

Torbay Literacy Folio 10B

Non-Chronological Report 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 the order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of non-chronological report 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.

Key Features of Non Chronological Reports	
Purpose: to describe the characteristics of something e.g. “Birds”, “Ancient Greece”	
Example: an extract from a general encyclopedia	
Text Structure <ul style="list-style-type: none"> • Introductory information about what is to be described: who, what, when, where? (overall classification) • Non-chronological organisation • Description organised according to categories or information • Skeleton framework – a spidergram 	Language features <ul style="list-style-type: none"> • Present tense (except historical reports) • Usually general nouns and pronouns (not particular people or things) • Third person writing • Factual writing, often involving technical words and phrases.
Common forms of non chronological reports <ul style="list-style-type: none"> • Information leaflet • School-project file • Encyclopedia entry • Magazine article • Non-fiction book • letter 	

p. 28, *How to teach Writing Across the Curriculum at KS2*, Sue Palmer, David Fulton Publishers

Non-Chronological Report

Level	Composition and Effect Text Structure and Organisation <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>	Sentence Structure and Punctuation <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>	Spelling and Handwriting <i>AF8 Use correct spelling</i> Linking sounds and letters
W	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.		Joins in with rhyming and rhythmic activities Shows an awareness of rhyme and alliteration <u>Handwriting Engages in activities requiring hand-eye coordination</u> 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 <u>Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters .FSP</u> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet (4) • Hear and say initial and final sounds in words. (5) • Hear and say short vowel sounds within words. (6) • Use their phonic knowledge to read simple regular words (linking sounds and letters 7) • Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. (Writing 7) • Attempts to read more complex words, using phonic knowledge (8) 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
1c	Level Descriptor: Pupils produce recognisable letters and words or symbols to convey meaning. 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)	Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.
1b	Level Descriptor: Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation. Writing conveys some recognisable information, eg simple statements which may not be related to one another. Writing mainly addresses headings.	Level descriptor: They begin to show an understanding of how full stops and capital letters are used. 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	Level descriptor: Most letters are clearly shaped and correctly orientated. Writing is legible. Letters are usually correctly formed and orientated. Generally upper and lower case letters are not mixed within the word.
1a	Level descriptor: Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary Word choice is simple but related to topic Some relationships between ideas may sometimes be marked by simple connectives (and, because)	Level descriptor: Pupils make some use of full stops and capital letters. Pupils make some use of full stops and capital letters.	Level descriptor: Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.

