

Level 3 Focus

All writing	2A – High 2	3C – Low 3	3B – Secure 3	3A – High 3	4C – Low 4
Sentence Structure AF5	<ul style="list-style-type: none"> Uses correctly structured simple and compound sentences. Uses a variety of sentence beginnings. Growing variety of simple conjunctions being used e.g. <i>and, then, so</i>. Usually uses tense that is appropriate to the task. 	<ul style="list-style-type: none"> Usually uses simple and compound sentences which are grammatically correct. Uses range of simple connectives, e.g. <i>and, then, but, so, because</i>. Beginning to use pronouns to avoid repetition. Uses ways other than the subject to begin sentences. 	<ul style="list-style-type: none"> Basic grammatical structure of sentences (simple and compound) is usually correct. Beginning to use appropriate conjunctions and connectives to clarify relationships between ideas, e.g. <i>because, but, when, so</i>. Uses an increasing variety of sentence openings. There is subject verb agreement. 	<ul style="list-style-type: none"> Uses grammatically accurate simple and compound sentences with a wider range of connectives. Uses a wide range of sentence openings. The same tense is sustained throughout the writing. Simple present tense is used in dialogue. 	<ul style="list-style-type: none"> Mostly mixture of grammatically accurate simple and compound sentences, with some attempts to form complex sentences using subordinating connectives, e.g. <i>because, but, when, so, which, while</i>. Appropriate use of pronouns to avoid repetition. Choice of tense is usually accurate.
Punctuation AF6	<ul style="list-style-type: none"> Mostly uses capital letters and full stops to demarcate sentences. Beginning to use question marks and exclamation marks, realising their effect on the reader. Usually uses capital letters for proper nouns, e.g. <i>names, I</i>. 	<ul style="list-style-type: none"> Capital letters, full stops, exclamation and question marks are usually used accurately to demarcate sentences. Commas may be used in lists. Mostly uses capital letters for proper nouns, e.g. <i>names, I</i>. 	<ul style="list-style-type: none"> Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately. Direct speech is beginning to be demarcated by inverted commas. 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks are mostly used accurately. Commas used in lists. Inverted commas are usually used to indicate beginning and end of direct speech. 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks are mostly used accurately. Beginning to use commas to mark phrases and clauses, as well as separating items in lists. Inverted commas are mostly used to indicate beginning and end of direct speech. Uses apostrophe for omission.

