

## Level Descriptors for Narrative Writing

	<b>Sentence structure and punctuation</b>	<b>Text structure and organisation</b>	<b>Composition and effect</b>	<b>Spelling</b>	<b>Handwriting</b>
1c	<ul style="list-style-type: none"> <li>◆ Vary sentences for clarity purpose and effect</li> <li>◆ Write with technical accuracy of syntax and punctuation</li> <li>◆ Punctuation may be used to mark the end of a line rather than a sentence</li> <li>◆ There may be attempts to use other punctuation marks</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise and present whole texts effectively</li> <li>◆ Construct paragraphs and use cohesion within and between paragraphs</li> <li>◆ Pupils produce recognisable letters, words or symbols to convey meaning</li> <li>◆ Simple words or phrases are used</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write imaginative, interesting and thoughtful texts</li> <li>◆ Produce texts which are appropriate to task, reader and purpose</li> <li>◆ Words used to convey some meaning</li> <li>◆ Writing may need to be mediated to be understood</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some high frequency words spelt correctly</li> <li>◆ Initial letters usually correct</li> <li>◆ There may be some non-phonetic attempts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some commonly used letters are correctly shaped but still may be inconsistent in size and orientation</li> <li>◆ Spacing between words and letters may vary</li> </ul>
1b	<ul style="list-style-type: none"> <li>◆ Begin to be aware of how full stops are used in writing or reading, particularly at the end of a piece</li> <li>◆ There may be some use of capitals at the beginning of a piece.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Simple words and phrases convey meaning.</li> <li>◆ Show some control over word order.</li> <li>◆ Some ideas may be linked with 'and'</li> </ul>	<ul style="list-style-type: none"> <li>◆ Produce ideas related to stories</li> <li>◆ Develop ideas through discussion and with support.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some recognisable attempts at spelling.</li> <li>◆ Evidence of phonetic attempts</li> <li>◆ Evidence of knowledge of initial and final sounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Letters have clear shape and orientation.</li> <li>◆ Unassisted reading of work is possible.</li> </ul>
1a	<ul style="list-style-type: none"> <li>◆ Evidence of phrases and simple statements</li> <li>◆ Pupils make use of full stops and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>◆ Evidence of simple structure</li> <li>◆ Writing can be read without mediation</li> <li>◆ Story may have a beginning and one event</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pupils make choices of appropriate vocabulary to convey simple ideas</li> <li>◆ They attempt to convey ideas</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some common words spelt conventionally</li> <li>◆ C-V-C words sometimes spelt correctly</li> <li>◆ Some evidence of knowledge of initial and final consonant clusters</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most letters clearly shaped</li> <li>◆ Most letters correctly oriented</li> </ul>

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2c	<ul style="list-style-type: none"> <li>◆ Vary sentences for clarity purpose and effect</li> <li>◆ Write with technical accuracy of syntax and punctuation</li> <li>◆ Sentences demarcated with capital letter and full stops</li> <li>◆ There may be evidence of the use of other punctuation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise and present whole texts effectively</li> <li>◆ Construct paragraphs and use cohesion within and between paragraphs</li> <li>◆ Characteristics of narrative may not be sustained</li> <li>◆ Ideas are developed in short sections</li> <li>◆ Overall the writing still draws on spoken rather than written language</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write imaginative, interesting and thoughtful texts</li> <li>◆ Produce texts which are appropriate to task, reader and purpose</li> <li>◆ Writing communicates meaning beyond a simple statement</li> <li>◆ Vocabulary used which is appropriate to the subject matter</li> <li>◆ Words used for effect</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some common words spelt correctly</li> <li>◆ Alternative spellings show a reliance on phonics</li> <li>◆ Some evidence of recall of visual patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is legible despite some inconsistencies in size and orientation</li> <li>◆ Use of upper and lower case letters</li> </ul>
