

Narrative	1	2	3	4	5	6
NC objectives	Sequences sentences to form short narratives.	Writes for different purposes. Writes narratives about personal experiences and those of others (real and fictional).	Creates settings, characters and plot. Organises paragraphs around a theme.	Creates settings, characters and plot. Organises paragraphs around a theme.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed. Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Uses a wide range of devices to build cohesion within and across paragraphs.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed. Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Uses a wide range of devices to build cohesion within and across paragraphs.
Audience, character & setting	Uses stock human or animal characters or people/animals they know personally. Describes simple settings based on familiar real or imagined places. Includes some detail when describing characters, settings and action.	Uses mostly human or animal characters (drawn from real life or imagined) or simply personified objects in fantasy settings. Develops their characters' motives/character in simple terms (e.g. good/bad, friendly, naughty, brave, evil, etc.) Develops detail in describing characters and settings.	Uses typical characters that are recognisable stereotypes (e.g. pirates, princesses, monsters, superheroes) or familiar roles from everyday life (e.g. family members, policemen, teachers, footballers, etc.). Develops characters through describing their appearance, thoughts and actions, which give a sense of their motives; begins to describe characters' reactions to events. Description of character and setting is developed through the use of adverbials, e.g. in the empty hallway...	Narratives use typical characters, settings and events whether imagined or real. Description of character and setting is developed through the use of adverbials, e.g. in the empty hallway... Some evidence of narrator's or characters' reactions to events.	Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Characters' feelings or attitudes mainly consistent with original story. Some evidence of narrator's or character's reactions to events.	Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.
Conventions	May use 'story language' to start, i.e. 'Once upon a time...'	Can draw on knowledge of well-known traditional stories and fairy tales and incorporates this into their own writing.	Some simple conventions of popular genres are used, e.g. aliens in science fiction or dragons in fantasy.	Characters' feelings or attitudes mainly consistently with story. Viewpoint is established and maintained e.g. narrative is sympathetic about or disapproving of main characters. Draws on themes and conventions from a wide range of books.	Story form adapted to suggest a realistic situation e.g. use of pacing to prepare reader for main events; presentation of characters to interest the reader. Viewpoint is established and maintained e.g. narration is sympathetic about or disapproving of main characters.	Story form adapted to suggest a realistic situation e.g. use of pacing to prepare reader for main events; presentation of characters to interest the reader. Draws on knowledge of narratives that challenge genre convention.
Structure	Progresses events sequentially leading to an appropriate conclusion. Employs a linear or chronological structure.	Sets up' narratives with an opening that introduces and describes characters and settings. Follows a predominantly chronological structure incorporating an opening and a conclusion. Attempts to introduce a problem or an element of tension.	Sequence of events which are explained and developed with a suitable conclusion. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Attempts to create interest by posing a problem e.g. 'when I got there, it had gone', or creating suspense e.g. 'suddenly I felt something touch my feet'.	Links made to events earlier plot to build up contextual detail e.g. 'Legs ran as fast as she could but she was tired from the run to the hospital'. Events are sequenced to create chronology through the use of adverbials and prepositions. Some development of character and plot, e.g. may introduce an element of uncertain clarity of what is to happen.	Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.	Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. Changes in adaptation e.g. withholding information to build suspense, contribute to overall impact and engage reader. Plot control is evident through well placed information that becomes significant at a later stage.

