

## Level 2 Focus

All writing	1A – High 1	2C - Low 2	2B – Secure 2	2A – High 2	3C – Low 3
<b>Sentence Structure AF5</b>	<ul style="list-style-type: none"> <li>Usually uses simple sentence structures.</li> <li>Sentence structure is often repeated.</li> </ul>	<ul style="list-style-type: none"> <li>Uses basic sentence structure.</li> <li>Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Some variation in sentence structure – simple and compound.</li> <li>Some sentences are extended.</li> <li>Sentences are linked through connectives other than 'and', e.g. 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses correctly structured simple and compound sentences.</li> <li>Uses a variety of sentence beginnings.</li> <li>Growing variety of simple conjunctions being used e.g. <i>and, then, so</i>.</li> <li>Usually uses tense that is appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses simple and compound sentences which are grammatically correct.</li> <li>Uses range of simple connectives, e.g. <i>and, then, but, so, because</i>.</li> <li>Beginning to use pronouns to avoid repetition.</li> <li>Uses ways other than the subject to begin sentences.</li> </ul>
<b>Punctuation AF6</b>	<ul style="list-style-type: none"> <li>Some evidence of using a capital letter and full-stop to demarcate a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use capital letters and full stops to demarcate some sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentences are sometimes demarcated by capital letters and full stops.</b></li> <li>Beginning to use capital letters for proper nouns, e.g. names, I.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses capital letters and full stops to demarcate sentences.</li> <li>Beginning to use question marks and exclamation marks, realising their effect on the reader.</li> <li>Usually uses capital letters for proper nouns, e.g. names, I.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters, full stops, exclamation and question marks are usually used accurately to demarcate sentences.</li> <li>Commas may be used in lists.</li> <li>Mostly uses capital letters for proper nouns, e.g. names, I.</li> </ul>

### NARRATIVE – AF3 & AF4 – Text Structure and Organisation and AF1, AF2 & AF7 – Creating & shaping texts

<b>Text Structure and Organisation AF3</b>	<ul style="list-style-type: none"> <li>Some evidence of simple structure e.g. <i>can sequence events</i>.</li> <li>Writing communicates meaning without mediation.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates meaning beyond a simple statement.</li> <li>Shows some characteristics of narrative, but the form may not be sustained.</li> <li>Individual ideas are developed in short sections.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ideas are developed in a sequence of sentences.</b></li> <li><b>Communicates meaning using a narrative form with some consistency.</b></li> <li>Organisation reflects the purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Some characteristic features (e.g. <i>opening, middle and ending, more than one character and events in chronological order</i>) of a chosen form of narrative writing, are beginning to be developed.</li> <li>Links between ideas or events are mainly clear.</li> </ul>	<ul style="list-style-type: none"> <li>Stories are written with a beginning, middle and simple ending.</li> <li>A simple sequence of events which are generally related to each other, though not necessarily well paced.</li> <li>Beginning to show some consistency in use of first and third person and tense.</li> </ul>
<b>AF2</b>	<ul style="list-style-type: none"> <li>Attempts to retell elements from familiar stories or write own simple story ideas.</li> <li>Usually shows some awareness of the purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing refers to the context of task.</li> <li>Writing beginning to show some awareness of the reader.</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing shows some awareness of the reader.</b></li> <li>Sufficient detail is given to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates meaning in a way that is lively and generally holds the interest of the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Some basic narrative features – settings, dialogue, characterisation and structure are beginning to be adapted for the reader.</li> </ul>
<b>AF7</b>	<ul style="list-style-type: none"> <li>Beginning to use story language to start writing a story.</li> <li>Mostly draws on characteristics of spoken language rather than written language.</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary which is appropriate to the subject matter.</li> <li>Some words used effectively.</li> </ul>	<ul style="list-style-type: none"> <li><b>Uses appropriate and interesting vocabulary.</b></li> <li>Uses some variation in word choices, which are sometimes ambitious.</li> </ul>	<ul style="list-style-type: none"> <li>Story language beginning to be used, e.g. <i>One day, suddenly</i>.</li> <li>Appropriate use of descriptive phrases to add detail or emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>Story language is used appropriately to entertain and engage the reader.</li> <li>Beginning to use interesting vocabulary for effect.</li> </ul>

