



## Explanation

Year	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> <li>-Word choice shows some awareness of topic</li> <li>-Simple statements</li> <li>-Simple opening statement as an introduction</li> <li>-Simple closing statement</li> <li>-Information is clear to the reader: vocabulary choices describe the main features of the object (eg small, yellow)</li> <li>-Simple subject specific vocabulary choices are used</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and add to a simple flowchart or diagram that contains a process</li> <li>-Add labels or captions to a given flowchart or diagram explaining a process</li> <li>-Produce a simple flowchart or diagram independently</li> <li>-Simple statements are written under given headings to explain a process</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense</li> <li>-Simple past tense</li> <li>-Proper nouns (and use of capital letters)</li> </ul>	<ul style="list-style-type: none"> <li>-Question marks</li> </ul>	<ul style="list-style-type: none"> <li>-Write a simple sentence</li> <li>-Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentences with the subject</li> <li>-To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)</li> </ul>
2	<ul style="list-style-type: none"> <li>-Write a simple opening statement as an introduction</li> <li>-Write a simple closing statement</li> <li>-Writing addresses given headings with some additional detail</li> <li>-Information is clear to the reader; vocabulary choices describe the main features of the object</li> <li>-Simple subject specific vocabulary is used</li> <li>-Relevant information is given in each section of the report and has some sequencing</li> <li>-Some development and detail is given in each section (eg made of very hard metal...)</li> </ul>	<ul style="list-style-type: none"> <li>-Produce a simple flowchart or diagram independently (following a practical task)</li> <li>-Simple statements written under given headings to explain a process</li> <li>-Statements usually given in some level or order suggesting a process</li> </ul>	<ul style="list-style-type: none"> <li>-First and third person with subject-verb agreement</li> <li>-Time connectives</li> </ul>		<ul style="list-style-type: none"> <li>-Write statements, questions, exclamations, commands</li> <li>-Change one type of sentence to form another eg statement to question</li> <li>-Write a compound sentence using a coordinating conjunction</li> <li>-Use correlative conjunctions to create a sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Start sentence with an adverb (usually a 'ly' word)</li> <li>-Start a sentence with an adverb: earlier, later, recently etc</li> <li>-Start a sentence with an adverb that describes how often: once, annually, daily, never</li> </ul>

<p><b>3</b></p>	<ul style="list-style-type: none"> <li>-Relevant information is given in each section of the report and is generally sequenced</li> <li>-Some development and detail in each section</li> <li>-Some precision and authenticity in the choice of words and phrases relating to the topic</li> <li>-Some evidence of viewpoint</li> <li>-Vocabulary choices begin to draw the reader in, sometimes in an informal style (eg running on the spot gives you exercise and makes you lift those knees!)</li> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> </ul>	<ul style="list-style-type: none"> <li>-Statements are given in some level or order suggesting a process</li> <li>-Simple overall text structure given includes a brief introduction and concluding sentence</li> <li>-Some divisions between sections are indicated eg subheadings, bullet points and paragraphs</li> <li>-Similar information is grouped together and ordered logically</li> <li>-Within sections, pronoun references or vocabulary choices generally maintain links between ideas</li> <li>-Information given in each section links together</li> </ul>	<ul style="list-style-type: none"> <li>-Causal connectives: furthermore, also, in addition, moreover, as well as well as</li> </ul>		<ul style="list-style-type: none"> <li>-Write sentences using repetition for effect and persuasion</li> <li>-Identify and write complex sentences using subordinate conjunctions</li> <li>-Write 'drop in' clauses (relative clauses): which, who, where and what</li> </ul>	<ul style="list-style-type: none"> <li>-Start with a prepositional phrase: above, below, underneath</li> <li>-Start a sentence with two 'ly' adverbs</li> </ul>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>-Some evidence of viewpoint</li> <li>-Vocabulary choices begin to draw the reader in</li> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> <li>-Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments</li> <li>-Viewpoints are established and maintained</li> </ul>	<ul style="list-style-type: none"> <li>-Some divisions between sections are indicated eg subheadings, bullet points and paragraphs</li> <li>-Similar information is grouped together and ordered logically</li> <li>-Within sections, pronoun references or vocabulary choices generally maintain links between ideas</li> <li>-Information given in each section links together</li> <li>-Report is shaped to help the reader eg title, subheading, quotations (if needed)</li> <li>-Diagrams etc may be incorporated to aid</li> </ul>	<ul style="list-style-type: none"> <li>-Formal language</li> <li>-Modal verbs</li> </ul>		<ul style="list-style-type: none"> <li>-Manipulate complex sentences to show that the subordinate clause can move around the sentence</li> <li>-To include an 'ing' clause</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ing' verb</li> <li>-Start a sentence with a simile</li> <li>-Start a sentence with an 'ed' word</li> </ul>