<p>Language</p>	<p>Includes some simple 'narrative language' (once upon a time, later that morning, etc.) Attempts some dialogue. Uses some language to suggest sequencing or passing of time, (e.g. ordinals - first, second, etc.; adverbs)</p>	<p>Makes some ambitious vocabulary choices. Uses some dialogue. Signals sequence and passing of time through appropriate vocabulary choices.</p>	<p>Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, oak instead of tree), expressive verbs (e.g. called/whispered instead of said, etc.) Begins to use dialogue to convey characters' feelings and move plot forward. Time related words and phrases used to organise events e.g. when he eventually caught up.</p>	<p>Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. Dialogue is used to convey characters' thoughts and to move the narrative forward. Attempts at humour or building anticipation enlivens the narrative e.g. using amusing dialogue between characters, vocabulary carefully chosen to describe the characters' behaviour.</p>	<p>Dialogue is used to convey characters' thoughts and to move the narrative forward. Attempts at humour or building anticipation enlivens the narrative e.g. using amusing dialogue between characters; vocabulary carefully chosen to describe the character's behaviour.</p>	<p>Opinions, attitudes and feelings expressed using a range of stylistic devices e.g. use of figurative language to build up the description of the crowd e.g. 'everyone charged like a buffalo'. Dialogue is used to convey characters' thoughts and to move the narrative forward. Writing engages reader in a variety of ways e.g. direct address (would I get the game?); repetition for effect (Tim ran, the boy ran, but...)</p>
<p>Point of view & tense</p>	<p>Writes in the first or third person. Maintains the past tense for most of their narrative.</p>	<p>Writes in the first or third person. Maintains the past tense.</p>	<p>Writes in the first or third person. Maintains the past tense. Maintains the present tense.</p>	<p>Writes in the first or third person. Maintains the past tense. Maintains the present tense.</p>	<p>Experiments with the second person. Confidently adopts the appropriate tense.</p>	<p>Writes in first, second and third person. Experiments with different tenses in the same narrative.</p>

Non-chronological Report	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Compose a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Information is clear to reader. Ideas expressed simply.	Information is clear to reader. Information is relevant. Ideas may be based on personal experience.	Relevant information is given in each section of the report. Development and detail in each section provide more interest for the reader. Ideas may be based predominantly on personal experience.	A range of relevant information is given in each section of the report. Some attempt to control the formality.	Development and detail in each section engages the reader. Shows awareness of a clearly formal or informal style. Content is well selected and focused on purpose of the report.	Varied development of each topic and detail in each section engages the reader. Demonstrates different levels of formality and maintains this throughout the text. Content is well-selected and focused on purpose of the report. Depersonalised style employed, including effective use of singular nouns and passive voice.
Structure: conventions	Simple opening statement as an introduction. Simple closing statement. Short sequence of informative points.	Simple opening statement as an introduction. Simple closing statement. Informative statements sequenced. Some points grouped together and linked by topic.	Series of informative points. Brief introduction and concluding sentence ensures that the report has structure.	Information given in each section links together. Pronoun reference and vocabulary choices generally support links between ideas. Includes an introduction providing a clear sense of purpose and a closing paragraph to summarise/conclude.	Sections are linked and follow a logical progression. Paragraphs are organised around a topic and developed appropriately. Introductions and conclusions are used to support clarity without repetition. Pronoun reference and vocabulary choices support links between ideas.	Sections are linked and follow a logical progression with deliberate variation if required. Paragraphs are organised around a topic and skilfully developed. Variation in structure of introductions and conclusions is used to engage and provide clarity without repetition. Conclusion draws together key features and may include reflective comments. Pronoun reference and vocabulary choices support links between ideas. A range of comparative relationships may be built up and thematic links/vocabulary are evident.
Structure: organisational devices	Writing addresses given headings with some additional details.	Writing addresses given headings with additional details.	Begins to use a variety of organisational devices to structure and divide report into sections e.g. numbered lists, bullet points, headings etc.	Uses, with growing confidence, a variety of organisational devices to structure and divide report into sections e.g. numbered lists, bullet points, headings, etc.	New sections/paragraphs are indicated, e.g. using subheadings, bullet points, topic sentences, 2nd person address or introductory phrases. Connections between ideas established and maintained e.g. by references to the previous part of the text.	A range of devices is used to introduce new sections. Connections between ideas established and maintained e.g. by references to the previous part of the text.
Language	Word choice shows some awareness of topic. Some use of simple connectives. Main Ideas linked together with possible use of line breaks, numbers, time related words, phrases.	Simple vocabulary choices show awareness of audience. Relationships between ideas usually marked by simple connectives. Main Ideas linked together with possible use of line breaks, numbers, time related words, phrases.	Limited vocabulary choices relating to the topic. Vocabulary choices draw reader in, sometimes using an informal style. Main ideas linked together with use of line breaks, numbers, time-related words, phrases, etc.	Vocabulary choices consciously try to engage reader. Begins to experiment with technical, specific tier 2 and 3 vocabulary is used.	Vocabulary is used to engage the reader and maintains the desired style. Some technical, specific tier 2 and 3 vocabulary is used.	Vocabulary is deliberately engaging and enhances the required style, tone and level of formality. Technical, specific, tier 2 and 3 vocabulary is deployed and suited to the audience.

