



Assessing the Cross-Curricular Skills



Northern Ireland
Curriculum

Generic Characteristics of Communication Key Stage 3 (Levels 1–7)



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Introduction

To aid the assessment of the Cross-Curricular Skill of Communication, CCEA has produced a list of generic characteristics of the types of behaviour you would expect pupils to display at each level in Communication tasks.

The generic characteristics are organised by the type of task into nine broad categories:

Talking and Listening

- Role-Play
- Presentation/Speech
- Group Discussion

Reading

- Response to literary texts including media
- Response to non-literary/functional texts including media
- Research

Writing

- Personal/Narrative Writing
- Functional/Transactional Writing
- Discursive/Persuasive Writing

This is not an exhaustive list, and teachers are encouraged to apply a 'best fit' approach. For example, a pupil may write a letter and depending on the purpose it could be either a discursive/persuasive piece of writing or a functional/transactional piece of writing.

When using the Task Writing Tool, to write a task, teachers need to identify what is being assessed, ie the pupil's ability to write a letter or the pupil's ability to be persuasive. A generic characteristics table is automatically created for you specific to the task you have selected. It identifies the defining characteristics of the task type at each of the seven levels and could be used as an online mark scheme when planning for and levelling pupils' work.



Assessing the Cross-Curricular Skills

Talking and Listening

Talking and Listening: Role-Play

Purpose: to present ideas, views, information showing empathy with a character

Examples could include improvisation, hot seating, interview, etc.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> behave and speak as if they are someone else. 	<ul style="list-style-type: none"> during role-play, attempt to stay in character for the duration of the task, interacting with others who have taken on a complementary role. 	<ul style="list-style-type: none"> take on a role, maintaining it and showing their understanding of it by responding appropriately.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 	<ul style="list-style-type: none"> talk about the role-play and respond to simple questioning. 	<ul style="list-style-type: none"> talk in some detail about the role-play and respond to questioning. 	<ul style="list-style-type: none"> in preparation for role-play or in evaluation of the role-play, follow the main points of the discussions and make contributions which show understanding.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> use vocabulary from within their experience to describe thoughts and feelings. 	<ul style="list-style-type: none"> use a general vocabulary to express thoughts, imaginings and opinions. 	<ul style="list-style-type: none"> use a widening/interesting vocabulary.
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 			<ul style="list-style-type: none"> in preparation for role-play, plan what they are going to say so that it has a structure that makes sense to the listener.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> speak audibly to be heard and understood. 	<ul style="list-style-type: none"> talk with sufficient clarity so that others can hear and make sense of what they are saying. 	<ul style="list-style-type: none"> use expression in different situations, changing their tone of voice accordingly.
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> make eye contact and take turns while engaging in conversation. 	<ul style="list-style-type: none"> use body language to show engagement. 	<ul style="list-style-type: none"> use body language during interaction with others to reinforce their message.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> take on a role and add their own ideas to develop the character. 	<ul style="list-style-type: none"> adapt to different and evolving scenarios by maintaining a role. listen closely, picking up on others' contributions. 	<ul style="list-style-type: none"> play a meaningful part in different scenarios by reactively and proactively making contributions and showing empathy, where appropriate. 	<ul style="list-style-type: none"> make assured contributions in a range of different scenarios in a confident manner showing clear empathy, where appropriate.
<ul style="list-style-type: none"> in preparation for role-play or in evaluation of the role-play, make relevant contributions to discussions and interact with and respond to others by making contributions that follow on from what has been said. 	<ul style="list-style-type: none"> in preparation for role-play or in evaluation of the role-play, ask relevant questions that result in greater clarity or develop the task. 	<ul style="list-style-type: none"> in preparation for role-play or in evaluation of the role-play, use questions effectively to clarify and challenge the views of others while demonstrating consideration for their views. 	<ul style="list-style-type: none"> in preparation for role-play or in evaluation of the role-play, sensitively challenge, question and articulate the complexities of an issue. be perceptive and able to synthesise views in order to reach consensus for a particular purpose.
<ul style="list-style-type: none"> use appropriate vocabulary relevant to the role. 	<ul style="list-style-type: none"> choose and use the most fitting words, specialised vocabulary or words linked to the role. 	<ul style="list-style-type: none"> use language which is focused and precise. 	<ul style="list-style-type: none"> use vocabulary that demonstrates a level of flair and sophistication.
<ul style="list-style-type: none"> in preparation for role-play, plan what they are going to say, taking account of audience and purpose. 	<ul style="list-style-type: none"> in preparation for role-play, organise and order contributions logically so that others can understand their points easily. 	<ul style="list-style-type: none"> in preparation for role-play, demonstrate evidence of a planning process and organise the content so that the audience can make connections between the points. 	<ul style="list-style-type: none"> in preparation for role-play, plan and organise the content in a way that creates an impact and may be original and individual.
<ul style="list-style-type: none"> capture the attention of the listener by using appropriate tone, pitch, pace and volume and by the deliberate use of word emphasis to stress the importance of a point. 	<ul style="list-style-type: none"> capture and hold the interest of the listener by adapting their tone. 	<ul style="list-style-type: none"> consciously hold the interest of the listener. choose vocabulary and sentence structures which are aimed at creating an effect. vary tone and pace. 	<ul style="list-style-type: none"> demonstrate confidence and consistency across a wide range of language techniques. use tone and pace in a way which creates an impact.
<ul style="list-style-type: none"> use non-verbal methods, for example pausing, using facial expression or body language, to catch the interest of the listener. 	<ul style="list-style-type: none"> use non-verbal methods, such as gesture, pose, look, facial expression, etc., to engage the listener. 	<ul style="list-style-type: none"> select the most appropriate non-verbal methods in order to hold the interest of the listener. 	<ul style="list-style-type: none"> use a full range of non-verbal methods in order to deliberately influence the listener.

