

	Wtc	WTb	WTa
Composition and Text Organisation	<i>Makes purposeful marks on paper and ascribes meaning to these including identifying own name (P4)</i>	<i>Produces some meaningful print signs or symbols associated with their own name or familiar spoken words actions images or events Recognises the difference between writing and drawing in their own work; differentiates between letters and symbols (P6)</i>	<i>Uses writing as a means of recording and communicating Reads back own emergent writing consistently (including name)</i>
Spelling	Hear and say initial sounds in words Knows which letters represent some of the sounds Produces some recognisable letters or symbols e.g. writes or types first letter of own name (P4)	Hear and say all sounds in simple consonant-vowel-consonant words <i>Writes letters in response to the sounds in words</i> <i>Uses groups of letters to represent meaningful words or phrases</i> Can record dominant consonants (e.g. kd/cold) Writes own first name; mainly accurate	Uses phonic knowledge to write simple regular words. Produces recognisable letters and words or symbols to convey meaning. Groups letters or symbols and leaves spaces between them as though writing separate words. (P7) Uses a bank of high frequency words (I, the, and etc) in writing Writes own first name accurately Writing can be understood with mediation
Presentation	Draws lines and circles Makes some letter-like shapes	Has some control over size and shape of letters Produces or writes recognisable letters or symbols related to their names	Some commonly used letters are correctly shaped but may be inconsistent in size and orientation and spacing between words and letters may vary <i>Writes own name using correct upper and lower case letters (P8)</i>

	1c (just about level 1)	1b (secure level 1)	1a (high level 1)
Sentence structure and punctuation	<p><i>May use full stops to mark the end of a line rather than sentences</i></p> <p>There may be attempts to use other punctuation marks</p>	<p>Writing contains meaningful words and phrases some of them expressing ideas in sentence like structures</p> <p>Beginning to show understanding of how full stops are used particularly at the end of the piece</p> <p>There may be use of capital letters for example at the beginning of a piece</p>	<p>Makes some use of full stops</p> <p>Occasionally uses capital letters appropriately</p>
Text structure and organisation	<p>Can use a simple writing frame with support</p> <p><i>Writing communicates meaning through single words and phrases</i></p>	<p>Can use simple writing frames</p> <p>Begins to form simple sentences</p> <p><i>There may be some more adventurous vocabulary; ideas liked by "and"</i></p>	<p>Evidence of simple structure for example a narrative may have a beginning and one event</p> <p>Writes more than one sentence</p> <p><i>Uses phrases and simple sentences to convey ideas making some choices of appropriate vocabulary</i></p>
Composition and effect	<p>Some writing needs to be mediated to be understood</p> <p>Writing predominantly oral patterns /verbal</p> <p>In continuous writing ideas may not be liked; writing may seem disjointed</p>	<p>Writing can generally be understood without mediation</p> <p>Using some elements of written style</p> <p>Some connection between ideas and some events linked as a simple sequence</p>	<p>Writing can be read without mediation</p> <p>Written style used but with some features of oral patterns</p> <p>The writing communicates meaning beyond a simple statement</p>

	2c (just about level 2)	2b (secure level 2)	2a (high level 2)
Sentence structure and punctuation	<p>Able to write in sentences; may be some inaccuracies</p> <p>Chooses simple connectives like "and" "so" "but"</p> <p>Using punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences</p> <p>May attempt to use other punctuation e.g. question marks and exclamation marks</p>	<p>Able to write in sentences</p> <p>Some sentences are extended and linked through connectives other than "and"</p> <p>Increasing accuracy of sentence demarcation</p> <p>Attempts to use other punctuation e.g. question marks and exclamation marks</p>	<p>Most sentences grammatically correct</p> <p>Extending range of connectives and compound sentences; choice of connectives not always appropriate</p> <p>Most sentences demarcated correctly with capital letters and full stops</p> <p>Question marks and exclamation marks mostly accurate</p> <p>There may be use of speech marks and commas in lists</p>
Text organisation	<p>Can use a simple writing frame</p> <p>Writing includes a simple opening and ending</p> <p>Individual ideas are developed in short sections</p> <p>Some use of basic layout conventions may be attempted e.g. captions</p>	<p>Uses writing frame to structure writing</p> <p>Uses some staple openings and endings</p> <p>Information or ideas are grouped into sequences of sentences</p> <p>Some basic layout conventions included independently</p>	<p>Uses simple writing frame to plan writing</p> <p>Simple openings capture the reader's interest; endings are clear and satisfying</p> <p>Some links between ideas or information but these may not always be clear</p> <p>Simple layout conventions support presentation of facts/ideas. The organisation reflects the purpose of the writing</p>
