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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 recount*** | Writes with little structure or purpose. | | Requires assistance to create a recount that shows minimal evidence of an orientation and events. There is no re-orientation and events are not sequenced. | | Independently writes a recount that shows some evidence of an orientation, sequence of events and a re-orientation. Events are mostly sequenced. | | Independently writes a recount which shows evidence of an orientation, sequence of events and a re-orientation. All events are sequenced chronological order. | | Independently writes a recount which shows clear evidence of an orientation, sequence of events and a re-orientation. Events detailed, concise and in chronological order | |
| ***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*** | No usage of sentences that make sense. No use of correct tense | | Some sentences make sense. Low frequency of correct tense | | Use of short, concise sentences. Correct tense mostly used. | | Good use of simple and compound sentences. Sentences occasionally use effective adjectives, adverbs and verbs. Use of correct tense. | | Excellent use of simple and compound sentences. Evidence of effective use of adjectives, verbs and adjectives. | |
| 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. (Mainly past tense and written in the first (I, we) or third person (he, she, they). Uses a variety of action verbs, adverbs and are attempting more mature adjectives. | | Always uses correct tense. (Mainly past tense and written in the first (I, we) or third person (he, she, they).  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. | | Uses connectives to order the recount. Overuse of the word ‘then’. | | Uses a variety of connectives to make clear links between the different sections of the text. (Afterwards, Following, next) | | Effectively uses different connectives to sequence the recount. (A few minutes later, meanwhile, suddenly) | |
| *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, events and a personal conclusion about the day. | | Uses correct textual features and engages the reader. | | Uses the correct textual features and entertains the reader. Painted a picture in the readers head. | |
| ***Paragraphs*** | Does not attempt to use paragraphs. | | Attempts to use paragraphing but paragraphs contain one sentence or make it difficult to follow the argument. | | Attempts to use a new paragraph for each event. Recount is easy to follow. | | Organises text into paragraphs correctly. | | Each paragraph focuses on one event and contains detailed 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. | |