Talking and Listening: Presentation/Speech

Purpose: to inform, explain, describe, respond, argue or persuade

Examples could include individual presentation to the class, participation in a group presentation or a debating team, speech.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> make sense of what they have heard and respond appropriately to it. 	<ul style="list-style-type: none"> listen to information in familiar situations and show their understanding with an appropriate response. 	<ul style="list-style-type: none"> listen for specific information that has been previously identified.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 		<ul style="list-style-type: none"> follow presentations and ask questions to develop understanding. 	<ul style="list-style-type: none"> follow the main points of the presentations and make contributions which show understanding.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> use vocabulary from within their experience to describe thoughts and feelings. 	<ul style="list-style-type: none"> develop language and sentence structures to talk about what they think and feel. 	<ul style="list-style-type: none"> explain their views/thinking, using a widening/interesting vocabulary.
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 	<ul style="list-style-type: none"> talk about their experiences. 	<ul style="list-style-type: none"> talk in some detail and in an order that makes sense. 	<ul style="list-style-type: none"> plan what they are going to say so that it has a structure that makes sense to the listener.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> speak audibly to be heard and understood. 	<ul style="list-style-type: none"> talk with sufficient clarity so that others can hear and make sense of what they are saying. 	<ul style="list-style-type: none"> use expression in different situations, changing their tone of voice accordingly.
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> make eye contact with the listeners. 	<ul style="list-style-type: none"> use body language to show engagement. 	<ul style="list-style-type: none"> use body language to reinforce their message.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> listen attentively. summarise what they have listened to, answering questions and engaging in discussion. 	<ul style="list-style-type: none"> show that they can identify what is relevant by taking account of ideas that are central to the presentation/speech. 	<ul style="list-style-type: none"> process a variety of information from a range of sources, showing that they have understood the subtleties of what has been said. 	<ul style="list-style-type: none"> make assured contributions in a range of different scenarios in a confident manner.
<ul style="list-style-type: none"> listen to others and respond with views based on their own experience/knowledge. 	<ul style="list-style-type: none"> listen closely, pick up on others' contributions and ask relevant questions that result in greater clarity or develop the presentation/speech. 	<ul style="list-style-type: none"> acknowledge, confirm and summarise what has been expressed. use questions effectively to clarify and challenge the views of others while demonstrating consideration for their views. 	<ul style="list-style-type: none"> challenge, question and articulate the complexities of an issue. be perceptive and able to synthesise views in order to reach consensus for a particular purpose.
<ul style="list-style-type: none"> explain information, ideas and opinions clearly and use an appropriate vocabulary. 	<ul style="list-style-type: none"> offer ideas and opinions in a developed way giving good reasons for their views. choose and use the most fitting words, specialised vocabulary or words linked to the context of the presentation/speech. 	<ul style="list-style-type: none"> extend and develop their ideas and opinions on more complex issues, using specific evidence and information to support their views. use language that is focused and precise. 	<ul style="list-style-type: none"> extend and develop their ideas and opinions on more complex issues, synthesising specific evidence and information from a range of sources to support their views. use vocabulary that demonstrates a level of flair and sophistication.
<ul style="list-style-type: none"> plan what they are going to say, taking account of audience and purpose. 	<ul style="list-style-type: none"> organise and order contributions logically so that others can understand their points easily. present their ideas clearly and where appropriate include an introduction and conclusion. 	<ul style="list-style-type: none"> demonstrate evidence of a planning process. organise the content so that the audience can make connections between the points. 	<ul style="list-style-type: none"> structure complex information in a way that creates an impact and may be original and individual.
<ul style="list-style-type: none"> capture the attention of the listeners by using appropriate tone, pitch, pace and volume and by the deliberate use of word emphasis to stress the importance of a point. 	<ul style="list-style-type: none"> capture and hold the interest of the listeners by adapting their tone and using a range of other language techniques. 	<ul style="list-style-type: none"> consciously hold the interest of the listeners. choose vocabulary and sentence structures which are aimed at creating an effect. vary tone and pace. 	<ul style="list-style-type: none"> demonstrate confidence and consistency across a wide range of language techniques. use tone and pace in a way which creates an impact.
<ul style="list-style-type: none"> use non-verbal methods, such as pausing, using facial expression or body language, to catch the interest of the listeners. 	<ul style="list-style-type: none"> use non-verbal methods, such as gesture, pose, look, facial expression, etc., to engage the listeners. 	<ul style="list-style-type: none"> select the most appropriate non-verbal methods in order to hold the interest of the listeners. 	<ul style="list-style-type: none"> use a full range of non-verbal methods in order to deliberately influence the listeners.

