

## 1. ON BALANCE JUDGEMENT

0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
<p>Planning attempted but no story.</p> <p>Draws pictures only.</p> <p>No attempt at written words.</p>	<p>Produces written symbols with the intention of conveying a message.</p> <p>Demonstrates an emerging awareness of the conventions of writing.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>uses initial letters and some known letter patterns</li> <li>is developing a sense of sentence</li> <li>may repeat familiar words and phrases to extend the writing</li> <li>leaves a space between words.</li> </ul> <p><i>Aliens bogey man</i> <i>The hotd homs</i> <i>The dog got lost</i> <i>My uncon</i></p>	<p>Writes a simple text which includes some related ideas about topics that are familiar.</p> <p>Text can be interpreted readily by others.</p> <p>Follows some of the conventions of writing.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>writes simple and compound sentences combining clauses with linking words: 'and', 'but', 'then'</li> <li>uses some punctuation marks accurately such as full stops and capital letters</li> <li>accurately spells frequently-used and readily-recognised words. Approximations are phonetically and/or visually plausible.</li> </ul> <p><i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>The Mater story</i> <i>When ben Lost his teddy</i> <i>The super Boy</i> <i>The Egg of a dragon</i> <i>Math mirrorw</i></p>	<p>Writes a narrative with a distinguishable storyline, including some events that clearly relate to the resolution.</p> <p>Considers some needs and expectations of the reader. Controls many of the conventions of writing and experiments with others.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>writes simple, compound and complex sentences and achieves subject-verb agreement, noun-pronoun agreement and consistent verb tense</li> <li>uses a range of common punctuation marks correctly and experiments with others</li> <li>spells many commonly used words accurately</li> <li>groups sentences about common ideas together.</li> </ul> <p><b>TERRIFYING TALE</b> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>4Tickets</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i></p> <p>Writes a narrative in which familiar ideas, details and events are developed and relevant to the storyline.</p> <p>Adjusts writing to take account of audience, purpose and context.</p> <p>Demonstrates control over most language conventions.</p>	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>writes appropriately constructed sentences</li> <li>uses most common punctuation marks correctly and is developing control over less common punctuation marks</li> <li>spells most of the words needed in their writing</li> <li>links ideas to produce coherent paragraphs.</li> </ul> <p><i>The Treasure of Parkside Manor</i> <i>The Cursed Window</i> <i>New Shoes</i> <i>Bang Bang bang</i> <b>FOX</b> <i>The Shock</i> <i>Recessive Gene Incident</i></p>	<p>Writes a unified narrative with well-developed and integrated settings, characters, events and resolutions that explore challenging ideas and issues.</p> <p>Selects language to suit audience, purpose and context.</p> <p>Controls most of the language structures and features necessary for clear writing.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>experiments with sentence structure to enhance the narrative</li> <li>uses appropriate conventions of spelling and punctuation</li> <li>writes internally cohesive paragraphs and links them to develop the story</li> <li>uses clear, precise and varied vocabulary and phrasing.</li> </ul> <p><i>Rats Life</i> <i>Stray Dog</i> <i>The Race</i> <i>Aunt Bertha</i></p>	<p>Writes a sustained and unified narrative exploring different perspectives on complex and challenging issues.</p> <p>Controls writing and varies expression to enhance the effect and meet the expectations of audience, purpose and context.</p> <p>Experiments with the use of language structures and features to influence the reader.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>carefully selects words, phrases and clauses for shades of meaning and dramatic effect</li> <li>uses a variety of sentence structures to produce fluent and succinct writing, varying syntax for emphasis and variety.</li> </ul> <p><i>White House Hostage</i></p>

## 2. NARRATIVE STRUCTURE

Category 0	Category 1	Category 2	Category 3	Category 4 (Year 7)
<p>Not a narrative. Ideas are unrelated.</p> <p><i>Aliens bogey man</i></p>	<p>Demonstrates a beginning sense of story structure. For example, opening may establish sense of narrative.</p> <p><i>The hotd homs</i> <i>The dog got lost</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>The Mater story</i></p>	<p>Writes a story with a beginning and a complication. May attempt ending.</p> <p><i>When ben Lost his teddy</i> <i>The super Boy</i> <b>TERRIFYING TALE</b></p>	<p>Writes a story with a distinguishable story line (orientation, a complication and a resolution). Longer text may not reach a resolution. Ideas are related.</p> <p><i>Math mirrorw</i> <i>The Egg of a dragon</i> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>4Tickets</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>Missing Carrots</i> <i>The Treasure of Parkside Manor</i> <i>The Cursed Window</i> <i>Bang Bang bang</i> Writes a cohesive narrative. Attempts to do more than</p>	<p>present action and events. For example, may develop atmosphere, present a point of view or reflect on events.</p> <p><i>New Shoes</i> <b>FOX</b> <i>The Shock</i> <i>Rats Life</i> <i>Recessive Gene Incident</i> <i>The Race</i> <i>Stray Dog</i> <i>Aunt Bertha</i> <i>White House Hostage</i></p>

