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.