Talking and Listening: Group Discussion

Purpose: to inform, explain, describe, argue and persuade

Examples could include informal class groups discussing any aspect of a unit of work, class groups responding to stimulus material to make a case and possibly come to a group consensus/decision.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> follow what is being explained to them and join in with others in simple discussions. 	<ul style="list-style-type: none"> identify the main points of conversations and explanations. listen to information in familiar situations and show their understanding with an appropriate response. 	<ul style="list-style-type: none"> listen to and focus on finding specific information that may have been identified prior to the task and show their understanding with an appropriate response.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 	<ul style="list-style-type: none"> ask simple questions when they want to know something in particular and give basic answers to questions. 	<ul style="list-style-type: none"> listen to others in discussions and put forward their own points. They allow others to talk without interrupting and take turns. ask and answer appropriate questions to develop understanding. 	<ul style="list-style-type: none"> follow the main points of discussions and make contributions which show understanding, asking and responding to questions to extend understanding.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> use vocabulary from within their experience to describe thoughts and feelings. 	<ul style="list-style-type: none"> develop language and sentence structures to talk about what they think and feel and to give a straightforward opinion. 	<ul style="list-style-type: none"> explain their view/opinion and say why they hold a view about a topic or issue. engage in discussions using a widening/interesting vocabulary.
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 			<ul style="list-style-type: none"> plan what they are going to say so that it has structure that makes sense to the group.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> speak audibly to be heard and understood. 	<ul style="list-style-type: none"> talk with sufficient clarity so that others can hear and make sense of what they are saying. 	<ul style="list-style-type: none"> use expression in different situations, changing their tone of voice accordingly.
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> make eye contact and take turns while engaging in conversation. 	<ul style="list-style-type: none"> use body language to show engagement. 	<ul style="list-style-type: none"> use body language during interaction with others to reinforce their message.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> • give equal attention to all speakers and concentrate for the duration of the activity. • summarise what they have listened to, answering questions and engaging in discussion. 	<ul style="list-style-type: none"> • respond to the key points of the discussion. • show that they can identify what is relevant by taking account of ideas that are central to the task. 	<ul style="list-style-type: none"> • listen to complex information and identify implicit meanings, proactively making contributions to keep the discussion moving forward. 	<ul style="list-style-type: none"> • make distinctive contributions in a confident manner. • initiate discussions and encourage the participation of others.
<ul style="list-style-type: none"> • listen to others and respond with views based on their own experience/knowledge. • make comments that widen the discussion and make contributions that follow on from what has been said. 	<ul style="list-style-type: none"> • listen closely, pick up on others' contributions and summarise their own thinking. • ask relevant questions that result in greater clarity or highlight strengths, weaknesses or limitations in others' opinions. 	<ul style="list-style-type: none"> • acknowledge, confirm and summarise what has been expressed. • use questions effectively to clarify and challenge the views of others while demonstrating consideration for their views. 	<ul style="list-style-type: none"> • challenge, question and articulate the complexities of an issue. • be perceptive and able to synthesise views in order to reach consensus for a particular purpose.
<ul style="list-style-type: none"> • expand their ideas using more descriptive language as appropriate. • use appropriate vocabulary relevant to the discussion. 	<ul style="list-style-type: none"> • offer ideas and opinions in a developed way giving good reasons for their views. • choose and use the most fitting words and specialised vocabulary or words linked to the context of the task. 	<ul style="list-style-type: none"> • extend and develop their ideas and opinions on more complex issues, using specific evidence and information to support an argument. • use language which is focused and precise. 	<ul style="list-style-type: none"> • extend and develop their ideas and opinions on more complex issues, synthesising specific evidence and information from a range of sources to support an argument. • use vocabulary that demonstrates a level of flair and sophistication.
<ul style="list-style-type: none"> • plan what they are going to say, taking account of audience and purpose. 	<ul style="list-style-type: none"> • organise and order contributions logically so that others can understand their points easily. • present their ideas clearly, giving an introduction and conclusion when appropriate. 	<ul style="list-style-type: none"> • organise the content so that the audience can make connections between the points and the discussion. 	<ul style="list-style-type: none"> • convey complex information by explaining it to others in an original way.
<ul style="list-style-type: none"> • capture the attention of the group by using appropriate tone, pitch, pace and volume and by the deliberate use of word emphasis to stress the importance of a point. 	<ul style="list-style-type: none"> • capture and hold the interest of the group by adapting their tone. 	<ul style="list-style-type: none"> • consciously hold the interest of the group. • choose vocabulary and sentence structures which are aimed at creating an effect. • vary tone and pace. 	<ul style="list-style-type: none"> • when contributing to a discussion, demonstrate confidence and consistency across a wide range of language techniques. • use tone and pace in a way which creates an impact.
<ul style="list-style-type: none"> • use non-verbal methods, for example pausing or using facial expression or body language, to catch the interest of the group. 	<ul style="list-style-type: none"> • use non-verbal methods, such as gesture, pose, look, facial expression, etc., to engage the group. 	<ul style="list-style-type: none"> • select the most appropriate non-verbal methods in order to hold the interest of the group. 	<ul style="list-style-type: none"> • use a full range of non-verbal methods in order to deliberately influence the group.