## 3. IDEAS

Category 0	Category 1	Category 2	Category 3	Category 4	Category 5
<p>One idea OR ideas are indistinguishable.</p> <p><i>Aliens bogey man</i> <i>The dog got lost</i></p>	<p>Ideas are few OR ideas may be disjointed or unrelated and are not elaborated.</p> <p><i>The hotd homs</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>The Mater story</i></p>	<p>Ideas are sufficient for the task but with little or no elaboration OR ideas are few but elaborated sufficiently.</p> <p><i>When ben Lost his teddy</i> <i>The super Boy</i> <i>Math mirrorw</i> <i>The Egg of a dragon</i> <b>TERRIFYING TALE</b> <i>The Stolen Necklace</i></p>	<p>Ideas are sufficient, relevant and some are elaborated.</p> <p><i>The Dragon Stare</i> <i>It was gone! (Pink Bike)</i> <i>4Tickets</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> <i>The Cursed Window</i></p>	<p>Text contains sufficient, relevant and elaborated ideas.</p> <p>Attempts to create effects such as drama, humour, suspense or sympathy OR reflects on events.</p> <p><i>New Shoes</i> <i>Bang Bang bang</i> <b>FOX</b> <i>The Shock</i> <i>Rats Life</i> <i>Recessive Gene Incident</i> <i>The Race</i> <i>Stray Dog</i></p>	<p>Crafts ideas to influence the reader.</p> <p>Achieves effects such as drama, humour, suspense or sympathy.</p> <p><i>Aunt Bertha</i> <i>White House Hostage</i></p>

## 4. CHARACTERISATION AND SETTING

Category 0	Category 1	Category 2	Category 3 (Year 5 & 7)
<p>There is little suggestion of character. May only name characters or give their roles (father/ teacher/friend/dinosaur). AND/OR There is little suggestion of setting, may be named only. Setting is vague or confused.</p> <p><i>Aliens bogey man</i> <i>The hotd homs</i> <i>The dog got lost</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>When ben Lost his teddy</i></p>	<p>Contains a suggestion of character through action, speech, or description, but lacks substance or continuity. AND/OR Some suggestion of setting through naming of place and time.</p> <p><i>The Mater story</i> <i>Math mirrorw</i> <i>The super Boy</i> <i>The Egg of a dragon</i> <b>TERRIFYING TALE</b> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>4Tickets</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b></p>	<p>Character emerges through description, actions, speech or narrative voice (thoughts and feelings). AND/OR Setting emerges through description of place, time and atmosphere.</p> <p><i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> <i>The Cursed Window</i> <i>Bang Bang bang</i> <i>The Shock</i></p>	<p>Characters are developed for effect. Details are selected to create distinct characters. May be individualised or integral to the narrative. AND/OR Sense of setting is maintained throughout. Details are selected to create a sense of place and atmosphere.</p> <p><b>FOX</b> <i>New Shoes</i> <i>Rats Life</i> <i>Recessive Gene Incident</i> <i>The Race</i> <i>Stray Dog</i> <i>Aunt Bertha</i> <i>White House Hostage</i></p>