	eg as a reporter or through the presentation of a person's point of view	<p>explanation</p> <ul style="list-style-type: none"> <li>-Introduction sets a simple context and provides a clear sense of purpose</li> <li>-Sections or paragraphs clearly identifiable but transitions between them not always smooth</li> <li>-Conclusion clearly sums up the report</li> </ul>				
5	<ul style="list-style-type: none"> <li>-Selection of information is relevant and given in each section of the report using subject specific vocabulary</li> <li>-Description and detail add interest in each section</li> <li>-Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments</li> <li>-Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view</li> <li>-Content is well selected and clearly focused on the purpose of the article</li> </ul>	<ul style="list-style-type: none"> <li>-Within sections, pronoun references or vocabulary choices generally maintain links between ideas</li> <li>-Information given in each section links together (eg it is a circle covered in spikes, it can be used for...)</li> <li>-Report is shaped to help the reader eg title, subheading, quotations (if relevant)</li> <li>-Diagrams may be incorporated to add to explanation</li> <li>-Introduction sets a simple context and provides a clear sense of purpose</li> <li>-Sections or paragraphs clearly identifiable (although transitions may not be smooth)</li> <li>-Conclusion clearly sums up the report</li> <li>-Connections between ideas are established and maintained throughout eg by reference to previous part of the text</li> </ul>	<ul style="list-style-type: none"> <li>-Relative clauses</li> <li>-Use of technical vocabulary</li> <li>-Rhetorical questions</li> <li>-Causal connectives: as a result, as a consequence, since, therefore, for this reason</li> </ul>	<ul style="list-style-type: none"> <li>-Parenthesis using brackets and dashes</li> </ul>	<ul style="list-style-type: none"> <li>-Use two coordinating conjunctions with three main clauses</li> <li>-Use a coordinating and subordinate conjunction with two main and one subordinate clause</li> <li>-Edit sentences by either shortening or lengthening</li> </ul>	<ul style="list-style-type: none"> <li>-Start a sentence with an 'ed' expanded clause</li> </ul>

<p>6</p>	<p>-Content is well selected and clearly focused on the purpose of the article          -Lively openings, detailed descriptions, explanations and comments manipulated to achieve particular effects and maintain reader's interests          -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</p>	<p>-Connections between ideas are established and maintained throughout eg by reference to previous part of the text          -Sections are ordered          -Diagrams are added to provide further clarity          -Relationships between paragraphs give structure to the whole article eg an engaging title followed by a focused introduction and ended with a focused conclusion          -Conclusion draws together key features and includes reflective comments          -Transitions between paragraphs are controlled          -Sections within the report are sequenced for effect eg information is clearly prioritised and manipulated for maximum effect          -Paragraphs vary in length and structure to create interest          -Reports are carefully structured with balance of text and appropriate diagrams to enhance the explanation</p>	<p>-Passive and active sentences</p>	<p>-Colons to mark the boundary between clauses          -Colon for the start of a list          -Semicolons to mark the boundary between clauses</p>	<p><i>-Active and passive sentences</i>  <i>-A sentence that lists three actions with the final two clauses separated by a conjunction</i></p>	<p><i>-Start a sentence with a subordinate conjunction</i></p>
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