Reading

Reading: Response to literary texts including media

Purpose: to demonstrate understanding, engagement and analysis

Examples could include novels, short stories, plays, poetry, personal writing, media texts including films.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> • read a range of texts for information, ideas and enjoyment; 	<ul style="list-style-type: none"> • be aware that meaning can be taken from pictures, images and texts. • understand messages conveyed by words, phrases and simple sentences. 	<ul style="list-style-type: none"> • understand, recount and sequence events and information. 	<ul style="list-style-type: none"> • recognise, understand and sequence main points. • paraphrase with general accuracy, communicating their understanding of main points in a text.
<ul style="list-style-type: none"> • use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> • understand that words are made up of sounds and syllables and that sounds are represented by letters. • use prior knowledge and pictures to make sense of a text, use context and syntax to make predictions about words, and use sound-symbol correspondence. 	<ul style="list-style-type: none"> • integrate a range of strategies when reading texts at instructional and independent levels. 	<ul style="list-style-type: none"> • choose and use reading strategies independently.
<ul style="list-style-type: none"> • find, select and use information from a range of sources; 	<ul style="list-style-type: none"> • use visual clues to locate information. 	<ul style="list-style-type: none"> • select information for a purpose. • use basic alphabetical knowledge and visual clues to locate information. 	<ul style="list-style-type: none"> • use organisational features to locate and obtain information.
<ul style="list-style-type: none"> • understand and explore ideas, events and features in texts; 	<ul style="list-style-type: none"> • talk about texts using words such as 'cover', 'pages', and 'author/writer'. 	<ul style="list-style-type: none"> • recognise some forms and features of texts. 	<ul style="list-style-type: none"> • understand that different types of text have their own particular features. • make simple inferences picking up on some things that the author/writer does not state directly.
<ul style="list-style-type: none"> • use evidence from texts to explain opinions. 	<ul style="list-style-type: none"> • talk with the teacher about what they have read and show their understanding. 	<ul style="list-style-type: none"> • ask questions to seek clarification that develops understanding. • show understanding of what they have read by saying what they think about it and what they think might happen next. 	<ul style="list-style-type: none"> • ask and respond to questions to extend their understanding. • give an opinion about what they have read and why they think as they do.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> show understanding by identifying, summarising and paraphrasing the important points. 	<ul style="list-style-type: none"> summarise the key messages of a text by selecting appropriate details or parts to illustrate their understanding. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a focused understanding of what they have read and how the message is conveyed. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a focused understanding of what they have read and how the message is conveyed.
<ul style="list-style-type: none"> read independently. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts.
<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately.
<ul style="list-style-type: none"> recognise main features and understand how these are linked to form and purpose. understand explicit meanings and show some ability to infer meaning. 	<ul style="list-style-type: none"> identify and make appropriate explanatory comments on what is written and how it is written and constructed. make connections between form, audience and purpose. identify and explain subtext and make a statement about the attitude that the writer may have about his/her subject. 	<ul style="list-style-type: none"> identify and comment on different techniques that writers use to shape the response of the audience. identify and make some comment on a writer's intended audience and purpose. 	<ul style="list-style-type: none"> analyse and demonstrate their understanding of a writer's technique. comment in detail on the intended effects of technique on the audience.
<ul style="list-style-type: none"> make their opinions clear and give well thought-out reasons. 	<ul style="list-style-type: none"> refer to specific and relevant parts of a text to back up what they think. 	<ul style="list-style-type: none"> select from the text the details most effective in justifying their opinions or conclusions. 	<ul style="list-style-type: none"> demonstrate a well developed understanding of the text by carefully selecting evidence to support conclusions drawn.

