

<u>AF-5 Sentences</u>	<u>AF-6 Punctuation and Grammar</u>	<u>AF-3 Structure</u>	<u>AF-4 Paragraphs and Linking</u>	<u>AF-1 Imagination</u>	<u>AF-2 Purpose</u>	<u>AF-8 Spelling</u>	<u>AF-7 Vocabulary</u>	<u>Handwriting and Presentation</u>
some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and'	mostly grammatically accurate clauses	some formulaic phrases indicate start/end of text, e.g. once upon a time, one day, the end	simple connections between ideas, events, e.g. repeated nouns, pronouns relate to main idea	basic information and ideas conveyed through appropriate word choice, e.g. relate to topic	some indication of basic purpose, particular form or awareness of reader, e.g. story, label, message	usually correct spelling of simple high-frequency words	mostly simple vocabulary	most letters correctly formed and orientated
reliance on simple phrases and clauses	some awareness of use of full stops and capital letters, e.g. beginning/end of sentence	events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered	ideas in sections grouped by content, some linking by simple pronouns	some descriptive language, e.g. colour, size, simple emotion	some basic purpose established, e.g. main features of story, report	phonetically plausible attempts at words with digraphs and double letters	communicates meaning through repetition of key words	spaces between words
some variation in sentence openings, e.g. not always starting with name or pronoun	clause structure mostly grammatically correct	some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers	some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised	most relevant ideas and content, sometimes repetitive or sparse	some appropriate features of the given form used	sufficient number of recognisable words for writing to be readable, including, e.g. use of letter names to approximate syllables and words	simple, often speech-like vocabulary conveys relevant meanings	upper and lower case sometimes distinguished
mainly simple sentences with and used to connect clauses	sentence demarcation with capital letters and full stops usually accurate	openings and/or closings sometimes signalled	within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials	brief comments, questions about events or actions suggest viewpoint	some attempts to adopt appropriate style	usually correct spelling of high frequency grammatical function words	some adventurous word choices, e.g. opportune use of new vocabulary	use of ICT, e.g. use keyboard to type own name
past and present tense generally consistent	some accurate use of question and exclamation marks, and commas in lists	some attempt to organise ideas with related points placed next to each other	movement between paragraphs / sections sometimes abrupt or disjointed	some appropriate ideas and content included	purpose established at a general level	usually correct spelling of common single morpheme content/lexical words	simple, generally appropriate vocabulary used, limited in range	letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters
reliance mainly on simply structured sentences, variation with support, e.g. some complex sentences	straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks	openings and closings usually signalled	paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences	some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives	main features of selected form sometimes signalled to the reader	likely errors: inflected endings, e.g. past tense, plurals, adverbs	some words selected for effect or occasion	clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
and, but, so are the most common connectives, subordination occasionally	some, limited, use of speech punctuation	some attempt to sequence ideas or material logically	within paragraphs / sections, limited range of connections between sentences, e.g. overuse of 'also' or pronouns	attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration	some attempts at appropriate style, with attention to reader	correct spelling of some common grammatical function words	some evidence of deliberate vocabulary choices	legible style, shows accurate and consistent letter formation, sometimes joined
some limited variation in use of tense and verb forms, not always secure	comma splicing evident, particularly in narrative	ideas organised by clustering related points or by time sequence	some attempts to establish simple links between paragraphs / sections not always maintained, e.g. firstly, next	relevant ideas and material chosen	main purpose of writing is clear but not always consistently maintained	correct spelling of common content/lexical words with more than one morpheme, including compound words	some expansion of general vocabulary to match topic	
some variety in length, structure or subject of sentences	sentences demarcated accurately throughout the text, including question marks	ideas are organised simply with a fitting opening and closing, sometimes linked	paragraphs clearly structure main ideas across text to support purpose, e.g. clear chronological or logical links between paragraphs	some ideas and material developed in detail, e.g. descriptions elaborated by adverbial and expanded noun phrases	main features of selected form are clear and appropriate to purpose	likely errors: some inflected endings, e.g. past tense, comparatives, adverbs	vocabulary chosen for effect	
use of some subordinating connectives, e.g. if, when, because throughout the text	speech marks to denote speech generally accurate, with some other speech punctuation	ideas or material generally in logical sequence but overall direction of writing not always clearly signalled	within paragraphs / sections, a range of devices support cohesion, e.g. secure use of pronouns, connectives, references back to text	straightforward viewpoint generally established and maintained, e.g. writing in role or maintaining a consistent stance	style generally appropriate to task, though awareness of reader not always sustained	likely errors: some phonetically plausible attempts at content/lexical words	reasonably wide vocabulary used, though not always appropriately	
some variation, generally accurate, in tense and verb forms	commas used in lists and occasionally to mark clauses, although not always accurately	material is structured clearly, with sentences organised into appropriate paragraphs	development of ideas and material appropriately shaped for selected form, e.g. nominalization for succinctness	relevant ideas and material developed with some imaginative detail	main purpose of writing is clear and consistently maintained	correct spelling of most common grammatical function words, including adverbs with -ly formation		<b>Key:</b>
a variety of sentence lengths, structures and subjects provides clarity and emphasis	full range of punctuation used accurately to demarcate sentences, including speech punctuation	development of material is effectively managed across text, e.g. closings refer back to openings	clear viewpoint established, generally consistent, with some elaboration, e.g. some, even, development of individual voice or characterisation in role	development of ideas and material appropriately shaped for selected form, e.g. writing in role or maintaining a consistent stance	features of selected form clearly established with some adaptation to purpose	correct spelling of regularly formed content/lexical words, including those with multiple morphemes		Level 1
wider range of connectives used to clarify relationship between ideas, e.g. although, on the other hand, meanwhile	syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted	overall direction of the text supported by clear links between paragraphs	links between paragraphs / sections generally maintained across whole text	straightforward viewpoint generally established and maintained, e.g. writing in role or maintaining a consistent stance	appropriate style clearly established to maintain reader's interest throughout	correct spelling of most past and present tense inflections, plurals		Level 2
some features of sentence structure used to build up detail or convey shades of meaning, e.g. variation in word order, expansions in verb phrases						likely errors: homophones of some common grammatical function words		Level 3
						likely errors: occasional phonetically plausible spelling in content/lexical words		Level 4
						correct spelling of grammatical function words		Level 5
						correct spelling of almost all inflected words		
						correct spelling of most derivational suffixes and prefixes		
						correct spelling of most content/lexical words		
						likely errors: occasional phonetically plausible spelling of unstressed syllables in content words		
						likely errors: double consonants in prefixes		