Instruction	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Composes a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Thinks about and gives simple oral instructions.	Independently writes simple instructions.	Instructions composed, tested and evaluated. Instructions are clear and register shows some awareness of intended audience.	Increasingly complex instructions composed, tested and evaluated. Instructions are clear and register shows awareness of intended audience. Some attempt to control the formality.	The writing demonstrates deliberate choices made about audience reception, which the child can comment on when asked. The intended audience is clear from the register used. The audience is engaged, possibly through use of personal detail or extra information, without sacrificing clarity of instruction. Shows awareness of a clearly formal or informal style.	Complex instructions composed, tested and evaluated. The intended audience is clear from the register used. Various types of extra detail is added to engage specific audiences, without sacrificing clarity of instruction. Demonstrates different levels of formality and maintains this throughout the text.
Structure: conventions	Independently writes a couple of consecutive instructions. May include statement of purpose and a simple list of equipment/ingredients.	Structures steps sequentially, usually in a logical order. Includes statement of purpose and a simple list of equipment/ingredients.	Structures steps sequentially in a logical order. Includes statement of purpose and a list of equipment/ingredients.	Order of instructions is clear. The child is capable of editing the instructions to improve simplicity and understanding.	Demonstrates an understanding of a variety of ways of sequencing instructions to promote clarity and is able to describe complex procedures effectively. The child can adapt the structure according to the audience, i.e. make the instructions more or less detailed to modify the outcome.	Sequencing of instructions promotes clarity and is able to describe complex procedures effectively. The child can adapt the structure according to the audience, i.e. make the instructions more or less detailed to modify the outcome.
Structure: organisational devices	Shows some awareness of numbering steps.	Separate steps signposted in some way, i.e. using numbers. Subheadings for sections, i.e. equipment, before you start..., etc. May include diagrams to accompany, or text boxes to separate instructions.	Uses some organisational devices which make instructions easier to follow, e.g. lists, numbers, bulleted points, diagrams with arrows, keys, etc.	Can employ a range of organisational devices which make instructions easier to follow, e.g. lists, numbers, bulleted points, diagrams with arrows, keys, and selects those most appropriate to topic and audience.	Uses a range of organisational devices which make instructions easier to follow, e.g. lists, numbers, bulleted points, diagrams with arrows, keys, and selects those most appropriate to topic and audience.	Organises their text in creative and original ways. Demonstrates an ability to adapt their text to different media, i.e. the same instructions in a book, a magazine and on a website.
Language	Uses direct / imperative language. Use of adjectives and adverbs may be limited to essential information.	Uses direct / imperative language. Can remove emotive language with support to identify it. Some use of adjectives and adverbs to add detail.	Uses imperative language and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail.	Uses imperative language and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices consciously try to engage reader. Begins to experiment with technical, specific tier 2 and 3 vocabulary is used.	Uses imperative language, with more sophisticated verbs and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices consciously engage the reader. Uses some technical, specific tier 2 and 3 vocabulary correctly.	Uses imperative language, with more sophisticated verbs and maintains 2nd person point of view. Uses adjectives and adverbs to clarify and add detail. Vocabulary choices are clearly appropriate to topic and audience. Uses technical, specific tier 2 and 3 vocabulary effectively.

Persuasion	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Composes a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Writes simple statements of intent, i.e. You should... May include simple reasoning, i.e. ...because it is the best.	Writes simple statements of intent, i.e. 'You should...', 'This will...', etc. Reasons show some awareness of impact on audience, i.e. 'It will make you fitter/happier...', etc.	Can write for different persuasive purposes, i.e. adverts, campaigns, complain, protest, etc.	Deliberate attempts made to bring audience 'onside' throughout. Register shows some awareness of the audience. Some attempt to control the formality.	Audience is the clear focus of texts, and attempts to influence, persuade and manipulate them are evident throughout. Formality is selected according to audience and maintained throughout.	Skilfully adapts register and formality to appropriate topic and audience. Demonstrates an awareness of audience's thoughts and feelings and attempts to manipulate them.
Structure: conventions	A simple opening statement attempts to engage the audience.	An opening statement attempts to set the tone or provoke a thought to engage the audience.	Purpose of text and clear attempt to engage the audience set up at outset.	Begins to use conjunctive adverbs and adverbial phrases to link points and develop argument. Different points clearly separated. Some idea of the relative effectiveness of different points is evident in the order/structure of the text. Pronoun reference and vocabulary choices generally support links between ideas. Extended written texts include an introduction providing a clear sense of purpose and a closing paragraph to summarise/ reinforce.	Argument is clearly developed throughout and builds to a persuasive conclusion. Points are linked by well-supported examples, evidence and framed by persuasive devices. Each section of the text is carefully linked to those before and after giving a clear sense of overall cohesion.	Argument is clearly developed throughout and builds to a persuasive conclusion. Points are linked by well-supported examples, evidence and framed by persuasive devices. Pronoun reference and vocabulary choices support links between ideas.