2b	<ul style="list-style-type: none"> <li>◆ Sentences are linked through connectives other than 'and'</li> <li>◆ Variation is evident in sentence structure</li> <li>◆ Some sentences are extended</li> <li>◆ Continuing evidence of use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Writing communicates meaning using narrative structure with some consistency</li> <li>◆ The organisation of the writing reflects the purpose</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sufficient detail is given to engage the reader</li> <li>◆ Variation is used in word choices</li> <li>◆ Word choice is sometimes ambitious.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Phonetically plausible attempts reflect growing knowledge of whole word structure</li> <li>◆ Spelling shows awareness of visual patterns and letter strings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is clear</li> <li>◆ Ascenders and descenders generally distinguished</li> <li>◆ Generally, upper and lower case letters are not mixed in words</li> </ul>
2a	<ul style="list-style-type: none"> <li>◆ Sentences are structured correctly</li> <li>◆ Growing understanding of the use of punctuation is shown in the correct use of capital letters and full stops in sentences</li> <li>◆ Other punctuation e.g. question marks are used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some characteristic forms of narrative are beginning to be developed</li> <li>◆ Links between ideas and events are mainly clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ Writing communicates meaning in a variety of ways</li> <li>◆ Writing is lively and holds the readers interest</li> <li>◆ Developing the use of story language e.g. 'suddenly'</li> <li>◆ Descriptive phrases are evident and add interest</li> <li>◆ The writing is beginning to show awareness of reader</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling of many monosyllabic words is accurate</li> <li>◆ Phonetically plausible attempts at longer polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Accurate and consistent letter formation</li> </ul>

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3c	<ul style="list-style-type: none"> <li>◆ Vary sentences for clarity purpose and effect</li> <li>◆ Write with technical accuracy of syntax and punctuation</li> <li>◆ The writing is generally composed in effective sentences, grammatically correct.</li> <li>◆ There is still heavy reliance on <i>and</i>, <i>then</i>, <i>but</i>, <i>so</i>.</li> <li>◆ Use of full stops and capital letters is mainly accurate.</li> <li>◆ Attempts to use other punctuation.</li> <li>◆ Writing may contain examples of direct speech which may not be appropriately punctuated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise and present whole texts effectively</li> <li>◆ Construct paragraphs and use cohesion within and between paragraphs</li> <li>◆ Simple story structure – an opening, characters, events.</li> <li>◆ There is an attempt to end the text appropriately.</li> <li>◆ There are two or more events chronologically sequenced showing some relationship to each other though this may be tenuous.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write imaginative, interesting and thoughtful texts</li> <li>◆ Produce texts which are appropriate to task, reader and purpose</li> <li>◆ There is some attempt to describe the character though the setting may not be developed.</li> <li>◆ Elements of known story language is used appropriately to entertain as well as inform.</li> <li>◆ Vocabulary is still similar to spoken language but there is evidence of attempts to vary the vocab and language.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling is beginning to be accurate for regular phonic and common words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is becoming joined.</li> </ul>
3b	<ul style="list-style-type: none"> <li>◆ Within sentences, subjects and verbs generally agree.</li> <li>◆ Connectives, <i>but</i> <i>so</i>, <i>when</i>, <i>because</i>, <i>while</i> used to clarify relationship between ideas – contrast, connection in time etc.</li> <li>◆ Full stops, capital letters and question marks used correctly.</li> <li>◆ At least half the sentences are correctly demarcated.</li> <li>◆ Inverted commas may be used for direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sentences are sequenced logically to extend ideas.</li> <li>◆ Main features of story structure are used to organise events – beginning, middle, end.</li> <li>◆ Events are related to one another though this might not be well paced.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Characterisation and/or setting are developed through inclusion of detail or speech or description of setting or feelings or motives.</li> <li>◆ Attractive imaginative details are included to entertain, amuse, create tension.</li> <li>◆ Noun phrases or adverbs used to create variety.</li> <li>◆ Words chosen for variety and interest.</li> <li>◆ Evidence of consistent style</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling is usually accurate, including that of common polysyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is joined and legible.</li> </ul>
