

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.