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

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2C	NC Level descriptor: Writing communicates meaning clearly...using appropriate and interesting vocabulary and showing some awareness of the reader. <ul style="list-style-type: none"> ○ Writing appropriate to form through addressing given headings with some additional details (<i>made of gold; it had something inside it</i>) ○ A short series of informative points with some ideas grouped into sequences of sentences. 	NC level descriptor: Sentences sometimes demarcated by full stops and capital letters <ul style="list-style-type: none"> ○ Mainly simple, grammatically accurate present-tense (<i>Skipping is; I like</i>) statements, often beginning with simple subject and verb ○ Some sentences begin with simple personal pronoun (I; <i>I found a dinosaur bone; You</i>), others with topic related subjects (<i>apples are healthy; sweets are bad for you; Children; Skipping</i>). ○ Sentences sometimes demarcated by both capital letters and full stop. 	<ul style="list-style-type: none"> ○ Letters correctly formed and orientated ○ Handwriting legible but may not be consistent. ○ Attempts at phonetic spelling - not always comprehensible.
2B	<ul style="list-style-type: none"> ○ Information generally clear to the reader; ○ Limited vocabulary choices relate to topic (<i>fruit and vegetables; bones; teeth; fun activity; strong</i>) but some words may be overused (<i>The second healthy thing to do to keep healthy is to do a lot of cycling</i>) ○ Ideas, expressed in a simple form, generally relevant and grouped around main topic (eg Oran, his home, planet, family life) into sequences of sentences; report may begin with a simple opening sentence (<i>You can keep fit during one hour and this is how.</i>) ○ Some sentences linked by topic (<i>You should run to keep fit. I go running in the park</i>) but information is sometimes uneven or unconnected (<i>Skipping is fun. You must wear a helmet to go cycling.</i>) ○ Relationships between ideas usually marked by simple connectives (<i>and then, and</i>) to indicate straightforward sequence or list of details. Connections within the text may be unclear, for example pronouns may be used to refer to different, non-specific people or things. Some coherence achieved by repetition of vocabulary (for example associated with Oran: <i>he is an alien and he lives on an alien's planet</i>) ○ Some division possibly indicated by layout. 	<ul style="list-style-type: none"> ○ Mixture of notes (<i>a round thing coloured orange</i>), simple sentences or compound sentences with clauses mostly joined with <i>and, but, then</i> (<i>It might hatch and grow very big</i>). ○ Subjects frequently repeated (<i>He is from far away and he is small and he is good at football</i>) ○ Some clauses joined by <i>and</i> (<i>carrots are good for us and apples are good for us</i>) or other connectives, eg <i>because, when, or, if</i> to show simple relationships between ideas, eg cause and effect (<i>if you eat bad food it makes you sick; If you play football...; If you play tennis</i>) ○ Verb tense usually appropriate to task. Some modal verbs (<i>You can do; Children should go</i>) make definite statements and give advice. ○ Some use of punctuation which may show some confusion e.g. full stops, question marks ○ May be some use of punctuation within the sentence e.g. comma in list, possessive apostrophe. 	<ul style="list-style-type: none"> ○ Some irregular letter formation. ○ Spelling reflects growing knowledge of whole word structure with an awareness of visual patterns and recall of letter strings. ○ Spelling attempts are phonetically plausible
2A	<ul style="list-style-type: none"> ○ A short series of informative points, aimed at a wider readership (<i>I should go cycling every day to help your legs. Parents should take children swimming</i>). Ideas may be reliant on personal experience and listed or repeated (<i>You could do it at school when you are playing with a friend or you could do scootering because it is fun with a friend</i>) ○ Some detail included to interest reader (<i>he has green hair</i>), but may assume some knowledge on the part of the reader, for example descriptive details minimal, and may include details not relevant to overall theme. ○ Main ideas are linked together with possible use of line breaks, numbers, time related words and phrases, labelled diagrams. ○ Wide vocabulary with some imaginative choices. 	<ul style="list-style-type: none"> ○ Noun phrases, sometimes expanded, used to describe subject or place (<i>a strange boy; a round circle house</i>). Simple adverbials, often of place (<i>On Oran's planet</i>); ○ Grammatically accurate simple and compound sentences. ○ Some use of subordinate clauses joined by a range of conjunctions (<i>because, so, if, when</i>) ○ Sentence types are varied (statements, questions and exclamations) ○ Punctuation and use of capital letter is accurate at the beginning and end of sentences. ○ Use of question mark and exclamation mark ○ Some use of punctuation within a sentence e.g. comma in a list, possessive apostrophe, ellipsis 	<ul style="list-style-type: none"> ○ 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. ○ Spelling almost accurate, errors are phonetically plausible.