3a	<ul style="list-style-type: none"> <li>◆ More than half the sentences are correctly demarcated, even when the sentence structure varies.</li> <li>◆ Uses and experiments with a range of punctuation, although not always accurate.</li> <li>◆ Inverted commas are used to indicate beginning and end of direct speech.</li> <li>◆ Sophisticated connectives are beginning to be used.</li> <li>◆ A grasp of grammar is evident.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Clear story structure evident.</li> <li>◆ There is an attempt to balance the story e.g. beginning, middle, end.</li> <li>◆ Events are clearly related.</li> <li>◆ There is an attempt to create pace into the structure.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Describes settings.</li> <li>◆ Characters are created with some interaction and description of feelings etc.</li> <li>◆ Word use is lively and imaginative intended to amuse, entertain etc.</li> <li>◆ There are attempts at detailed description.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling is usually accurate, including that of common polysyllabic words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cursive script is appropriately joined but may be slow.</li> </ul>

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4c	<ul style="list-style-type: none"> <li>◆ Vary sentences for clarity purpose and effect</li> <li>◆ Write with technical accuracy of syntax and punctuation</li> <li>◆ Varied sentence structures are used, including longer compound sentences and attempts at complex sentences.</li> <li>◆ A range of connectives is used appropriately.</li> <li>◆ Pronouns are used to avoid repetition.</li> <li>◆ Sentences are mostly demarcated with full stops, capital letters and question/exclamation marks.</li> <li>◆ There is some evidence of use of commas to separate main ideas and/or clauses.</li> <li>◆ Inverted commas are used confidently to demarcate speech.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise and present whole texts effectively</li> <li>◆ Construct paragraphs and use cohesion within and between paragraphs</li> <li>◆ Beginning, middle and end are clearly linked.</li> <li>◆ The ending is developed and of appropriate length.</li> <li>◆ Pace and relationship between events is mostly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write imaginative, interesting and thoughtful texts</li> <li>◆ Produce texts which are appropriate to task, reader and purpose</li> <li>◆ Settings are described in some detail.</li> <li>◆ There is some development of main characters through description and/or dialogue.</li> <li>◆ There is significant interaction between characters.</li> <li>◆ Imaginative and effective vocabulary is sometimes used to good effect.</li> <li>◆ Ideas are beginning to be organised appropriately for reader.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling, including that of polysyllabic words conforms to regular patterns, is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting style is fluent, joined and legible.</li> </ul>
4b	<ul style="list-style-type: none"> <li>◆ Meaning is extended through grammatically complex sentences.</li> <li>◆ More complex connectives are used <i>if, when, rather than, although, however</i>.</li> <li>◆ Pronouns and tenses are generally consistent.</li> <li>◆ Most sentences are correctly demarcated with appropriate punctuation.</li> <li>◆ Within sentences commas are used to separate short phrases, clauses, items in a list.</li> <li>◆ Inverted commas show where speech starts and ends.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Beginning, middle and end are suitable balanced, clearly distinguished and logically related.</li> <li>◆ Writing is well paced, events are logically related.</li> <li>◆ Ideas are sustained and developed through the story.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Detailed settings and characters are created, with significant interaction between them.</li> <li>◆ Characterisation is evident through direct or reported speech.</li> <li>◆ The writer seeks to interest the reader through the above.</li> <li>◆ Vocabulary choices are varied and words used for effect.</li> <li>◆ Appropriate styles used confidently and independently.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting style is fluent, joined and legible.</li> </ul>
4a	<ul style="list-style-type: none"> <li>◆ A range of complex sentence types is employed as required with understanding of how this can affect the reader.</li> <li>◆ All sentences are demarcate appropriately.</li> <li>◆ Commas are used within sentences to separate parts of a sentence.</li> <li>◆ Inverted commas are used to demarcate all elements of dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Story structure is well developed with clear elements of the chosen form, though this may not be maintained.</li> <li>◆ Characterisation is used to move the story forward.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Elements of description, action and characterisation are well developed and may be interwoven.</li> <li>◆ There may be some experimentation with different techniques e.g. opening with action, time-slip etc.</li> <li>◆ Main characters thoughts and emotions are included and commented on.</li> <li>◆ Carefully chosen words and phrases add shades of meaning and add interesting information.</li> <li>◆ The vocab is appropriate to the task, purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Regularly spelt polysyllabic words are usually accurate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is fluent, joined and legible.</li> </ul>

