in front of me, was Neil Armstrong</i>)</p> <p>Range of punctuation, with little omission, 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>

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



## Narrative Success Criteria in “Child Speak”

<b>Narrative Success Criteria</b>		
<b>NC Level</b>	<b>Assessment Focuses: Sentence structure Punctuation</b>	<b>Assessment Focuses: Composition and effect Text structure and organisation</b>
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>• I can use story words.</li> <li>• Sometimes I can link my ideas together.</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”, “but” or “then”.</li> <li>• I can use simple adjectives to give extra information about the things in my story (e.g. good game)</li> <li>• I usually remember to use full stops and capital letters.</li> <li>• Sometimes I use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use interesting words to give more detail to my story.</li> <li>• I can include some dialogue in my story.</li> <li>• I can describe my characters and setting.</li> <li>• I can write the events in the story in the right order.</li> <li>• I can start and end my story using story language.</li> <li>• I can use time connectives (first, later, then, next) to join my events together.</li> </ul>
3	<ul style="list-style-type: none"> <li>• I can write a range of sentences including short simple sentences and longer complex sentences.</li> <li>• I can use the joining words “and”, “but”, “then”, “when”, “so” within my sentences to join my ideas together in the right order.</li> <li>• I can begin my sentences in different ways (e.g. using a phrase or adverb)</li> <li>• I sometimes use adjectives and adverbs in my sentences.</li> <li>• I can use nouns and pronouns to refer to my characters.</li> <li>• I usually remember to use full stops, capital letters, question marks and exclamation marks accurately.</li> <li>• Sometimes, I can use speech marks in dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• My writing sounds like a story all the way through.</li> <li>• I can let my readers know what I think about my characters and their feelings.</li> <li>• I use description to add detail to my story.</li> <li>• I sometimes add dialogue to my story.</li> <li>• I can use precise words.</li> <li>• I can create suspense by using scary description and adverbs (suddenly...)</li> <li>• My story includes a sequence of events, which leads to a suitable ending.</li> <li>• I can use time connectives, phrases or clauses to show the passing of time.</li> <li>• Sometimes I remember to write in paragraphs.</li> </ul>

### Narrative Success Criteria

<b>NC Level</b>	<b>Assessment Focuses: Sentence structure Punctuation</b>	<b>Assessment Focuses: Composition and effect Text structure and organisation</b>
4	<ul style="list-style-type: none"> <li>• I think about the way I write my sentences so that they are precise and have the impact I want on my reader.</li> <li>• I can use of range of conjunctions in my complex sentences (because, which, where, when).</li> <li>• I can write in either 1<sup>st</sup> person or 3<sup>rd</sup> person throughout my story.</li> <li>• I can write in consistent past tense during my story, except during dialogue, when I can write in present tense. Sometimes I can also change the tense for impact.</li> <li>• I use adjectives and adverbial words and phrases to add detail and variety to my story.</li> <li>• Within my dialogue, I sometimes write speech in the style of spoken language. I can also include questions and exclamations in my dialogue.</li> <li>• I am beginning to use punctuation within my sentences e.g. commas and speech marks.</li> </ul>	<ul style="list-style-type: none"> <li>• My story uses the typical features of its genre e.g. adventure, fantasy.</li> <li>• I can deliberately make my readers see my characters or events in a certain way (e.g. with sympathy, with anger) throughout my story.</li> <li>• I can create realistic characters through description, dialogue and action.</li> <li>• I can hook my reader through creating suspense, developing a climax, through a surprising ending or through my choice of words.</li> <li>• I have developed all parts of my story equally. The ending is believable.</li> <li>• My story is organised into paragraphs.</li> <li>• Within my paragraphs, my sentences are connected and sequenced.</li> <li>• Sometimes I can move my story to a different place or time.</li> </ul>
5	<ul style="list-style-type: none"> <li>• I can use a range of sentences effectively for a planned impact, e.g. short sentences used for pace and impact, longer sentences to move the action along.</li> <li>• I can expand words and phrases within my sentences (who had a smirk on her face).</li> <li>• I add words and phrases to create a more precise meaning.</li> <li>• I can use a range of past, present and future tense verbs within my story.</li> <li>• I use a range of punctuation, almost always correctly e.g. commas and speech marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout my story I have written in an appropriate style for the genre e.g. sci-fi, historical</li> <li>• I change the pace of my story deliberately, e.g. my sentences show the speed at which the events are happening.</li> <li>• My reader knows what I think of events, settings, or my character throughout my story.</li> <li>• I can use a variety of techniques to hook my reader, e.g. direct address, informal style, repetition for effect, word choices</li> <li>• I can link my paragraphs together effectively, e.g. contrasts in mood, shifts in time (not necessarily in chronological order) and changes in location.</li> <li>• I can avoid repetition by referring to my characters, events and settings in a variety of ways, including omission.</li> </ul>