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>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.</p> <ul style="list-style-type: none"> ○ Main features of report. Some awareness of purpose and audience, Eg information adapted to general readership ○ There is some development and detail within each section (<i>made of very hard metal; it could be put in a museum to show people a real pirate telescope</i>) these provide the reader with more evidence, but may not be developed. Dialogue or quotations may be included to support information presented. ○ Some evidence of viewpoint, eg sustaining an advisory tone in information writing but may not be maintained (<i>Being healthy changes your life; Skipping will make you breathless</i>) ○ Shows awareness of appropriate style, eg for a teenage magazine. ○ Some precision and authenticity in choice of words and phrases which may draw on the technical vocabulary of the chosen topic. (<i>vitamins, muscles, energy; prehistoric; to decorate my belongings</i>) ○ Vocabulary choices draw the reader in, sometimes using an informal style (<i>Running on the spot gives you exercise and makes you lift those knees: And of course you'll have some decent admirers!</i>) ○ Similar information grouped together, eg information about individual activities; times of day when, or locations where, activities could be done. ○ Within sections, pronoun reference (<i>skateboard/it</i>) or vocabulary choices (<i>fit/health; walking/stroll</i>) generally maintain links between ideas. Sequences of ideas may be linked by related vocabulary (<i>aliens; space; stars; planet</i>) but extraneous information may be included. ○ Overall text structure includes brief introduction (<i>Need more exercise here is some details</i>) or concluding sentence (<i>I hope you will have a go at one of these activities</i>). Often minimal or no conclusion. Coverage of information may be uneven or unfocused. ○ Some divisions between sections of content indicated, eg use of subheading/ headings, simple string of questions, line breaks, bullet points or paragraphing 	<p>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</p> <ul style="list-style-type: none"> ○ Mainly first person and present tense. Limited use of third person for generalisations. ○ Statements are grammatically accurate and present relevant, precise information (<i>It is silver and has six spikes on one side and five spikes on the other side</i>). ○ Varied connectives such as <i>and, because, when, or, if</i> link clauses. ○ Sentence openings highlight main ideas (<i>Walking to and from school; Being fit; You might want</i>) but are not always controlled (<i>With bones like the neck you should go carefully as they can crack and break easily</i>). ○ Noun phrases are expanded through the use of adjective strings (<i>small and skinny legs; thin and tall and a bit yellow; ball skills; good shape; fresh air</i>) ○ Note form/ ellipsis used for brevity and clarity (<i>What it could be used for: sitting, lying, sleeping, wishing, praying</i>). ○ Future tense (<i>it will rot away</i>) or modal constructions (<i>it could be cooked to eat</i>) are appropriate to headings. ○ Sentences mainly compound with clauses linked by connectives such as <i>and, but, so</i>. ○ Some variation in sentence structure supports explanation or reasoning (<i>we eat fruit because it had vitamins; the more we eat sugary things the more we grow fat; but that's how the trouble starts</i>). ○ Consistent use of third person or generalised present-tense constructions. General pronoun <i>you</i> and present tense conveys advice effectively. ○ Full stops, capital letters, exclamation marks and question marks mostly accurate. ○ There may be some use of commas in lists. ○ Features such as bullet points or line breaks correspond to grammatical division of clauses and phrases. 	<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>NC level descriptor: Spelling usually accurate including common polysyllabic words.</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> ● Some confusion of common homophones eg no/know; your/you're ● Errors of word division eg alot, infact ● Errors in polysyllabic words are phonetically plausible eg terned/ shorely

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4	<p>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.</p> <ul style="list-style-type: none"> ○ Coverage of information is generally balanced and report addresses readership consistent with form. ○ Future possibilities are developed logically (<i>It will go to a seaside centre and will be used to save octopuses lives</i>). ○ Attempts are made to engage the reader ○ Consistent viewpoint: a stance is taken towards the information and maintained, for example the writer as investigator/ expert/ excited/ awestruck (<i>It couldn't possibly be! Make you immortal and give you powers nobody can explain!</i>) Information may be presented with some authority (<i>call 0800 600 200 for more advice</i>) ○ Use of technical or specific vocabulary (<i>unexploded mine; sea anemone</i>) demonstrates precision ○ Straightforward description and some detail highlight some features of the subject. May describe concepts that highlight unfamiliar aspects. ○ Some appropriate stylistic features eg of a teenage magazine. ○ Text structure includes introduction that sets a simple context and provides a clear sense of purpose. Strands of the text focus on specific features of the subject. Includes a brief conclusion/ summing up., eg encouraging comments about the activities designed to get the reader to try one. ○ Information given in each section links together (<i>It is a circle covered in spikes. It can be used for attacking predators because its spikes have poison on the end</i>); ○ Connections between ideas established and maintained, for example by reference to a previous part of the text (<i>Skipping makes the heart beat quicker... Running is another way to get the heart pounding; All these activities help you get fit in different ways</i>). Variety of expression might be used and comparisons developed. ○ New section/paragraph indicated, for example subheadings, bullet points, introductory phrases (<i>There's nothing more fun than...</i>), but transitions between them sometimes awkward. 	<p>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</p> <ul style="list-style-type: none"> ○ Information is conveyed succinctly. ○ Some variation in sentence structure (<i>You need at least an hour of exercise a day. If you can't manage that all at once then split it into a few difference activities</i>) and questions and exclamations (<i>Why don't you do sports?; What a fit school!</i>) used to give advice and encouragement. ○ Some complex sentences use subordinating connectives, for example because, which, to develop explanation (<i>We don't go swimming on my planet which is why I found it very strange here</i>). ○ Noun phrases are expanded through use of similes (<i>as big as your fist</i>), and adjectival phrases (<i>a knobbly piece of blue glass; children from around the world</i>) to express ideas economically. Expanded noun phrases aid precision (<i>a robotic pet; all the other aliens; the first flinkonoian to the other place</i>). ○ Adverbials (<i>slightly scary; round in a circle</i>) define and give more detail. Sentence openings may include scene setting/contextualising adverbials (<i>during his visit; after spending a few days here</i>). ○ Verbs use future, conditional and present tenses appropriately. Tense choices appropriate. ○ Pronouns used to avoid repetition (<i>Skipping helps arms and leg muscles to build up and get stronger, so why not try that?</i>) Use of pronouns generally consistent (<i>when I asked Oran how he liked Earth he said he found it quite strange</i>). ○ Passive voice is used to highlight object (<i>The blood of this creature can be used to heal illnesses</i>) ○ Accurate sentence demarcation and some use of commas within sentences to mark phrases or clauses; ○ Speech marks demarcate direct speech or quotations, usually correctly. ○ Bullet points or line breaks used to organise information economically. 	<p>NC level descriptor: Handwriting fluent, joined and legible.</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>NC level descriptor: Spelling accurate including polysyllabic words which conform to regular patterns.</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> ● Some confusion of more complex homophones eg course/ coarse, breaking/ brakeing ● Phoneme omission (eg rem [em] ber ● Errors in using suffixes and prefixes eg tried, families, dissappear, hoping/hopeing/ hopping