## 5. SPELLING

Category 0	Category 1	Category 2	Category 3	Category 4	Category 5
<p>Produces written symbols.</p>	<p>L/H</p> <p>Uses initial letters and some known letter patterns to represent ideas in written language.</p> <p>May not demarcate words.</p> <p><i>Aliens bogey man (1L)</i> <i>The hotd homs (1H)</i></p>	<p>L/H</p> <p>Spells some common words accurately (common sight words, friends' names, words relating to topics of personal interest). Attempted spelling based on how words sound and/or how words look.</p> <p><b>Correctly spells words such as:</b> about, came, going, good, have, home, into, make, one, said, some, soon, that, then, they, went, were.</p> <p><i>The dog got lost (2L)</i> <i>My uncon (2L)</i> <i>Dog Driving (2L)</i> <i>You're the coolest saying Brandon (2H)</i></p>	<p>L/H</p> <p>Spells many common words correctly. Attempts to spell unusual or irregular words are based on visual strategies or common letter sequences.</p> <p><b>Correctly spells words such as:</b> afternoon, again, because, breakfast, called, carry, does, drink, first, found, friend, growing, happened, holiday, might, morning, school, smooth, suddenly, tunnel, writing, yesterday.</p> <p><i>The Mater story (3L)</i> <i>When ben Lost his teddy (3L)</i> <i>The super Boy (3L)</i> <i>Math mirrorw (3L)</i> <i>4Tickets (3L)</i> <i>The Dragon Stare (3L)</i> <i>The Egg of a dragon (3H)</i> <b>TERRIFYING TALE (3H)</b> <i>It was gone!(Pink Bike) (3H)</i></p>	<p>L/H</p> <p>Spells common words correctly. If risks taken with unusual words, approximations are made according to patterns and conventions.</p> <p><b>Correctly spells words such as:</b> accident, across, beautiful, brought, decided, description, except, excitement, ghost, guide, lighthouse, luggage, people, ready, restaurant, surely, surprise, thought, through, weird, wrinkles</p> <p><i>The Stolen Necklace (4L)</i> <i>The Old Haunted House (4L)</i> <i>New Shoes (4L)</i> <i>Rats Life (4L)</i> <b>ROUGH BALL MIRACLE(4H)</b> <i>The Treasure of Parkside Manor(4H)</i> <i>The Cursed Window (4H)</i> <i>Bang Bang bang (4H)</i> <b>FOX (4H)</b> <i>The Shock (4H)</i> <i>Recessive Gene Incident (4H)</i> <i>The Race (4H)</i> <i>Stray Dog (4H)</i></p> <p>L/H</p> <p>Spells with few or no errors, even in difficult or unusual words. Very close approximations based on knowledge of English whenever non-conventional spelling used.</p>	<p><b>Correctly spells words such as:</b> ancient, apprehensive, arrogance, business, claustrophobic, concealed, distinguish, fascination, imperceptible, malicious, nuisance.</p> <p><i>Aunt Bertha (5L)</i> <i>White House Hostage (5L)</i></p>

## 6. VOCABULARY

Category 0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
Relies on names and a narrow range of common and/or favourite words.  <i>Aliens bogey man</i> <i>The dog got lost</i>	Chooses simple or common words that represent people, places or things. May repeat a favourite word or phrase.  <i>The hotd horns</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>The Mater story</i> <i>When ben Lost his teddy</i> <i>Math mirrorw</i>  Uses some words that add precision or colour.	<i>The super Boy</i> <i>The Egg of a dragon</i> <b>TERRIFYING TALE</b> <i>It was gone! (Pink Bike)</i> <i>4 Tickets</i>	Attempts to use precise words and descriptive language.  <i>The Dragon Stare</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> <i>New Shoes</i>	Consistently uses precise verbs, adverbs, adjectives and descriptive phrases.  <i>The Cursed Window</i> <i>Bang Bang bang</i> <b>FOX</b> <i>The Shock</i> <i>Stray Dog</i>	Successfully uses precise verbs, adverbs and/or adjectives that enhance meaning or mood, or to add colour.  <i>Rats Life</i> <i>Recessive Gene Incident</i> <i>The Race</i> <i>Aunt Bertha</i>	Selects words and figurative language to provoke particular responses. Word choice well-matched to genre/sub-genre.  <i>White House Hostage</i>

## 7. SENTENCE STRUCTURE

Category 0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
A beginning sense of sentence is emerging  Most sentences can not be distinguished.  <i>Aliens bogey man</i> <i>The hotd horns</i>	Writes predominantly simple sentences, some of which may be incomplete. OR  Sentences are distinguishable but with numerous errors throughout the text.  <i>The dog got lost</i> <i>My uncon</i> <i>The super Boy</i>	Experiments with compound and/or complex sentences. May be overuse of simple conjunctions such as 'and', 'but', 'then' 'so'.  Experimentation leads to errors such as: incorrect tense, incorrect pronoun references, incorrect subject/verb agreement, missing words, incorrect shifts from third to first person, or sentences are not demarcated.  <i>The Mater story</i> <i>You're the coolest saying brandon</i> <i>When ben Lost his teddy</i> <i>The Egg of a dragon</i> <i>Math mirrorw</i> Controls basic sentence structure (compound and complex sentences). Some variation in sentence beginnings and may vary clause structures.	Some errors are evident. For example, referencing between ideas is either missing or laboured.  <b>TERRIFYING TALE</b> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>4 Tickets</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> Beginning to use knowledge of sentence structure to enhance storytelling (e.g. varies sentences to indicate pace).	Due to experimentation, some errors may be evident.  <i>The Cursed Window</i> <i>New Shoes</i> <i>Bang Bang bang</i> <b>FOX</b> <i>The Shock</i> <i>Rats Life</i> <i>Recessive Gene Incident</i>	Uses more sophisticated phrasing and sentence structures which enhance story telling. Varies sentence beginnings and structures to create effect.  Due to experimentation, some errors may be evident. For example some sentences become unwieldy.  <i>The Race</i> <i>Stray Dog</i> <i>Aunt Bertha</i>	Uses a wide variety of sentences that enhance the story telling, for example by creating appropriate rhythm and pace.  Although there may be minor errors the sentences are effective and fluency is maintained.  <i>White House Hostage</i>

