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| **Outcome** | **Organisers** | **Criteria** | **Limited**  **Achievement E** | **Basic**  **Achievement D** | **Sound**  **Achievement C** | **High**  **Achievement B** | **Outstanding**  **Achievement A** |
| **W2.9** | Independent Writing | ***Writes a discussion*** | Writes with no or little structure or purpose. | Writes at least 4 topic sentences. And some attempts to elaborate. | Independently writes a satisfactory discussion.  Shows some attempt to elaborate on every argument for both sides. | Independently writes a high discussion.  Includes relevant, substantial elaboration on both sides of the argument presented. | Independently writes an outstanding discussion.  Contains relevant arguments for both sides which are clearly defined, sequential and elaborated on in detail. |
| ***Planning and editing*** | Reliant on teacher for all planning and editing | Attempts to plan with significant teacher support using a scaffold. Reliant on teacher for all editing. | Independently plans and sequences texts using a scaffold. Recognises errors in own writing with teacher assistance. | Independently plans. Proofreads and edits own work to improve text. Text is grammatically accurate. | Independently plans. Consistently produces texts that show evidence of significant improvements, editing and proofreading. |
| **WS2.10** | Grammar | ***Uses correct***  ***sentence structure*** | Writing contains incorrect sentence breaks. | Simple sentences written correctly with common conjunctions attempts. | Simple and compound sentences written correctly. | Simple, compound and complex sentences written correctly. | Consistently writes effective, simple, compound and complex sentences. |
| Tense | ***Accurate tense & number in verb groups.*** | Attempts to include verbs in text. | Use some different types of verbs. | Mostly uses correct tense. Includes some thinking verbs and emotive adverbs. | Consistently uses correct tense.  Uses a variety of effective thinking verbs and adverbs. | Always uses correct tense.  Uses a greater variety of effective emotive thinking verbs and adverbs. |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | Uses the same connective throughout. | Uses connectives to order the argument.  Text flows smoothly | Uses a variety of connectives to make clear links between the different sections of the text. | Effectively uses all types of conjunctions in a creative and interesting manner. |
| *Punctuation* | **Uses correct punctuation in published versions of own writing.** | Often writes without capital letters and full stops. | Uses some capital letters and full stops. | Uses basic punctuation (capitals, full stops and commas) correctly and most of the time. | Uses most punctuation correctly. | Uses punctuation correctly. |
| **WS2.14** | Text Structure | ***Organisational***  ***structure of***  ***exposition*** | Lack of structure in the text. | Has an opening statement and at least one argument for both sides to support it. | Contains an opening statement, at least 2 arguments for both sides (for & against) and an attempt of a concluding statement. | Contains an opening statement, at least 3 arguments for both sides backed up with good reasons and a concluding statement that either sums up both sides or favours one. | Contains an opening statement with 3 meaningful arguments for both sides backed up with strong reasons as well as a concise and relevant concluding statement. |
| ***Paragraphs*** | Does not attempt to use paragraphs. | Attempts to use paragraphing but paragraphs contain one sentence. | Attempts to use a new paragraph for each for and against idea. Argument is relatively easy to follow. | Organises text into paragraphs correctly. Opening statement, for, against, concluding statement. | Each paragraph focuses on one argument and contains all related information.  Opening statement, for, against, concluding statement. |
| WS2.11 | Spelling | ***Spelling*** | Attempts to spell using letter combinations and blends. | Spells some high frequency words correctly. Spell unknown words phonetically. | Spells most high frequency words correctly.  Uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly.  Consistently uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly and also spells more difficult words. |