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5	<p>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.</p> <p>Ideas in task prompt selected and adapted to engage reader. Creative title/headlines, background information, 'interesting facts' and reflective comments are effectively combined in an entertaining and informative report/ article. (<i>On the planet Z users they spend most of the time entertaining themselves on a very complicated musical instrument called a Tompakina</i>).</p> <p>Viewpoint established and maintained, for example writer sets context (<i>the discovery of this boy could be very important for science</i>), and contrasts are revealed through lines of questioning (<i>how is it different here?</i>) or through the presentation of Oran's point of view (<i>I do not understand aggression, it seems very odd</i>).</p> <p>A conscious addressing of reader is evident, for example deliberate use of an informal, conversational style (<i>I've just had the most fascinating interview...</i>). Spoken stylistic devices are consistent and may be used to develop character or differentiate between speakers.</p> <p>Imaginative details developed and there may be attempts to introduce some elements of humour. Direct speech/quotations may be condensed to aid continuity or interview/reporter's voice may be established through the use of particular vocabulary to show the contrast between speakers and develop the interplay between them.</p> <p>Appropriate stylistic features add interest eg rhetorical questions</p> <p>Relationships between paragraphs give structure to whole article, for example engaging headline/ Title followed by focused summary/introduction and well controlled coverage of a range of aspects of subject. Conclusion draws together key features and may include reflective comments.</p> <p>Connections within text give structure to the whole report and links between paragraphs maintained through interplay between characters, for example probing or prediction (<i>Even stranger than that was...But do you mean that...?</i>)</p> <p>Main points in paragraphs supported by relevant detail, for example selection of features of planet/effect on Oran's lifestyle. A range of comparative relationships may be built up and thematic links (<i>it's hard to imagine unless you've seen it</i>) and vocabulary are evident (<i>can't be seen; invisibility cloak; shrouded in mystery</i>)</p>	<p>NC level descriptor: Simple and complex sentence structures used effectively.</p> <p>Both compound and complex sentences used, with variety of connectives, for example, <i>otherwise, even though</i>.</p> <p>Expansion of phrases and clauses adds information and detail (<i>the scenery is exciting in a misty cloudy sort of way; hopping around as if the ground was burning his feet</i>).</p> <p>Qualifying words and phrases contribute to precision (<i>completely incredible; sweltering hot</i>).</p> <p>Meaning developed through complex verb phrases (<i>Oran has been trying to adjust to life back home</i>).</p> <p>Tense changes are well managed (including use of modals) enabling movement between past or future events and between different perspectives (<i>Now Oran is looking forward to returning home, but he will be able to tell them about the strange things he learned while he was here</i>).</p> <p>Some succinct phrases or quotations may be used to direct the reader's focus (<i>Whatever next; Who knows? or for effect (Incredible!)</i>)</p> <p>Variation in word order use to build up detail or give emphasis (<i>Walking into a room in trendy clothes...</i>)</p> <p>Range of punctuation used, almost always correctly, for example full punctuation of direct speech, to give clarity</p>	<p>NC level descriptor: Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</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>NC level descriptor: words with complex regular patterns are usually spelt correctly.</p> <p>Likely errors:</p> <ul style="list-style-type: none"> Incorrect hyphenation of some compound words re-act/ grand-father <p>Errors in more complex suffix formations eg responsible/ responsible; physicky; basicly</p>