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

Text Structure and Organisation AF3	<ul style="list-style-type: none"> 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. Links between ideas or events are mainly clear. 	<ul style="list-style-type: none"> Stories are written with a beginning, middle and simple ending. A simple sequence of events which are generally related to each other, though not necessarily well paced. Beginning to show some consistency in use of first and third person and tense. 	<ul style="list-style-type: none"> Main features of story structure are present – beginning, middle and ending (simple resolution). Sequences of sentences extend ideas logically. First and third person and tense are used consistently. 	<ul style="list-style-type: none"> Writing is usually organised, imaginative and clear. Stories are written with a clear beginning, middle and ending. Writing is usually well paced with sensibly related events. Beginning to organise writing into paragraphs. 	<ul style="list-style-type: none"> Stories are written with a clear beginning, middle and ending and an awareness of the need for a complication. The ending is developed and of an appropriate length. Stories are usually organised into paragraphs, but paragraph transitions may be awkward.
AF4	<ul style="list-style-type: none"> Communicates meaning in a way that is lively and generally holds the interest of the reader. 	<ul style="list-style-type: none"> Some basic narrative features – settings, dialogue, characterisation and structure are beginning to be adapted for the reader. 	<ul style="list-style-type: none"> Inclusion of details in order to engage the reader, e.g. <i>description of setting, characters' feelings/motives to create interest, humour, suspense</i>. 	<ul style="list-style-type: none"> Main features of a range of narrative genre are used appropriately, beginning to be adapted to different readers. On screen, integrates words, images and sounds effectively for different purposes. Beginning to see narrator's or character's reaction to events being described. 	<ul style="list-style-type: none"> Ideas are beginning to be organised to engage the reader. On screen, chooses and combines words and images for effect. Events are developed and commented upon.
AF2	<ul style="list-style-type: none"> Story language beginning to be used, e.g. <i>One day, suddenly</i>. Appropriate use of descriptive phrases to add detail or emphasis. 	<ul style="list-style-type: none"> Story language is used appropriately to entertain and engage the reader. Beginning to use interesting vocabulary for effect. 	<ul style="list-style-type: none"> Words are chosen for variety and interest. Use of some noun phrases and beginning to use adverbial phrases. 	<ul style="list-style-type: none"> Noun phrases, adverbs and adjectives are used to create variety and add interest. Adjectives are sometimes modified for emphasis. Beginning to use powerful verbs. 	<ul style="list-style-type: none"> Wider range of adjectives, verbs and adverbs are used appropriately. Beginning to use a wider range of powerful verbs.
AF7	<ul style="list-style-type: none"> Appropriate use of descriptive phrases to add detail or emphasis. 	<ul style="list-style-type: none"> Beginning to use interesting vocabulary appropriate to the topic, but some may be over used. Uses simple adjectives & adverbs that suit the style of writing. 	<ul style="list-style-type: none"> Words are chosen for variety and interest. Use of some noun phrases and beginning to use adverbial phrases. 	<ul style="list-style-type: none"> Some evidence of precise use of vocabulary for effect. Noun phrases, adverbs and adjectives are used to create variety and add interest. 	<ul style="list-style-type: none"> Beginning to use expanded noun phrases and adverbials to add detail or extend meaning. Attempts to use technical and precise vocabulary.

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

Text Structure and Organisation AF3	<ul style="list-style-type: none"> Some characteristic features of a chosen form of non-narrative writing are beginning to be developed. Links between ideas or events are mainly clear. Sections of writing sequenced appropriately. May use illustrations, captions and labels. 	<ul style="list-style-type: none"> Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence. Within sections, some sentences are linked by topic, but information is sometimes uneven or unconnected. Beginning to use some appropriate layout conventions, e.g. <i>use of main heading, bullet points, illustrations, graphics</i>. 	<ul style="list-style-type: none"> Simple overall structure of the chosen non-fiction text type is usually used appropriately. Usually groups similar information together. Sequences of sentences extend ideas logically. Usually uses appropriate layout conventions to indicate some divisions between sections, e.g. <i>subheadings, bullet points, paragraphs</i>. 	<ul style="list-style-type: none"> Writing is usually organised, imaginative and clear. Structure of the chosen non-fiction text type is mostly used appropriately. Mostly uses appropriate layout conventions to indicate divisions between sections. 	<ul style="list-style-type: none"> Consistent and appropriate use of the structure of the chosen non-fiction text type. Text structure includes introduction, ordered sections and a brief conclusion. New sections or paragraphs are usually used appropriately to organise information.
AF4	<ul style="list-style-type: none"> Communicates meaning in a way that is lively and generally holds the interest of the reader. Writes each section so that the information is clear. 	<ul style="list-style-type: none"> Beginning to select content which is appropriate to the task, but coverage may be uneven. Some details or word choices may demonstrate an attempt to interest, inform or instruct the reader. 	<ul style="list-style-type: none"> Inclusion of detail is usually intended to support the writer's purpose, e.g. <i>clarify information, or engage the reader</i>. 	<ul style="list-style-type: none"> Main features of different forms of writing are used appropriately, beginning to be adapted to different readers. On screen, beginning to combine words and images for effect. Some evidence of viewpoint, e.g. <i>use of authoritative voice or some evaluative comment, but may not be maintained</i>. 	<ul style="list-style-type: none"> Writing shows some evidence of the features of chosen text type being adapted to meet the purpose of the task or the interest of the reader. On screen, chooses and combines words and images for effect. Writer's viewpoint is established, but may not be maintained.
AF2	<ul style="list-style-type: none"> Appropriate use of descriptive phrases to add detail or emphasis. Uses some specific vocabulary linked to the topic. 	<ul style="list-style-type: none"> Beginning to use interesting vocabulary appropriate to the topic, but some may be over used. Uses simple adjectives & adverbs that suit the style of writing. 	<ul style="list-style-type: none"> Words are chosen for variety and interest. Use of some noun phrases and beginning to use adverbial phrases. 	<ul style="list-style-type: none"> Some evidence of precise use of vocabulary for effect. Noun phrases, adverbs and adjectives are used to create variety and add interest. 	<ul style="list-style-type: none"> Beginning to use expanded noun phrases and adverbials to add detail or extend meaning. Attempts to use technical and precise vocabulary.
AF7	<ul style="list-style-type: none"> Appropriate use of descriptive phrases to add detail or emphasis. 	<ul style="list-style-type: none"> Beginning to use interesting vocabulary appropriate to the topic, but some may be over used. Uses simple adjectives & adverbs that suit the style of writing. 	<ul style="list-style-type: none"> Words are chosen for variety and interest. Use of some noun phrases and beginning to use adverbial phrases. 	<ul style="list-style-type: none"> Some evidence of precise use of vocabulary for effect. Noun phrases, adverbs and adjectives are used to create variety and add interest. 	<ul style="list-style-type: none"> Beginning to use expanded noun phrases and adverbials to add detail or extend meaning. Attempts to use technical and precise vocabulary.

