

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.