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6	<p>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</p> <p>Content is well selected and clearly focused on the purpose of the article, for example several strands of interest identified and developed. Lively openings (<i>At a glance, Oran looks like a normal boy, but look closer..</i>), detailed descriptions and explanations and comments manipulated to achieve particular effects and maintain reader's interest</p> <p>Viewpoint is well controlled, for example reader made aware of significant aspects of Oran's life from different perspectives. Counterbalancing of the two viewpoints (<i>Oran's and the interviewer's</i>) is well handled.</p> <p>Stylistic devices manipulated to fully support purpose and engage audience, for example placement of reporter /interviewee's comment before or after quotations (<i>he became very animated when her explained the rather unusual way their families celebrate together</i>). A range of stylistic devices give variety and interest, eg colloquial phrases, humour and antithesis.</p> <p>Characters developed and maintained throughout and vocabulary is carefully chosen to enhance the writing with imaginative and thought-provoking detail, for example humour, suspense, mystery or sensation may be incorporated depending on creative style adopted.</p> <p>Readers interest sustained by variation in tone and level of formality eg switching from idiomatic expression to wider analysis of comment.</p> <p>Sequencing of sections within the article contributes to the overall effectiveness: information is prioritised and manipulated for maximum impact. Key themes are highlighted and developed <i>throughout</i> (<i>The most extraordinary thing was...Oran's strange way of speaking..., 'I ask Joe what is holiday?'</i>).</p> <p>Transition between sections is controlled. Individual paragraphs vary in length and structure. Connection between ideas manipulated in a variety of ways, for example the use of a reference to create deliberate ambiguity in the mind of the reader until later in the text ("<i>I live with my parents, my sibling and my goach.</i>"), or to prompt a follow-up question.</p> <p>Within paragraphs ideas linked by a range of devices, eg summarising or contrasting different ideas.</p>	<p>NC level descriptor: Pupils use a range of sentence structures. A range of punctuation is usually used correctly to clarify meaning.</p> <p>Range of grammatical structures used to vary length and focus of sentences and to express subtleties in meaning.</p> <p>Sentences may include embedded subordinate clauses, for example, for economy of expression in narration (<i>There are so many creatures on this planet that Oran and a few others of his age group have been sent out in search of possible alternative living environments</i>).</p> <p>Short sentences may be used for impact (<i>This boy is astounding!</i>) or to give authority to voice writer.</p> <p>Length and structure of sentences to elaborate views eg subordination to speculate or explore consequences.</p> <p>Impersonal constructions and modals give support/ weight to the views expressed.</p> <p>Punctuation generally secure to mark structure of sentences and give clarity.</p>	<p>NC level descriptor: Handwriting is near and legible.</p> <p>NC level descriptor: Spelling is generally accurate including that of irregular words</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> • Errors with unstressed vowels eg dependant; definately; • Consonant doubling in more difficult words eg embarrassment; occassionally; adress

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Non-Chronological Report

Level	Composition and Effect Text Structure and Organisation <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>	Sentence Structure and Punctuation <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>	Spelling and Handwriting <i>AF8 Use correct spelling</i>
7	<p>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.</p> <p>Purpose of task fulfilled and reader engaged and entertained by variation of level of formality, eg shifting from diatribe to more reflective analytical comment.</p> <p>Viewpoint adopted which is individual while recognising a wider, more impersonal view of the topic, (eg, <i>fashion is both important and completely trivial</i>)</p> <p>Appropriate and individual style adopted to present chosen viewpoint, eg humour, irony, contrasts or deliberate use of formal and informal language.</p> <p>Within paragraphs a range of devices reinforces links between ideas eg connectives generalising and summarising.</p>	<p>NC level descriptor: Grammatical features are accurately and effectively used.</p> <p>Range of sentence structures conveys views with clarity and emphasis.</p> <p>Variety of verb forms including different tenses, modals and impersonal structures support the development.</p> <p>Controlled pacing of adverbial and expanded noun phrases gives concision.</p> <p>A range of punctuation used to clarify meaning and create particular effects.</p>	<p>C level descriptor: work is legible and attractively presented.</p> <p>NC level descriptor: Spelling is correct including that of complex irregular words</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> Any errors stand out as untypical or 'one off' slips.