Structure: organisational devices	Some understanding of the need to separate reasons/ justifications/ benefits. Short statements used.	Points separated and supported by reasons or examples. Uses captions to accompany images.	Uses slogans or separates memorable statements.	Some features of layout or text organisation used to emphasise certain points.	The type of text and layout is selected according to the topic and audience and a variety of presentational features is skilfully employed to support the argument.	The type of text and layout is selected according to the topic and audience and a variety of presentational features is employed to support the argument.
Language	Some use of superlatives or comparative adjectives to describe.	Adjectives and adverbs used to describe, especially superlative and comparative adjectives. Uses simple repetition to emphasise points.	Experiments with alliteration in short statements or slogans. Can write a simple rhetorical question.	Uses alliteration and rhetorical questions to engage the audience. Begins to use other persuasive devices such as statistics, rule of three and exaggeration. Experiments with appeals to generalisation and use of quantifiers, i.e. 'Many people believe...'	Uses emotive language with deliberate effects in mind. Makes use of expert opinions to support points, i.e. 'A recent survey by the Royal Oceanographic Institute found...' Able to present opinion as fact in order to persuade. Uses inclusive pronouns to demonstrate agreement with audience, i.e. 'we'.	Can employ and refute a counter-argument. Experiments with puns to engage audience. Experiments with sarcasm to belittle opposition.

Recount	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Compose a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Shows awareness of key details and of what will/ will not be of interest to the audience.	Can describe the same events in a couple of different simple ways, i.e. 1st person chronological recount, 3rd person narrative, 2nd person letter. Makes some deliberate choices about what to include and omit.	Can describe the same events in a couple of different ways, i.e. 1st person chronological recount, 3rd person narrative, 2nd person letter, news or police report, etc. Some description and detail is used to engage the audience. Some evidence of viewpoint is used, but may not be maintained.	Ideas selected and adapted to engage reader, e.g. interesting facts and background information. Simple description and detail add interest in each section. Some evidence of viewpoint used although it may not be maintained.	Ideas selected and adapted to engage the reader e.g. interesting facts and background information. Simple description and detail add interest in each section. Viewpoint is established, i.e. usually from the author's point of view. Some degree of formality apparent in writing.	Content is well selected and clearly focused on the purpose of the recount. Level of formality is maintained and appropriate to the form.
Structure: conventions	Writes simple recounts from personal experience. Recount is structured in chronological order.	Writes recounts from personal experience or events read about/ listened to. Recount is structured in chronological order.	Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Relevant information is given in each section of writing.	Simple overall chronological text structure includes a brief introduction, middle and concluding sentence. Introduction orientates the reader and provides a clear sense of purpose i.e. what the writing is about, when and where events take place, and who is involved. Simple reflective comments, observations and detail add interest in conclusion. Relevant information is given in each section of writing with limited vocabulary choices relating to topics of interest, study or personal experience.	Order of information may not be chronological, depending on the form, but is clear and appropriate to purpose. Introduction orientates the reader and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Relevant information is given in each section of writing with vocabulary choices relating to topics of interest, study or personal experience.	The order in which information is provided is deliberately manipulated to be engaging within the constraints of the form. Lively opening and detailed descriptions or comments are manipulated to achieve particular effects and maintain reader's interests. Conclusion provides appropriate end and closure of text.
Structure: organisational devices	Simple openings and conclusions included.	Opening and conclusion support the overall text structure. Key events linked together with possible use of line breaks, numbers, time related words, phrases.	Some divisions between sections indicated, e.g. paragraphs. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas.	Divisions between sections indicated by paragraphs. Within sections, pronoun reference or vocabulary choices maintain links between ideas. Sections or paragraphs clearly identifiable and in chronological order but transitions between them sometimes awkward.	Within and across sections, pronoun reference or vocabulary choices maintain links between ideas. Sections or paragraphs clearly identifiable and fit chosen text order, but limited or repetitive transitions used. Connections between ideas established and maintained e.g. by reference to previous part of text.	Connections between ideas are established and maintained e.g. by reference to previous part, or subsequent parts of the text. Use of range of cohesive devices to structure writing, indicate the passing of time, and establish connections/ build detail. Paragraphs introduced and developed fully, appropriately to form.