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5c	<ul style="list-style-type: none"> <li>◆ Vary sentences for clarity purpose and effect</li> <li>◆ Write with technical accuracy of syntax and punctuation</li> <li>◆ Range of sentences employed for special effect showing development of individual writing style.</li> <li>◆ Sentences correctly demarcated with intra-sentence punctuation.</li> <li>◆ Commas and inverted commas used appropriately.</li> <li>◆ Wider range of punctuation – brackets / beginning to be used.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise and present whole texts effectively</li> <li>◆ Construct paragraphs and use cohesion within and between paragraphs</li> <li>◆ Secure story structure demonstrates increasing understanding and control of the chosen form.</li> <li>◆ Paragraphs may be used to mark the beginning, middle and end of narratives.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write imaginative, interesting and thoughtful texts</li> <li>◆ Produce texts which are appropriate to task, reader and purpose</li> <li>◆ Elements of description, action and characterisation are often handled together.</li> <li>◆ Clear awareness of audience and purpose evident.</li> <li>◆ Variety of narrative techniques employed. Characterisation developed through commenting on thoughts and feelings. Meaning clearly communicated through carefully chosen vocabulary.</li> <li>◆ Precise use of words.</li> <li>◆ Some contrast shown between colloquial or standard English.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Words with complex regular patterns are usually correct.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</li> </ul>
5b	<ul style="list-style-type: none"> <li>◆ Varied simple and complex sentences are used effectively.</li> <li>◆ Sentences are correctly demarcated with commas and speech marks.</li> <li>◆ A range of punctuation ( ) - / is used appropriately to add humour or enhance descriptions .</li> </ul>	<ul style="list-style-type: none"> <li>◆ Writing is well structured.</li> <li>◆ Elements of dialogue, action and description are well interwoven.</li> <li>◆ Paragraphing is used to mark the main divisions of the narrative e.g. opening, main events, ending.</li> <li>◆ Chosen form is appropriate e.g. fantasy, adventure etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The reader's interest is engaged through the use of different narrative techniques e.g. opening with unusual elements, moving between time and place.</li> <li>◆ The writer comments on thoughts and feelings of the characters.</li> <li>◆ Language is used precisely and effectively.</li> <li>◆ Appropriate choices are made between colloquial and standard form.</li> <li>◆ Style gives shape to the piece.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Words with complex regular patterns are usually spelt correctly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is fluent, joined and clear and, where appropriate, is adapted to a range of tasks.</li> </ul>
5a	<ul style="list-style-type: none"> <li>◆ A range of sentence structures is used to create specific effects appropriate to the type of story.</li> <li>◆ A range of punctuation used correctly to vary pace and clarify meaning in narration and direct speech.</li> <li>◆ Within sentences commas are used to avoid ambiguity in relating elements and clauses.</li> <li>◆ There may be evidence of effective use of colons or dashes to structure longer sentences.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The writers controls the train of events and ideas well – elements of dialogue, action and description are interwoven through the story.</li> <li>◆ Ideas are appropriately organised into paragraphs..</li> <li>◆ The story is well constructed in an appropriately chosen form.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The story shows the development of theme as well as plot.</li> <li>◆ Detail and sequence are confidently managed to engage and sustain the reader's interest through the management of flashback, time shifts or conflicts.</li> <li>◆ Reflection on characters feelings and actions.</li> <li>◆ Range of varied vocab used to create specific effects e.g. alliteration/patterning.</li> <li>◆ Writer uses more formal style when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Words with complex regular patterns are usually spelt correctly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Handwriting is joined, clear and fluent, and, where appropriate, is adapted to a range of tasks.</li> </ul>