Reading: Response to non-literary texts including media

Purpose: to demonstrate understanding, engagement, analysis and evaluation

Examples could include leaflets, articles, reports, letters, media texts.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> • read a range of texts for information, ideas and enjoyment; 	<ul style="list-style-type: none"> • be aware that meaning can be taken from pictures, images and texts. • understand messages conveyed by words, phrases and simple sentences. 	<ul style="list-style-type: none"> • understand, recount and sequence information. 	<ul style="list-style-type: none"> • recognise, understand and sequence main points. • paraphrase with general accuracy, communicating their understanding of main points in a text.
<ul style="list-style-type: none"> • use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> • understand that words are made up of sounds and syllables and that sounds are represented by letters. • use prior knowledge and pictures to make sense of a text, use context and syntax to make predictions about words, and use sound-symbol correspondence. 	<ul style="list-style-type: none"> • integrate a range of strategies when reading texts at instructional and independent levels. 	<ul style="list-style-type: none"> • choose and use reading strategies independently.
<ul style="list-style-type: none"> • find, select and use information from a range of sources; 	<ul style="list-style-type: none"> • use visual clues to locate information. 	<ul style="list-style-type: none"> • select information for a purpose. • use basic alphabetical knowledge and visual clues to locate information. 	<ul style="list-style-type: none"> • use organisational features, including alphabetical order, to locate and obtain information.
<ul style="list-style-type: none"> • understand and explore ideas, events and features in texts; 	<ul style="list-style-type: none"> • talk about texts using words such as 'cover', 'leaflet', 'advertisements' and 'author/writer'. 	<ul style="list-style-type: none"> • recognise some forms and features of texts. 	<ul style="list-style-type: none"> • understand that different types of text have their own particular features. • make simple inferences picking up on some things that the author/writer does not state directly.
<ul style="list-style-type: none"> • use evidence from texts to explain opinions. 	<ul style="list-style-type: none"> • talk with the teacher about what they have read and show their understanding. 	<ul style="list-style-type: none"> • ask questions to seek clarification that develops understanding. • express opinions and make predictions. 	<ul style="list-style-type: none"> • ask and respond to questions to extend their understanding. • give an opinion about what they have read and why they think as they do.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> show understanding by identifying, summarising and paraphrasing the important points. 	<ul style="list-style-type: none"> summarise the key messages of a text by selecting appropriate details or parts to illustrate their understanding. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a focused understanding of what they have read and how the message is conveyed. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a clear and focused understanding of what they have read and how the message is conveyed.
<ul style="list-style-type: none"> read independently. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts.
<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately. 	<ul style="list-style-type: none"> locate relevant information and use it appropriately.
<ul style="list-style-type: none"> recognise main features and understand how these are linked to form and purpose. understand explicit meanings and show some ability to infer meaning. 	<ul style="list-style-type: none"> identify and make appropriate explanatory comments on what is written and how it is written and constructed – for example layout, images, colour – including moving image and sound where appropriate. make connections between form, audience and purpose. identify and explain subtext and make a statement about the attitude that the writer may have about his/her subject. identify and distinguish factual information from opinion. 	<ul style="list-style-type: none"> identify and comment on different techniques that writers use to shape the response of the audience – for example layout, images, colour – including moving image and sound where appropriate. identify and make comment on a writer’s intended audience and purpose. follow an argument and know when a writer is deliberately shaping the reader’s response in a one-sided way. 	<ul style="list-style-type: none"> analyse and demonstrate their understanding of a writer’s technique – for example layout, images, colour – including moving image and sound where appropriate. comment in detail on the intended effects of technique on the audience.
<ul style="list-style-type: none"> make their opinions clear and give well thought-out reasons. 	<ul style="list-style-type: none"> refer to specific and relevant parts of a text to back up what they think. 	<ul style="list-style-type: none"> select from the text the details most effective in justifying their opinions or conclusions. 	<ul style="list-style-type: none"> demonstrate a well developed understanding of the text by carefully selecting evidence to support conclusions drawn.

Reading for Research

Purpose: to locate, select and evaluate information, demonstrating understanding by using the information for an intended purpose