Language	Some adverbs to establish order or sequence.	Simple vocabulary choices show awareness of audience.	Vocabulary chosen to engage the audience. Some selection of language appropriate to form, i.e. police report, diary, etc.	Vocabulary deliberately chosen to engage the audience. Style of language appropriate to context is beginning to be used, e.g. language used specifically for a diary extract or police report.	Using and maintaining a style of language appropriate to the context.	Deploys style of language appropriate to context and desired level of formality e.g. language used specifically for a diary extract. Vocabulary is carefully chosen to enhance writing and provide detail.

Explanation	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Compose a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Information is clear to the reader: vocabulary choices describe the main features of the object (e.g. small, yellow).	Information is clear to the reader; vocabulary choices describe the main features of the object, activity or process. Some development and detail is given in each section (e.g. made of very hard metal...).	Attempts at development and detail made in each section. Some evidence of viewpoint. Description and detail add interest in each section.	Evidence of clear viewpoint, not necessarily maintained throughout. Ideas are selected and adapted to engage the reader, e.g. creative titles, background information, interesting facts and simple reflective comments.	Viewpoints are established and maintained e.g. as a reporter or through the presentation of a person's point of view. Ideas selected and adapted to engage the reader e.g. creative titles, background information, interest facts and simple reflective comments. Description and detail is used carefully to enhance meaning and develop the whole text.	A range of viewpoints could be adopted and skilfully maintained. Content is well selected and clearly focused on the purpose of the article. Paragraphs vary in length and structure to create interest.
Structure: conventions	Simple statements used.	Mostly relevant information is given in each section of the report with some sequencing.	Relevant information is given in each section of the report and is generally sequenced. Similar information is grouped together and ordered logically.	Selection of information is deliberate, relevant and given in each section of the report using subject-specific vocabulary. Information is grouped together and ordered logically. Diagrams, flowcharts, etc. may be incorporated to aid explanation.	Information is carefully selected, ordered and presented throughout the text to be purposeful and relevant. Diagrams, flowcharts, etc. are incorporated to aid explanation, where appropriate.	Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader's interests. Reports are carefully structured with balance of text and appropriate diagrams to enhance the explanation.
Structure: organisational devices	Simple opening statement as an introduction. Simple closing statement. Simple statements may be written under given headings to explain a process.	Simple opening statement as an introduction. Simple closing statement. Writing addresses given headings with some additional detail. Statements usually given in some order suggesting a process.	Statements demonstrate an order suggesting a process. Simple overall text structure given includes a brief introduction and concluding sentence. Some divisions between sections are indicated e.g. subheadings, bullet points and paragraphs. Within sections, pronoun references or vocabulary choices generally maintain links between ideas.	Introduction sets a simple context and provides a clear sense of purpose. Conclusion clearly sums up the report. Divisions between sections are indicated, e.g. subheadings, bullet points and paragraphs. Sections or paragraphs clearly identifiable but transitions between them sometimes awkward. Within sections, pronoun references or vocabulary choices maintain links between ideas.	Introduction establishes the context and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Sections or paragraphs clearly identifiable. Within sections, pronoun references or vocabulary choices generally maintain links between ideas. Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text.	Introductions skilfully establishes the purpose and scope of the text. Conclusion draws together key features and includes reflective comments. Transitions between paragraphs are controlled. Sections within the report are sequenced for effect e.g. information is clearly prioritised and manipulated for maximum effect. Relationships between paragraphs give structure to the whole article e.g. an engaging title followed by a focused introduction and ended with a focused conclusion. Connections between ideas are established and maintained throughout e.g. by reference to previous part of the text.
Language	Simple subject-specific vocabulary is used.	Simple subject-specific vocabulary is used to develop some detail.	Some precision and authenticity in the choice of words and phrases relating to the topic. Vocabulary choices begins to draw the reader in, sometimes in an informal style (e.g. running on the spot gives you exercise and makes you lift those knees!)	Vocabulary choices deliberately engage the reader. Vocabulary is appropriate to topic and context.	Vocabulary is beginning to exert a deliberate effect on the reader. Some evidence of vocabulary chosen to adopt a particular style.	Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted. Stylistic devices manipulated to support purpose and engage audience

Discussion	1	2	3	4	5	6
NC objectives	Says aloud what they are going to write about. Compose a sentence orally before writing it.	Writes about real events. Writes for different purposes.	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Organises paragraphs around a theme. Uses simple organisational devices [for example, headings and sub-headings].	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Uses a wide range of devices to build cohesion within and across paragraphs. Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Awareness of Audience	Writes a sentence in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint.	Writes sentences in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint.	Writes sentences in support of something and against the same thing recognising that both are possible opinions. Simple description and detail add interest in each section.	Viewpoints are presented, and maintained almost throughout with good attempts at balance and clarity. Description and detail add interest in each section and develop the key statements.	Viewpoints are presented, and maintained throughout with balance and clarity. Description and detail add interest in each section and develop the key statements.	Viewpoints are skilfully managed for balance. The possibility of no 'right' answer or solution is allowed for. Arguments are evaluated.
