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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 narrative*** | Writes with no or little structure or purpose. | | Requires assistance to create a narrative that includes a main character and setting.  Needs encouragement to use adjectives and adverbs. | | Independently writes a satisfactory narrative including an orientation, complication and resolution.  Introduces a main character and setting.  Uses common adjectives and adverbs to describe nouns. | | Independently writes a narrative that is well structured and develops characters and uses descriptive language. | | Independently writes an entertaining narrative using outstanding knowledge of structure.  Text shows solid character development, complication & resolution using effective descriptive language. | |
| ***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 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. | | Uses some different types of verbs. Writes narratives in past tense. | | Writes in correct tense and does not switch between tenses. Includes some action verbs, adverbs and appropriate adjectives. | | Consistently uses uniform tense. Uses a variety of action verbs, adverbs and are attempting more mature adjectives. | | Always uses correct uniform tense. Excellent use of descriptive vocabulary. | |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | | Uses the same connective throughout. Then, Then, Then etc | | Uses connectives to order the narrative.  Text flows smoothly. | | Uses a variety of connectives to make clear links between the different sections of the text. | | Effectively uses all types of connectives 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, 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 an orientation and some events. | | Contains an orientation, complication, events and resolution. | | Uses correct textual features and engages the reader. | | Uses the correct textual features and entertains the reader. | |
| ***Paragraphs*** | Does not attempt to use paragraphs. | | Attempts to use paragraphs. | | Attempts to use a new paragraph for each new idea. | | Mostly organises text into logical paragraphs. | | Paragraphs organised correctly. | |
| 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. | |