Composition and effect	<p>Attempts writing for different purposes using features of some simple forms e.g. lists, stories, instructions</p> <p>Writing shows some characteristics of narrative or non-narrative but the form may not be sustained</p> <p>Vocabulary is generally appropriate to the text type with some words used effectively</p>	<p>Meaning is communicated in a way which is sometimes lively and holds the readers interest</p> <p>Some characteristic features of narrative or non-narrative writing are beginning to be developed</p> <p>Variation is evident in both sentence structure and word choices which are sometimes ambitious</p> <p>Vocabulary is appropriate to the text type with some words used effectively</p>	<p>Meaning is communicated in a way which is lively and holds the readers interest</p> <p>A narrative or non-narrative form is used with some consistency</p> <p>The writing offers stimulating details of information emphasis and/or description; in narrative the use of some descriptive phrases adds detail or emphasis</p> <p>Vocabulary is appropriate to the text type nearly all words used effectively</p> <p>Writing may include some dialogue albeit not demarcated appropriately</p>

	3c (just about level 3)	3b (secure level 3)	3a (high level 3)
Sentence structure and punctuation	<p>Agreement may still be influenced by speech patterns e.g. "look at them dogs"</p> <p>Some variation in sentence length. There is still heavy reliance on "and", "then" and so conjunctions</p> <p>Basic sentence punctuation often accurate</p> <p>Uses apostrophe for omission. May forget capital letters for proper nouns etc.</p> <p>Beginning to use commas within sentences Narrative contains examples of direct speech though not punctuated correctly</p>	<p>Usually uses standard English. Within sentences subjects and verbs generally agree</p> <p>Beginning to develop a consistent written style Connectives (but, so when, because) used to clarify the relation between ideas-contrast connection in time explanation etc</p> <p>Most sentences correctly demarcated showing an understanding of sentence structure</p> <p>Some use of commas</p> <p>Inverted commas used to denote direct speech</p>	<p>Uses standard English. Some element of formal written grammar</p> <p>Beginning to use sentence structure for impact (short for action, long for description) Some examples of different types of connective are beginning to be used appropriate to the text e.g. "early next morning"</p> <p>Most sentences correctly demarcated even when sentence structure varies Uses commas to some effect Inverted commas are used to indicate beginning and end of direct speech</p>
Text structure and organisation	<p>Can use a plan to structure writing but may deviate from it</p> <p>Links between ideas or events are mainly clear</p> <p>Beginning to use paragraphs to organise ideas</p> <p>Uses some layout features e.g. title and/or opening or closing sections but not conventionally presented</p>	<p>Uses a plan to structure writing so ideas are sequenced</p> <p>Ideas or events are related to one another though not well paced</p> <p>Uses paragraphs for example when opening and closing sections</p> <p>Uses some appropriate layout conventions e.g. a clear main heading and/or introductory or concluding statements</p>	<p>Plan used effectively</p> <p>Ideas or events are related to one another, increasing control of pace evident</p> <p>Some use of paragraphing</p> <p>Uses layout to organise key elements (main or sub headings separate opening or closing remarks or distinguish different speakers etc.)</p>
Composition and effect	<p>Purpose or genre recognisable though some features absent or underdeveloped.</p> <p>Attempts to end the text appropriately. Vocabulary similar to spoken language though some variation consciously employed Coverage uneven with some ideas not elaborated. Any added details may be irrelevant or over emphasised Some details (description, dialogue) or word choices attempt to entertain, interest, inform or instruct the reader Some use of dialogue in narrative writing</p>	<p>Use of appropriate basic features of text with some details e.g. description of setting feeling or motives</p> <p>Simple adjectives or adverbs or choice of vocabulary add interest to the writing</p> <p>Points dealt within a sensible order though overall coverage maybe uneven with some individual aspects underdeveloped or over-detailed</p> <p>Some attractive imaginative details are included that entertain, create tension /clarify information Dialogue in narrative writing may be over-used.</p>	<p>Purpose is recognisable; the writing demonstrating clear structure with an attempt to balance length and pace</p> <p>Use of vocabulary to add interest or clarity introduce opinion persuasion etc. Some vocabulary used shows evidence of imagination, wordplay etc.</p> <p>Progression through the main point/events. Coverage mostly balanced and attempt at satisfactory closure</p> <p>Attempts at detailed description Attempts to use dialogue to move on the plot or develop character but may not be sustained.</p>

	4c (just about level 4)	4b (secure level 4)	4a (high level 4)