Structure: conventions	Simple statements used.	Simple overall text structure includes brief introduction stating issue, points of view and concluding sentence.	Overall text structure includes introduction, points of view and conclusion. Simple viewpoints are presented although coverage may not be balanced. Selection of information is relevant and given in each section of the discussion. Clear opening and closing statements.	Selection of information is relevant and given in each section of the discussion. Coverage is largely balanced, viewpoints are established in different sections.	Information is selected according to relevance and ability to effectively support each point in the arguments. Coverage is balanced, viewpoints are established and maintained in different sections	Content is adapted and shaped for effect e.g. use of mini-interviews with people who are for or against the issue and who provide supporting evidence. Points may be developed through mini debates within sections.
Structure: organisational devices	Statements separated.	Some division between sections included, e.g. paragraphs.	Some divisions between sections indicated, e.g. paragraphs. Each point for the argument in separate paragraphs. Within sections, pronoun reference or vocabulary choices generally maintain links between ideas.	Within sections, pronoun reference or vocabulary choices generally maintain link between ideas. Clear opening and closing statements. Different points for and against the topic statement are separated into different paragraphs. Sections or paragraphs are clearly identifiable with some attempts at creating transitions between them	Introduction establishes the context and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Different points are developed and supported in different paragraphs. Counterpoints may be put together to develop balance. Within sections, pronoun references or vocabulary choices generally maintain links between ideas. Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text.	Introduction establishes the context and provides a clear sense of purpose. Summary or reflective comments, observations and detail add interest in conclusion. Different structures and can adopted depending on appropriateness and topic. Uses a wide range of connective devices to structure argument in sentences and link paragraphs. Connections between ideas are established and maintained throughout, e.g. by reference to previous part of the text.
Language	Simple subject-specific vocabulary is used.	Simple vocabulary choices show awareness of audience.	Vocabulary chosen to engage the audience. Some selection of language appropriate to form, i.e. police report, diary, etc.	Vocabulary choices deliberately engage the reader. Vocabulary is appropriate to topic and context.	Vocabulary is beginning to exert a deliberate effect on the reader. Some evidence of vocabulary chosen to adopt a particular style.	Vocabulary is carefully chosen to enhance writing and provide detail. This may be technical or words to describe humour, suspense or sensation depending on style adopted. Stylistic devices manipulated to support arguments and engage audience. Different styles are adopted appropriate to context e.g. use of passive mood to lend an air of impartiality.

Poetry	1	2	3	4	5	6
Structure: conventions	Use words to express feelings, wishes and images real or imagined.	Begins to group ideas together creatively.	Takes a simple idea and develops it by building on description and extending the imagery.	Attempts narrative within poetry. Tries to extend one image/ idea through several stanzas of verse.	Attempts narrative poems consisting of multiple stanzas. Can extend and develop ideas and imagery in interesting and surprising ways.	Writes imaginatively to create surreal, surprising, amusing and inventive poetry.
Structure: organisational devices	Uses a repeating word, pattern or line.	Creates a pattern or shape on the page, from a model if necessary. Uses simple repeating phrases or lines, from models if necessary.	Can write within different line pattern and repeating structures. Writes free verse.	Tries a range of different forms, i.e. Haiku, acrostic, limerick. Uses rhyming patterns.	Tries to write within more sophisticated form, i.e. sonnet, villanelle, ballad, etc.	Select a structure, form or patterns to match meaning and the child's own voice.
Language	Uses words to describe sensations or images. Uses adjectives, and experiments with synonyms and antonyms.	Experiments with simile, alliteration and expanded noun phrases.	Uses powerful verbs. Uses precise nouns. Creates own similes.	Experiments with onomatopoeia. Experiments with personification.	Experiments with metaphor based on verb choice.	Use simple metaphors and personification to create poems based on real or imagined experience. Experiment with a variety of figurative language. Experiments with nonsense words or surprising, original word combinations.