

| | W | 1 | 2c | 2b | 2a | 3 |
|---------------------------------|--|--|---|---|--|---|
| <u>Form</u> | | | Beginning to demonstrate awareness of characteristics of narrative and non-narrative writing. | Writes in narrative and non-narrative forms with some consistency. | Some characteristic features of chosen form of narrative or non-narrative are beginning to develop. | <ul style="list-style-type: none"> Evidence of organisation, imagination and clarity. Main features of chosen form used appropriately |
| <u>Audience</u> | | | | Sufficient details given to engage reader's interest. | Writing is lively and generally holds the reader's interest. | Beginning to adapt writing to intended readers. |
| <u>Organisation</u> | | | <ul style="list-style-type: none"> Individual ideas are developed in short sections | <ul style="list-style-type: none"> Organised to reflect purpose. | <ul style="list-style-type: none"> Links between ideas or events are mainly clear. | Sequences of statements extend ideas logically. |
| <u>Grammar & Vocabulary</u> | Able to say what writing means. | Use of simple words and phrases. | <ul style="list-style-type: none"> Simple sentences based on oral language. Word choices appropriate to subject matter. | <ul style="list-style-type: none"> Variation in sentence structure and word choices (sometimes ambitious). Uses connectives other than "and". | <ul style="list-style-type: none"> Use of some descriptive phrases to add detail or emphasis. | <ul style="list-style-type: none"> Sentences becoming more complex with basic grammatical structure usually correct. |
| <u>Punctuation</u> | | Beginning to show awareness of how full stops are used. | Some evidence of punctuation being used to demarcate units of meaning. | Sentence punctuation more consistent. | Growing use of capital letters and full stops to mark correctly structured sentences. | Full stops, capital letters and question marks used accurately. |
| <u>Spelling</u> | May use single letters or groups of letters to represent words or phrases. | | Some common words spelt correctly, using phonic strategies and some recall of visual patterns. | <ul style="list-style-type: none"> Phonetically plausible. Aware of whole word structure. Aware of visual patterns. Recall of letter strings. | <ul style="list-style-type: none"> Accurate spelling of common monosyllabic words. Phonetically plausible attempts at long polysyllabic words. | <ul style="list-style-type: none"> Generally accurate spelling including that of common polysyllabic words. |
| <u>Handwriting</u> | Some control over size, shape and orientation. | Letters usually clearly shaped and correctly orientated. | Legible, but inconsistent in orientation, size and use of upper and lower case letters. | <ul style="list-style-type: none"> Ascenders and descenders distinguished. Upper and lower case not mixed within the word (generally) | <ul style="list-style-type: none"> Accurate and consistent letter formation. | <ul style="list-style-type: none"> Joined and legible. |