Examples could include encyclopaedias, articles, leaflets, letters, reports, media texts including internet resources and documentaries.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> • read a range of texts for information, ideas and enjoyment; 	<ul style="list-style-type: none"> • be aware that meaning can be taken from pictures, images and texts. • understand messages conveyed by words, phrases and simple sentences. 	<ul style="list-style-type: none"> • understand, recount and sequence information. 	<ul style="list-style-type: none"> • recognise, understand and sequence main points. • paraphrase with general accuracy, communicating their understanding of main points in a text.
<ul style="list-style-type: none"> • use a range of strategies to read with increasing independence; 	<ul style="list-style-type: none"> • understand that words are made up of sounds and syllables and that sounds are represented by letters. • use prior knowledge and pictures to make sense of a text, use context and syntax to make predictions about words, and use sound-symbol correspondence. 	<ul style="list-style-type: none"> • integrate a range of strategies when reading texts at instructional and independent levels. 	<ul style="list-style-type: none"> • choose and use reading strategies independently.
<ul style="list-style-type: none"> • find, select and use information from a range of sources; 	<ul style="list-style-type: none"> • use visual clues to locate information. 	<ul style="list-style-type: none"> • select information for a purpose. • use basic alphabetical knowledge and visual clues to locate information. 	<ul style="list-style-type: none"> • use organisational features, including alphabetical order, to locate and obtain information.
<ul style="list-style-type: none"> • understand and explore ideas, events and features in texts; 	n/a	n/a	n/a
<ul style="list-style-type: none"> • use evidence from texts to explain opinions. 	<ul style="list-style-type: none"> • talk with the teacher about what they have read and show their understanding. 	<ul style="list-style-type: none"> • ask questions to seek clarification that develops understanding. • show understanding of what they have read by saying what they think about it. 	<ul style="list-style-type: none"> • ask and respond to questions to extend understanding. • give an opinion about what they have read and why they think as they do.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> show understanding by identifying, summarising and paraphrasing the important points. 	<ul style="list-style-type: none"> summarise the key messages of a text by selecting appropriate details or parts to illustrate their understanding. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a focused understanding of what they have read. 	<ul style="list-style-type: none"> examine the detail of a text to demonstrate a clear and focused understanding of what they have read.
<ul style="list-style-type: none"> read independently. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts. 	<ul style="list-style-type: none"> read independently increasingly complex texts.
<ul style="list-style-type: none"> search for information in a planned and focused way. decide what is relevant in relation to the topic and use it in a way that suits the purpose. 	<ul style="list-style-type: none"> search for and identify information from a range of different sources for a particular purpose. organise the information and use it appropriately. 	<ul style="list-style-type: none"> compare and contrast information from a range of sources. ask questions to establish the quality of the information and determine its usefulness and appropriateness. adapt information to suit audience and purpose. 	<ul style="list-style-type: none"> discriminate between different sources, recognising the relevance, reliability and accuracy of the information. synthesise information from a range of sources, bringing together a number of perspectives. combine these perspectives to suit a particular audience and purpose.
n/a	n/a	n/a	n/a
<ul style="list-style-type: none"> make their opinions clear and give well thought-out reasons. 	<ul style="list-style-type: none"> use evidence to support opinions and draw conclusions. 	<ul style="list-style-type: none"> use appropriate and sufficient evidence to justify their ideas and opinions. 	<ul style="list-style-type: none"> expand on opinions, informed by well-selected evidence.



Writing

Writing: Personal/Narrative

Purpose: to narrate, describe, reflect and entertain

Examples could include story, script, informal letters and diary.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> talk to the teacher or peers about what they wish to communicate in writing. 	<ul style="list-style-type: none"> talk to the teacher or peers about what they wish to communicate and which form they will use. discuss the use of writing prompts appropriate to the task. revisit and focus on a particular aspect that has been agreed as important within the writing and check it, making changes where appropriate, for example begin sentences with a capital letter and end with a full stop. 	<ul style="list-style-type: none"> plan using writing prompts and make some attempt to reflect the planning in their writing. make changes to improve their work.
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 	<ul style="list-style-type: none"> use symbols, pictures, words, phrases or simple sentences to communicate their message. 	<p>Structure</p> <ul style="list-style-type: none"> show a sense of structure and organisation. <p>Vocabulary</p> <ul style="list-style-type: none"> write from their personal experience, using relevant vocabulary to say what they think and how they feel. 	<p>Structure</p> <ul style="list-style-type: none"> structure writing appropriately, for example with a beginning, middle and end. <p>Vocabulary</p> <ul style="list-style-type: none"> communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience. provide supporting detail using an expanding vocabulary which provides further explanation and description, making their writing more informative or interesting for the reader.