Sentence structure and punctuation	<p>Can use standard English. Verbs and nouns often agree. Appropriate written style is consistent. Varied sentence constructions are used including longer compound sentences; attempts complex sentences. A range of connectives is used appropriately. Pronouns used to avoid repetition.</p> <p>Most sentences are correctly demarcated with full stops, capital letters and question/exclamation marks. Occasionally uses commas within sentences to separate main ideas/clauses. Beginning to use other punctuation colons/semi colons</p> <p>Inverted commas are used confidently to demarcate direct speech</p>	<p>Uses standard English. Nouns and verbs usually agree. Meaning is extended through grammatically complex sentences e.g. expanding the phrase before the noun.</p> <p>Different types of connectives (if, when, rather than, although, however) used appropriately. Pronouns and tenses are generally consistent Most sentences are correctly demarcated with full stops, capital letters and question or exclamation marks.</p> <p>Where used commas separate elements, e.g. short phrases, clauses or items in a list. Beginning to use colons to introduce lists and apostrophe for possession.</p> <p>In multi character dialogue inverted commas clarify where direct speech begins and ends for each speaker.</p>	<p>Can use standard English; verbs and nouns agree. A range of complex sentence types attempted; some awareness of impact on readers. Often well controlled. Uses connectives to improve flow of writing; most sentences begin with nouns or pronouns. Good control of pronouns to support meaning. Almost all sentences are usually demarcated with full stops, capital letters and question/exclamation marks. Commas within sentences are used with increasing effectiveness to separate parts of the sentence Using an increasing range of punctuation within sentences; colons, dashes and parentheses.</p> <p>Inverted commas are used confidently to demarcate all elements of dialogue including questions and exclamations. Distinguishes between speakers.</p>
Text structure and organisation	<p>Introduction sets a simple context and provides a clear sense of purpose. Conclusion refers to key ideas. Pace and relationship of events is mostly maintained. Beginning middle and end are clearly linked; appropriate length and development in the ending. Attempts introductory phrases to paragraphs. Gaining control of sequencing of ideas. Layout features are used Writing well structured often based on a plan; ideas follow on form each other logically.</p>	<p>Sections follow on logically and are sometimes linked Beginning middle and end are suitably balanced clearly distinguished and logically related. Writing is well paced and coherent. Sections organised in paragraphs Within paragraphs sentences usually sequenced logically. May refer to earlier parts of the text. Uses appropriate layout conventions, e.g. a clearly distinguished main heading, and/or introductory or concluding statements</p>	<p>Sequencing of sections within the text contribute towards the overall effectiveness. Coverage is mostly balanced and there is an attempt at a satisfactory closure. Addresses relevant audience. Able to organise ideas within a paragraph but not always successful. Paragraphs vary in length and structure.</p> <p>Tries to use layout to organise key elements. Topic is clearly introduced and there is progression through the main points e.g. main or sub headings separate opening/closing remarks.</p>
Composition and effect	<p>Writing engages reader by direct address and/or repetition for effect. Some sections (e.g. setting, character, introduction) developed in some detail. Sometimes uses techniques such as humour dialogue, questions to the reader.</p> <p>Occasional use of imagery or effects such as onomatopoeia/alliteration</p> <p>Shows developing control of vocabulary by including some lively details in description, characterisation or events</p>	<p>Direct appeals to the reader may be included where appropriate. Consistent viewpoint.</p> <p>Engages reader by including some details to support purpose e.g. detailed settings or characters; additional information/illustration. Develops and may interweave elements of description, action etc.</p> <p>Uses some techniques effectively e.g. humour dialogue, questions to the reader. Characterisation is evident through e.g. direct or reported speech.</p> <p>Uses imagery including simple similes. Some control over adjective/adverb choice.</p> <p>Uses language precisely and effectively conveys the writer's intended meaning.</p>	<p>The writing is generally lively and seeks to interest the reader e.g. how some characters or events are developed and commented upon.</p> <p>Includes some carefully selected detail to support purpose. Includes and comments upon main characters' thoughts or emotions to develop characterisation and interest.</p> <p>Employs some written conventions to appeal to, direct or inform the reader. Tries narrative techniques e.g. opening with action; time slip. Knows what type of language to use; may attempt to use the passive voice. Some imagery. Chooses words/phrases carefully to add shades of meaning to the text as well as supplying interesting information.</p>

	5c – 'just' level 5	5b – secure level 5	5a – high level 5