## 8. PUNCTUATION OF SENTENCES

Category 0	Category 1	Category 2
Beginning sense of sentence level punctuation.  <i>Aliens bogey man</i> <i>The hotd horns</i> <i>The dog got lost</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>When ben Lost his teddy</i> <i>The super Boy</i>	Demonstrates some accurate use of sentence level punctuation (capital letters to start sentences and proper nouns, full stops, question and exclamation marks).  <i>My uncon</i> <i>The Mater story</i> <i>The Egg of a dragon</i> <i>Math mirrorw</i> <i>It was gone! (Pink Bike)</i> <i>4 Tickets</i> <i>Recessive Gene Incident</i>	Demonstrates accurate use of sentence level punctuation (capital letters to start sentences and proper nouns, full stops, question and exclamation marks).  May be a few errors in a longer text.  <b>TERRIFYING TALE</b> <i>The Dragon Stare</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> <i>The Cursed Window</i> <i>New Shoes</i> <i>Bang Bang Bang</i> <b>FOX</b> <i>The Shock</i> <i>Rats Life</i> <i>The Race</i> <i>Stray Dog</i> <i>Aunt Bertha</i> <i>White House Hostage</i>

## 9. PUNCTUATION WITHIN SENTENCES

Category 0	Category 1	Category 2	Category 3
Does not use punctuation correctly within sentences OR little evidence.  <i>Aliens bogey man</i> <i>The Hotd Horns</i> <i>The dog got lost</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>When ben Lost his teddy</i> <i>The Egg of a dragon</i> <b>TERRIFYING TALE</b>	Some accurate use of familiar punctuation within sentences, such as direct speech, apostrophes of contractions, and commas in lists. More than one type is required.  <i>The Mater story</i> <i>The super Boy</i> <i>Math mirrorw</i> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>4 Tickets</i> <i>The Cursed Window</i>	Uses familiar punctuation within sentences with few errors, e.g. direct speech, apostrophes for contractions and commas in lists.  May experiment with less familiar punctuation, e.g. apostrophes for possession, commas for phrasing and effect, dashes, brackets, semi-colons and colons for effect.  <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Old Haunted House</i> <i>The Treasure of Parkside Manor</i> <i>New Shoes</i> <i>Bang Bang bang</i> <i>The Shock</i> <i>Rats Life</i> <i>Recessive Gene Incident</i> <i>The Race</i> Demonstrates overall control and accuracy with internal punctuation.	Uses less familiar punctuation when appropriate, e.g. apostrophes for possession, commas for phrasing and effect, dashes, brackets, semi-colons and colons for effect.  Uses a new line for change of speaker in direct speech  Occasional error that does not impede reading.  <b>FOX</b> <i>Stray Dog</i> <i>Aunt Bertha</i> <i>White House Hostage</i>

## 10. PARAGRAPHING

Category 0	Category 1	Category 2 (Year 5 & 7)
There is no use of paragraphs. OR Beginning sense of paragraphing.  <i>Aliens bogey man</i> <i>The hotd horns</i> <i>The dog got lost</i> <i>My uncon</i> <i>Dog Driving</i> <i>You're the coolest saying brandon</i> <i>The Mater story</i> <i>When ben Lost his teddy</i> <i>The Egg of a dragon</i> <i>Math mirrorw</i> <b>TERRIFYING TALE</b> <i>It was gone! (Pink Bike)</i> <i>The Dragon Stare</i> <i>Rats Life</i>	Text is organised into paragraphs that are mainly focused on one idea or like ideas.  <i>The Super Boy</i> <i>The Stolen Necklace</i> <b>ROUGH BALL MIRACLE</b> <i>The Treasure of Parkside Manor</i> <i>Bang Bang bang</i> <b>FOX</b> <i>The Race</i> <i>Stray Dog</i>	All paragraphs are focused on one idea or like ideas and paragraph order enhances the narrative.  <i>4 Tickets</i> <i>The Old Haunted House</i> <i>The Cursed Window</i> <i>New Shoes</i> <i>The Shock</i> <i>Recessive Gene Incident</i> <i>Aunt Bertha</i> <i>White House Hostage</i>