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 		<ul style="list-style-type: none"> write using a given form as identified by the teacher and the task. 	<ul style="list-style-type: none"> write appropriately in the given form, meeting the requirements of the success criteria as agreed with the teacher.
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> show some control over the size, shape and orientation of lower and upper case letters. <p>Spelling</p> <ul style="list-style-type: none"> attempt to write words using their knowledge of the sounds that letters represent. write words which they frequently see and use. 	<ul style="list-style-type: none"> show control over the physical process of writing and write so that their work can be easily read. <p>Spelling</p> <ul style="list-style-type: none"> write so that common and familiar words that are not spelled correctly can still be read and understood because they are phonetically plausible. <p>Punctuation</p> <ul style="list-style-type: none"> use capital letters and full stops. 	<ul style="list-style-type: none"> produce handwriting which is accurately formed and consistent in size. <p>Spelling</p> <ul style="list-style-type: none"> use a range of spelling strategies to spell correctly. know how to use resources to check spelling if necessary. <p>Punctuation</p> <ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary the beginnings of sentences to make the writing more interesting and to avoid repetition. <p>Grammar</p> <ul style="list-style-type: none"> use basic grammar such as 'I was'/'We were'. write sentences using verbs, nouns, adjectives and adverbs appropriately.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. improve their writing, taking account of feedback and reflecting on the accuracy of the content, meaning, spelling, punctuation and grammar. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. redraft their work, taking account of feedback and making improvements to spelling, punctuation, grammar and expression. Improvements to structure and content may also be evident. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. independently redraft writing for effect, justifying their choice of language and structure. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. within the editing process, make discriminating choices about language, creating an impact on the reader/audience by consciously selecting and using particular words and phrases.
<p>Structure</p> <ul style="list-style-type: none"> organise their writing using paragraphs so that it flows clearly. <p>Vocabulary</p> <ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions, giving reasons when appropriate. express meaning clearly, using an appropriate vocabulary and level of detail. 	<p>Structure</p> <ul style="list-style-type: none"> show clear organisation and appropriate use of paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none"> use precise vocabulary to convey thoughts clearly. use vocabulary imaginatively. (Likely to be an extended piece of writing) 	<p>Structure</p> <ul style="list-style-type: none"> use structure for deliberate effect. <p>Vocabulary</p> <ul style="list-style-type: none"> occasionally use sophisticated vocabulary. show evidence of effective and focused development with ideas expanded in ways which interest and engage the reader. 	<p>Structure</p> <ul style="list-style-type: none"> use structure imaginatively to create a specific effect/impact. <p>Vocabulary</p> <ul style="list-style-type: none"> use a sophisticated vocabulary. show confident and effective development throughout in a way which creates an impact and shows flair.
<ul style="list-style-type: none"> select and use a form that suits the audience and purpose. 	<ul style="list-style-type: none"> match writing to audience and purpose and present information effectively, using a formal style where appropriate. 	<ul style="list-style-type: none"> show clear recognition of audience and purpose, using the form appropriately and for effect. use appropriate style and tone for deliberate effect. 	<ul style="list-style-type: none"> show clear recognition of audience and purpose, using the form appropriately and creating an impact. produce text that is striking by matching and manipulating style, tone and presentation.
<p>Spelling</p> <ul style="list-style-type: none"> use accurate spelling on most occasions. spell the majority of commonly used words. <p>Punctuation</p> <ul style="list-style-type: none"> extend their use of punctuation to include commas, apostrophes and speech marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary word order and use linking words within sentences. <p>Grammar</p> <ul style="list-style-type: none"> use accurate grammar on most occasions. use tenses appropriately within the chosen form of writing. 	<p>Spelling</p> <ul style="list-style-type: none"> spell commonly used words and a number of more unfamiliar words accurately. <p>Punctuation</p> <ul style="list-style-type: none"> use a range of commonly used punctuation accurately and consistently in a way that supports the meaning. <p>Sentence structure</p> <ul style="list-style-type: none"> vary the length and structure of sentences to convey thoughts clearly. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and a number of more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an effect. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary length and structure to create an effect or support meaning. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an impact. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary length and structure to create an impact. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar.

