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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 an Information report.*** | Writes with no or little structure or purpose. | | Requires assistance to create an information report that includes a general statement and one or two sub-headings with description.  Needs encouragement to use general nouns and appropriate verbs. | | Independently writes a satisfactory information report that includes a general statement with at least three subheadings and concludes with an interesting fact.  Some uses of technical terms. | | Writes independently. Report includes learnt factual information under appropriate sub-headings with detailed descriptions and concludes with interesting facts. Excellent knowledge and use of technical terms. Uses diagrams to help convey meaning. | | Writes independently. Includes concise detailed information, a general statement, appropriate sub headings with detailed elaborate descriptions and concludes with interesting facts and statistics. Excellent knowledge and use of technical terms. Uses labelled diagrams to help convey meaning. | |
| ***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 and punctuated correctly. | | 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 attempted 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. | | Uses some different types of verbs. Writes information report in present tense. | | Writes in present tense and does not switch between tenses. Some use of action verbs to describe behaviour. | | Writes in timeless present tense.  Uses effective action verbs and adjectives to describe behaviour and appearance. | | Writes in timeless present tense.  Uses concise action verbs and adjectives to describe behaviour and appearance. Excellent selection of vocab. | |
| 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 report. | | Uses a variety of connectives to make clear links between the different sections of the text.  Text flows smoothly. | | Effectively uses all types of conjunctions in a creative and interesting manner.  Text flows and is beautiful to read. | |
| *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, question marks and commas) correctly and most of the time. | | Uses most punctuation correctly and is beginning to experiment with speech marks and apostrophes. | | Uses punctuation correctly including speech marks and apostrophes. | |
| **WS2.14** | Text Structure | ***Organisational***  ***structure of***  ***exposition*** | Lack of structure in the text. | | Has a general statement and at least one or two sub-headings with basic descriptions. | | Contains a general statement, at least three subheadings with description and concludes with a fact. | | Uses correct textual features and informs the reader. | | Uses the correct textual features and detailed with factual, concise information. | |
| ***Paragraphs*** | Does not attempt to use sub headings and paragraphs. | | Attempts to use sub headings and paragraphs but paragraphs contain one sentence. | | Attempts to use a new sub heading and paragraph for each new idea. Report is easy to follow. | | Organises text into sub headings and paragraphs correctly. | | Each sub heading and paragraph focuses on one area of the report and contains all related information. | |
| 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. | |