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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 procedure*** | Writes with little structure or purpose. | Requires assistance to create a procedure that includes a goal, materials and a few steps. | Independently writes a procedure that includes a goal, materials needed and steps.  | Independently writes a procedure with attention to detail and in logical steps.. | Independently writes a procedure with great attention to detail and optional information eg variations or cautions.  |
| ***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 mostly grammatically accurate. | Independently plans. Consistently produces texts that show evidence of significant improvements, editing and proofreading. |
| ***WS2.10***  | Grammar | ***Uses correct*** ***sentence structure*** |  |  | Use of short and concise steps.  | Steps start with an action verb. | Use of detailed steps and extensive use of effective verbs and adverbs. Steps written as commands |
| Tense | ***Accurate tense & number in verb groups.*** | Attempts to include verbs in text. | Uses different types of verbs.  | Writes in correct tense and does not switch between tenses. Includes some action verbs, adverbs and appropriate adjectives. | Consistently uses correct tense.  | Always uses correct tense. |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | No Sub- heading present | Uses sub-headings for some of the text | Correct use of sub-headings | Correct use of sub-headings |
| *Punctuation* | **Uses correct punctuation in published versions of own writing.** | Often writes without capital letters and full stops. | Attempts some capital letters and full stops. | Uses basic punctuation correctly 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 orientation and some events. | With a plan as a guideline uses correct textual features | Uses correct textual features. | Uses the correct textual features depending on the type of procedure this may change (eg: ingredients or materials) |
| *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. |