All writing	2A – High 2	3C – Low 3	3B – Secure 3	3A – High 3	4C – Low 4
Word Structure & Spelling AF8	<ul style="list-style-type: none"> Spelling of many common monosyllabic words is accurate. Makes phonetically plausible attempts at longer, polysyllabic words. Usually spells correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i>. 	<ul style="list-style-type: none"> Spelling of common monosyllabic words is accurate. Attempts to spell common polysyllabic words, using a range of strategies – phonemic, morphemic and etymological. Usually spells correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i> and words with double letters. 	<ul style="list-style-type: none"> Spelling is usually accurate including that of common, polysyllabic words. Mostly spells correctly familiar words with common inflections, including plurals and tenses, e.g. <i>-ing, -ed</i> and words with double letters. Attempts to spell words containing common prefixes and suffixes. 	<ul style="list-style-type: none"> Spelling of common polysyllabic words is accurate. Beginning to attempt to spell unfamiliar words using known conventions and rules, e.g. <i>words containing short vowels, prefixes and suffixes and inflections, doubling final consonant where necessary</i>. 	<ul style="list-style-type: none"> Attempts to spell unfamiliar polysyllabic words using known conventions and rules, e.g. <i>uses spellings for unstressed vowels, prefixes and suffixes and rules for doubling consonants</i>.
Presentation & Handwriting	<ul style="list-style-type: none"> Uses mostly accurate and consistent letter formation. Uses keyboard skills to type and edit. 	<ul style="list-style-type: none"> Beginning to join letters in handwriting. Uses keyboard skills to type, edit and redraft. 	<ul style="list-style-type: none"> Handwriting is mostly joined and legible. Beginning to use word processing packages to present written work. 	<ul style="list-style-type: none"> Handwriting is appropriately joined and legible. Ascenders and descenders are in proportion. Uses word processing packages to present written work appropriately. 	<ul style="list-style-type: none"> Handwriting is joined and legible, and mostly regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation. Uses word processing packages to present written work effectively.

Blue = National Curriculum Level Descriptors

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

Level 2 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 spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.	Level 3 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,	Level 4 Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly,
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In handwriting, letters are accurately formed and consistent in size.

capital letters and question marks – is used accurately. Handwriting is joined and legible.

and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.