### NON-NARRATIVE – AF3 & AF4 – Text Structure and Organisation and AF1, AF2 & AF7 – Creating & shaping texts

<b>Text Structure and Organisation AF3</b>	<ul style="list-style-type: none"> <li>Attempts to write own very simply structured chronological and non-chronological texts.</li> <li>Writing communicates meaning without mediation.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates meaning beyond a simple statement.</li> <li>Beginning to use some characteristics of non-narrative writing, but the form may not be sustained.</li> <li>Individual ideas are sometimes expressed with some connection between them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ideas are developed in a sequence of sentences.</b></li> <li><b>Beginning to use some characteristics of non-narrative forms, to communicate meaning.</b></li> <li>Organisation reflects the purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Some characteristic features of a chosen form of non-narrative writing are beginning to be developed.</li> <li>Links between ideas or events are mainly clear.</li> <li>Sections of writing sequenced appropriately.</li> <li>May use illustrations, captions and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence.</li> <li>Within sections, some sentences are linked by topic, but information is sometimes uneven or unconnected.</li> <li>Beginning to use some appropriate layout conventions, e.g. <i>use of main heading, bullet points, illustrations, graphics</i>.</li> </ul>
<b>AF2</b>	<ul style="list-style-type: none"> <li>Writing attempts to convey simple information or ideas.</li> <li>Usually shows some awareness of the purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Writing relates to the context of task.</li> <li>Writing beginning to show some awareness of the reader.</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing shows some awareness of the reader.</b></li> <li>Information is generally clear to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates meaning in a way that is lively and generally holds the interest of the reader.</li> <li>Writes each section so that the information is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to select content which is appropriate to the task, but coverage may be uneven.</li> <li>Some details or word choices may demonstrate an attempt to interest, inform or instruct the reader.</li> </ul>
<b>AF7</b>	<ul style="list-style-type: none"> <li>Beginning to use simple words and phrases which are appropriate to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses simple vocabulary, which is appropriate to the subject.</li> <li>Vocabulary may draw more on characteristics of spoken language.</li> </ul>	<ul style="list-style-type: none"> <li><b>Uses appropriate vocabulary.</b></li> <li>Details are sometimes included to interest the reader, but are not developed.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of descriptive phrases to add detail or emphasis.</li> <li>Uses some specific vocabulary linked to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use interesting vocabulary appropriate to the topic, but some may be over used.</li> <li>Uses simple adjectives and adverbs that suit the style of writing.</li> </ul>

All writing	1A – High 1	2C - Low 2	2B – Secure 2	2A – High 2	3C – Low 3
<b>Word Structure &amp; Spelling AF8</b>	<ul style="list-style-type: none"> <li>Mostly spells regular high frequency words (YR) and CVC words correctly.</li> <li>Usually makes phonetically plausible attempts at some more complex words.</li> </ul>	<ul style="list-style-type: none"> <li>Some common words are spelled correctly, including words with common digraphs and adjacent consonants.</li> <li><b>Where there are inaccuracies the alternative is phonetically plausible</b></li> <li>Some recall of visual patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Simple, monosyllabic words are usually spelled correctly.</b></li> <li>Phonetically plausible attempts reflect a growing knowledge of whole word structure</li> <li>Recall of visual patterns and letter strings.</li> <li>Beginning to spell correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i></li> </ul>	<ul style="list-style-type: none"> <li>Spelling of many common monosyllabic words is accurate.</li> <li>Makes phonetically plausible attempts at longer, polysyllabic words.</li> <li>Usually spells correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling of common monosyllabic words is accurate.</li> <li>Attempts to spell common polysyllabic words, using a range of strategies – phonemic, morphemic and etymological.</li> <li>Usually spells correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i> and words with double letters.</li> </ul>
<b>Presentation &amp; Handwriting</b>	<ul style="list-style-type: none"> <li>Most letters are clearly shaped and correctly orientated.</li> <li>Mostly writes with spaces between words.</li> <li>Confidently uses space bar and keyboard to type own simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>Legible, despite inconsistencies in orientation, size and use of upper and lower case.</li> <li>Consistently writes with spaces between words.</li> <li>Beginning to use word processing skills to present own stories.</li> </ul>	<ul style="list-style-type: none"> <li><b>Letters are accurately formed and consistent in size.</b></li> <li>Clear, with ascenders and descenders distinguished.</li> <li>Generally, upper and lower case letters are not mixed within words.</li> <li>Uses word processing skills to present own stories</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly accurate and consistent letter formation.</li> <li>Uses keyboard skills to type and edit.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to join letters in handwriting.</li> <li>Uses keyboard skills to type, edit and reformat.</li> </ul>

**Blue** = National Curriculum Level Descriptors

**N.B.** Where there is 'insufficient evidence' to make a reliable judgement for an AF, annotate with 'IE'

<b>Level 1</b> Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.	<b>Level 2</b> Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.	<b>Level 3</b> Pupils' writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.
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