Sentence Structure and Punctuation	<p><i>Style appropriate; individual style are shown through a range of sentences.</i></p> <p>May vary word order within sentences to add interest or for effect. Usually able to control structure of sentences (e.g. clauses and phrases). Extends sentences using connectives</p> <p>Most sentences are correctly demarcated, with intra-sentence punctuation demarcating sections of meaning. Uses commas within lists, and sentences accurately. Uses a wider range of punctuation, including brackets and/or dashes.</p> <p>Sometimes uses commas along with inverted commas to punctuate direct speech.</p>	<p>Style adds interest to the writing overall.</p> <p>Varied simple and complex sentences are used effectively.</p> <p>Range of sentence structures handled well; occasionally 'clumsy' constructions. Able to link sentences effectively using conjunctions and connectives, so that writing flows.</p> <p>Few errors in sentence punctuation. Use of commas apostrophes and capitalisation of proper nouns is appropriate.</p> <p>Commas used appropriately and effectively to improve meaning. Uses a range of punctuation e.g. brackets and/or dashes effectively</p> <p>Speech accurately punctuated, e.g. exclamation marks and question marks within speech marks.</p>	<p>The style is appropriate and shows control over language.</p> <p>A range of sentence structures is used to create specific effects, appropriate to text type. Good range of sentence structures, which does not detract from pace.</p> <p>Awkward constructions rare. Uses linking words and devices to make writing cohesive and coherent.</p> <p>Uses a range of punctuation correctly to vary pace and clarity meaning.</p> <p>Uses commas within sentences to avoid ambiguity in relating elements or to show division between clauses.</p> <p>Uses colons or dashes to structure long sentences.</p> <p>Commas and speech marks used appropriately punctuate direct speech.</p>
Text structure and organisation	<p>The writing is well structured and shows a secure grasp of the chosen form. Content is well selected. Main points are covered; may have difficulty controlling level of appropriate detail.</p> <p>Writes effective openings and conclusions, linked, e.g. through reference to ideas, repetition of vocabulary.</p> <p>Organises ideas into paragraphs. May use a topic sentence to introduce a paragraph; some variation in control. Sequences ideas within paragraphs to follow development or text.</p> <p>Layout conventions are mainly consistent with the text type. Uses layout to support structure, e.g. numbering / bulleting; use of emboldened or capitalised text etc.</p>	<p>The writing is well structured and convincing Main points are well covered. Increasing control of detail, e.g. balance between dialogue, action and description in narrative.</p> <p>Sustains reader's interest opening and ending interesting and linked using appropriate style and language</p> <p>Paragraphing supports organisation and is used to divide text into sections. Often uses a topic sentence to link ideas within a paragraph, or events.</p> <p>Appropriate conventions, including layout, are used competently.</p>	<p>Structure of the chosen form well managed. Stories are well constructed in an appropriately chosen form and show development of a theme (controlling idea) as well as plot (train of events).</p> <p>Opening and ending interesting and suitable; linked using appropriate style and language.</p> <p>Ideas, including any dialogue, are organised appropriately into paragraphs. Paragraphs well structured with topic sentence and moving from general to specific ideas in non-fiction.</p> <p>Layout is fully developed and appropriate; it supports the coherent organisation of ideas into paragraphs and/or other layout features.</p>
Composition and Effect	<p>Often select an appropriate level of formality and style for the purpose of the text, e.g. impersonal or passive constructs. May deliberately contrast colloquial or dialectal dialogue and standard English narration.</p> <p>Communicates meaning – including connotation – clearly through carefully chosen vocabulary; uses words with increasing precision. Experiments with imagery and may attempt passive voice</p> <p>Characterisation is further developed through setting out and commenting upon, thoughts and feelings.</p> <p>Establishes and controls narrator's viewpoint e.g. detail to encourage empathy with character.</p> <p>Developing personal style, through selection of detail and techniques. Clear awareness of audience and purpose is reflected in the variety of narrative techniques employed.</p> <p>Pace fairly balanced, although occasional breaks.</p>	<p>Generally, sustains chosen level of formality. May use an impersonal style, or passive constructs, to alter the focus of attention. Makes appropriate choices between colloquialism, dialect and standard English.</p> <p>Uses extended vocabulary, occasional unusual word choices. Some use of imagery, but may seem contrived.</p> <p>Occasional use of language effects, e.g. alliteration, word play.</p> <p>Narrative control shown in comment on action, or in indication thoughts and feelings of characters.</p> <p>Controls viewpoint well, i.e. reader made aware of significant aspects from different perspectives.</p> <p>Personal style established through language choice, detail etc. Uses different narrative techniques – opening with unusual elements, moving between times, places etc.</p> <p>Pace balanced for most of the piece</p>	<p>Sustains chosen level of formality throughout.</p> <p>Deliberately uses dialogue or dialect for characterisation.</p> <p>Imaginative vocabulary. Uses language precisely and effectively to convey intended meaning. Some literary features such as the patterning of words and phrases and figurative language to create effects</p> <p>Shows sustained awareness of the reader through text structure and presentation and through convincing use of language chosen to entertain, persuade, interest etc.</p> <p>Confident in personal style. In narratives, there may be management of surprise, use of non-linear chronology, conflict or developed relationship between characters, reflection on characters and actions.</p> <p>Pace is sustained.</p>