

Level 4 Focus

All writing	3A – High 3	4C - Low 4	4B – Secure 4	4A – High 4	5C – Low 5
Sentence Structure AF5	<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. 	<ul style="list-style-type: none"> Beginning to develop the use of grammatically complex sentences, extending meaning. Wide range of more interesting subordinating connectives is used, e.g. <i>if, when, rather than, although, however, whereas, in case, since</i>. Uses direct and reported speech. 	<ul style="list-style-type: none"> A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest. Expanded phrases and clauses are used to add information or detail. Appropriate use of direct and reported speech. Tense changes are appropriate and consistently accurate. 	<ul style="list-style-type: none"> Variety of simple, compound and complex sentences is used, usually with some control, in order to create specific effects. Complex sentences usually secure, beginning to position clauses for effect, e.g. <i>using embedded subordinate clauses for economy of expression</i>. Range of verbs forms (e.g. <i>conditional and passive</i>) used, usually accurately.
Punctuation AF6	<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 accurately to indicate beginning and end of direct speech. Uses apostrophe for omission. 	<ul style="list-style-type: none"> Basic sentence punctuation – capital letters, full stops, question marks and exclamation marks – is consistently used correctly. Beginning to use punctuation within the sentence – usually correct use of commas within sentences to separate items in a list, phrases and clauses. Inverted commas used accurately to indicate beginning and end of direct speech. 	<ul style="list-style-type: none"> All sentences are demarcated appropriately. Mostly accurate use of commas within sentences to separate items in a list, phrases and clauses. Inverted commas are used to demarcate direct speech, with new lines used for each new speaker. Apostrophes used for omission and possession. 	<ul style="list-style-type: none"> Range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Full speech punctuation – inverted commas, new lines for each new speaker and appropriate use of commas – usually used accurately.

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"> 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. 	<ul style="list-style-type: none"> Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related. Paragraphs are usually suitably linked. Characters are developed through action and description. Descriptions of setting used to create and reflect changes in mood. 	<ul style="list-style-type: none"> Story structure is well developed, using paragraphs to mark changes of time, scene, action or person. Within paragraphs, sequences of events are developed around a main sentence. Writing includes significant interaction between characters. Characters develop through descriptions of appearance, actions and direct or reported speech. 	<ul style="list-style-type: none"> Writing is mostly structured appropriately for the chosen narrative genre, e.g. adventure, fable, fantasy. Ideas are organised into well controlled paragraphs which are used effectively, to mark change of time, scene, action, mood or person. Interaction between characters – direct and reported speech – action and description are beginning to be used to move the story forward.
Text Structure and Organisation AF4	<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. 	<ul style="list-style-type: none"> Writing in a range of forms is lively and thoughtful, with ideas often sustained and developed in interesting ways, seeking to engage the reader. Narrator's or character's viewpoint is established. 	<ul style="list-style-type: none"> On screen, chooses and combines words, images and other features for effect. Narrator's or character's viewpoint is established and controlled. 	<ul style="list-style-type: none"> Writing shows clear awareness of purpose and audience. Uses a variety of narrative techniques to engage the reader, e.g. <i>opening with dialogue, opening with action, etc.</i> On screen, beginning to create multi-layered texts, including use of hyperlinks. Writer's viewpoint is usually well controlled and convincing.
Creating & Shaping Texts - AF1	<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. 	<ul style="list-style-type: none"> Vocabulary choices are often adventurous. Adverbials and expanded noun phrases used to engage and inform. 	<ul style="list-style-type: none"> Words are used for effect - use of stylistic devices, e.g. alliteration, similes and metaphors. 	<ul style="list-style-type: none"> Evidence of some precise use of words for effect. Beginning to use non-standard English in speech by characters.

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"> 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. 	<ul style="list-style-type: none"> Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type. New sections/paragraphs are mostly indicated by the consistent use of sub-headings or introductory phrases. Connections between ideas are established and maintained. 	<ul style="list-style-type: none"> Writing shows consistently effective use of the structure of the chosen non-fiction text type. Provides thorough coverage of main points and usually appropriate balance and emphasis. A widening range of layout conventions and presentational devices are used to indicate main and supporting points. 	<ul style="list-style-type: none"> Secure and effective use of the chosen text type to establish context and purpose of writing. Ideas are usually organised into appropriately sequenced sections or paragraphs which lead to a well-drawn conclusion. Each section/paragraph has a clear focus around which content is organised.
Text Structure and Organisation AF4	<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. 	<ul style="list-style-type: none"> Writing in a range of forms is lively and thoughtful. Writing shows usually appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. Writer's viewpoint is established and usually maintained. Writer may make a direct appeal to the reader. 	<ul style="list-style-type: none"> Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. On screen, chooses and combines words, images and other features for effect. Writer's viewpoint is established and controlled. 	<ul style="list-style-type: none"> Writing shows consistently appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. Conclusion may attempt to relate subject to reader or make direct appeal to reader. On screen, beginning to create multi-layered texts, including use of hyperlinks. Viewpoint is usually well controlled and convincing.
Creating & Shaping Texts - AF1	<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. 	<ul style="list-style-type: none"> Vocabulary choices are often adventurous. Adverbials and expanded noun phrases used to engage and inform. Appropriate use of technical and precise vocabulary for effect 	<ul style="list-style-type: none"> Words are used for effect - use of stylistic devices, e.g. alliteration, similes and metaphors. Effective use of technical and precise vocabulary for effect, e.g. <i>to inform, persuade, explain, etc.</i> 	<ul style="list-style-type: none"> Precise, varied and technical vocabulary are used effectively to support the writer's purpose, clarify meaning or add interest. Non-standard English, e.g. <i>use of colloquialism or dialect</i>, where used, is usually appropriate.

All writing	3A – High 3	4C - Low 4	4B – Secure 4	4A – High 4	5C – Low 5
Word Structure & Spelling AF8	<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>. 	<ul style="list-style-type: none"> Spelling, including that of polysyllabic words that conform to regular patterns is generally accurate. 	<ul style="list-style-type: none"> Accurate spelling of polysyllabic words that conform to regular patterns. 	<ul style="list-style-type: none"> Plausible attempts to spell words with complex regular patterns. Beginning to use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen.
Presentation & Handwriting	<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. 	<ul style="list-style-type: none"> Handwriting style is fluent, joined and legible. Letters and words are generally appropriate in size and position. Beginning to select appropriate ICT programmes to present written work effectively. 	<ul style="list-style-type: none"> Regular handwriting style which is consistently fluent, joined and legible. Letters and words are mostly appropriate in size and position. Selects appropriate ICT programme from a variety of programmes to present written work effectively. 	<ul style="list-style-type: none"> Handwriting is joined, clear and fluent, and is beginning to be adapted to different tasks. Letters and words are consistently appropriately placed. Beginning to develop a personal legible style. Uses a range of presentational devices on screen to present own work.

Blue = National Curriculum Level Descriptors

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

<p>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, capital letters and question marks – is used accurately. Handwriting is joined and legible.</p>	<p>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, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.</p>	<p>Level 5 Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Words with complex regular patterns are usually spelled correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</p>
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