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

Non-chronological Report 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"> • I can write down my ideas using words and phrases. • Sometimes I remember to use full stops and capital letters 	<ul style="list-style-type: none"> • My teacher can understand my writing. • My writing contains information related to the topic. • I can choose good words for this topic.
2	<ul style="list-style-type: none"> • I can write in sentences. • Most sentences are in present tense (unless I'm writing history). • Sometimes I join my sentences together using "and" or other connectives e.g. "because", "when", "or", "if" • I can use simple adjectives to give extra information about the subject or place in my writing (a round house) • I usually remember to use full stops and capital letters. • Sometimes I use question marks and exclamation marks. 	<ul style="list-style-type: none"> • I can write several pieces of information. • I can group my sentences together if they are about the same thing. • I can write a simple opening sentence. • I can add detail to give more information. • I can layout my writing to show how I have organised it.
3	<ul style="list-style-type: none"> • I can write grammatically accurate sentences which give relevant, precise information. • I can explain or give reasons within a sentence e.g. "We eat fruit because it has vitamins." • I can use the joining words "and", "but", "because", "when", "or" "if" within my sentences to join my ideas together. • The beginning of my sentence often gives the main idea. • I use adjectives strings to give extra information e.g. thin and tall and a bit yellow. • I usually remember to use full stops, capital letters, question marks and exclamation marks accurately. • I can use commas to separate items in a list. • I can use bullet points or line breaks to show a new idea. 	<ul style="list-style-type: none"> • My writing looks like a report, e.g. heading/s, introduction, information organised into sections. • I can write a report suitable for a particular audience, e.g. friend, adult, children • I can develop each section of my writing with detail. I might also include dialogue or quotation to support my information. • I can use words and phrases (technical vocabulary) to give the meaning precisely. • Within each of my sections, I can link ideas together well by using pronouns or related vocabulary. • My writing includes an introduction or conclusion. • I am beginning to use headings/ subheadings, strings of questions and answers, line breaks, bullet points or paragraphing to organise my writing.

Non-chronological Report 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"> • My sentences give information clearly – without unnecessary extra words and phrases. • I can vary my writing by using a range of statements, questions and exclamations. • I can use more complex conjunctions to join my ideas within a sentence, e.g. “which”, “who” to explain clearly. • I expand noun phrases by including similes (as big as your fist) or adjectival phrases (a knobbly piece of blue glass). These help me to be more precise. • I might use a range of verb tenses appropriately (past, present and future) • I can use pronouns consistently to avoid repetition of my subject. • I can punctuate my sentences accurately, including some commas to mark phrases or clauses. • I can use speech marks when writing direct speech or when writing a quotation. • I can use bullet points or line breaks to organise my information well. 	<ul style="list-style-type: none"> • My writing includes an introduction which describes the purpose of this report. Information is organised into sections that are balanced. My report ends with a conclusion. • I use words and phrases to engage my reader. • In each section my ideas link together well. • My whole text is connected through reference back and comparison between points in different sections. • I write with a consistent viewpoint, e.g. throughout my writing I am excited/angry/expert. • I can use subheadings, bullet points, paragraphing, introductory phrases to show when I am beginning a new section.
5	<ul style="list-style-type: none"> • I can write different kinds of sentences – simple, compound and complex using a variety of conjunctions e.g. “otherwise”, “even though” • I can vary the order of my words in my sentences to have a planned impact on my reader. • I add detail and information to my sentences through expanding phrases and clauses in my sentences, e.g. “the scenery is exciting in a misty cloudy sort of way” • I am able to change the tense where necessary, to show movement between past, present or future events or to show different points of view. • I can use phrases or quotations to grab my reader’s attention. • I can use a range of punctuation, almost always accurately. 	<ul style="list-style-type: none"> • I can use a creative title/ headline. My introduction is a focused summary. I cover each section thoroughly and write a conclusion which draws together key features and includes my thoughts and feelings about the subject. • I can adapt the task to make it entertaining and informative. • I can write interesting facts and reflect on these in my writing. • I am always aware of my readers and use a variety of ways to appeal to or engage them e.g. rhetorical questions • I can include imaginative details. • I can use humour, when appropriate. • I can link my paragraphs together to give structure to my whole report.