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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. |