Writing: Functional/Transactional

Purpose: to explain, inform, instruct

Examples could include formal letter, report, article, leaflet.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> talk to the teacher or peers about what they wish to communicate in their writing. 	<ul style="list-style-type: none"> talk to the teacher or peers about what they wish to communicate and which form they will use. discuss the use of writing prompts appropriate to the task. revisit and focus on a particular aspect that has been agreed as important within the writing and check it, making changes where appropriate. 	<ul style="list-style-type: none"> plan using writing prompts and make some attempt to reflect the planning in their writing. make changes to improve their work.
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 	<ul style="list-style-type: none"> use symbols, pictures, words, phrases or simple sentences to communicate their message. 	<p>Structure</p> <ul style="list-style-type: none"> show a sense of structure and organisation. <p>Vocabulary</p> <ul style="list-style-type: none"> write from their personal experience using relevant vocabulary to say what they think and how they feel. 	<p>Structure</p> <ul style="list-style-type: none"> structure writing appropriately, for example with a beginning, middle and end. <p>Vocabulary</p> <ul style="list-style-type: none"> communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience. use language which provides further explanation and description, making their writing more informative or interesting.
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 		<ul style="list-style-type: none"> write using a given form as identified by the teacher and the task. 	<ul style="list-style-type: none"> write appropriately in the given form, meeting the requirements of the success criteria as agreed with the teacher. use presentational devices, for example a title, simple layout of information and images appropriate to the task.
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> show some control over the size, shape and orientation of lower and upper case letters. <p>Spelling</p> <ul style="list-style-type: none"> attempt to write words using their knowledge of the sounds that letters represent. write words which they frequently see and use. 	<ul style="list-style-type: none"> show control over the physical process of writing and write so that their work can be easily read. <p>Spelling</p> <ul style="list-style-type: none"> write so that common and familiar words that are not spelled correctly can still be read and understood because they are phonetically plausible. <p>Punctuation</p> <ul style="list-style-type: none"> use capital letters and full stops. 	<ul style="list-style-type: none"> produce handwriting which is accurately formed and consistent in size. <p>Spelling</p> <ul style="list-style-type: none"> use a range of spelling strategies to spell correctly. know how to use resources to check spelling if necessary. <p>Punctuation</p> <ul style="list-style-type: none"> use capital letters, full stops, question and exclamation marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary the beginnings of sentences to make the writing more interesting and to avoid repetition. <p>Grammar</p> <ul style="list-style-type: none"> use basic grammar such as 'I was'/'We were'. write sentences using verbs, nouns, adjectives and adverbs appropriately.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. improve their writing, taking account of feedback and reflecting on the accuracy of the content, meaning, spelling, punctuation and grammar. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. redraft to improve accuracy and meaning. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. independently redraft writing for effect, justifying their choice of language and structure. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. within the editing process, make discriminating choices about language, creating an impact on the reader/audience by consciously selecting and using particular words and phrases.
<p>Structure</p> <ul style="list-style-type: none"> organise their writing using paragraphs so that it flows clearly. <p>Vocabulary</p> <ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions, giving reasons when appropriate. express meaning clearly, using an appropriate vocabulary and level of detail. 	<p>Structure</p> <ul style="list-style-type: none"> show clear organisation and appropriate use of paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none"> use precise vocabulary to convey thoughts clearly. <p>(Likely to be an extended piece of writing)</p>	<p>Structure</p> <ul style="list-style-type: none"> use structure for deliberate effect. <p>Vocabulary</p> <ul style="list-style-type: none"> use a widening vocabulary and occasionally use sophisticated words. show evidence of effective development with ideas expanded in ways which interest and engage the reader. 	<p>Structure</p> <ul style="list-style-type: none"> use structure imaginatively to create a specific effect/impact. <p>Vocabulary</p> <ul style="list-style-type: none"> use a sophisticated vocabulary. show confident and effective development throughout in a way which creates an impact and shows flair.
<ul style="list-style-type: none"> select and use a form that suits the audience and purpose of their writing. use presentational devices, for example layout, images and colour, in a way which begins to show an awareness of purpose and audience. 	<ul style="list-style-type: none"> clearly recognise the purpose of the task and use the form appropriately. use a style of writing appropriate to the form, audience and purpose. present information in a way that is appropriate to the task. use presentational devices, for example layout, images, colour, moving image and sounds appropriate for the purpose and audience. 	<ul style="list-style-type: none"> clearly recognise the purpose of the task and use the form for effect. make decisions about the correct style and tone for audience and purpose. present information in a way that creates a specific effect on the audience. use presentational devices, for example layout, images, colour, moving image and sound, to create an effect. 	<ul style="list-style-type: none"> clearly recognise the purpose of the task and use the form to create an impact. produce text that is striking by matching and manipulating style, tone and presentation.
<p>Spelling</p> <ul style="list-style-type: none"> use accurate spelling on most occasions. spell the majority of commonly used words. <p>Punctuation</p> <ul style="list-style-type: none"> extend their use of punctuation to include commas, apostrophes and speech marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary word order and use linking words within sentences. <p>Grammar</p> <ul style="list-style-type: none"> use accurate grammar on most occasions. use tenses appropriately within the chosen form of writing. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and a number of more unfamiliar words. <p>Punctuation</p> <ul style="list-style-type: none"> use a range of commonly used punctuation accurately and consistently in a way that supports the meaning. <p>Sentence structure</p> <ul style="list-style-type: none"> vary sentence length and structure to convey thoughts clearly. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and a number of more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an effect. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary sentence length and structure to create an effect or support meaning. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an impact. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary sentence length and structure to create an impact. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar.

Writing: Discursive/Persuasive

Purpose: to argue, persuade, discuss, analyse

Examples could include discursive essay, speech.

Requirements	Level 1	Level 2	Level 3
Pupils should be enabled to:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> talk about, plan and edit work; 			<ul style="list-style-type: none"> plan using writing prompts and make some attempt to reflect the planning in their writing. make changes to improve their work.
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 			<p>Structure</p> <ul style="list-style-type: none"> structure writing appropriately, for example with a beginning, middle and end. <p>Vocabulary</p> <ul style="list-style-type: none"> communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience. provide supporting detail using an expanding vocabulary which provides further explanation and description, making their writing more informative or interesting for the reader.
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 			<ul style="list-style-type: none"> write appropriately in the given form, meeting the requirements of the success criteria as agreed with the teacher.
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 			<ul style="list-style-type: none"> produce handwriting which is accurately formed and consistent in size. <p>Spelling</p> <ul style="list-style-type: none"> use a range of spelling strategies to spell correctly. know how to use resources to check spelling if necessary. <p>Punctuation</p> <ul style="list-style-type: none"> use capital letters, full stops, question marks and exclamation marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary the beginnings of sentences to make the writing more interesting and to avoid repetition. <p>Grammar</p> <ul style="list-style-type: none"> use basic grammar such as 'I was'/'We were'.

Level 4	Level 5	Level 6	Level 7
Typically, pupils will:	Typically, pupils will:	Typically, pupils will:	Typically, pupils will:
<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. improve their writing, taking account of feedback and reflecting on the accuracy of the content, meaning, spelling, punctuation and grammar. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. redraft to improve accuracy and meaning. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. independently redraft writing for effect, justifying their choice of language and structure. 	<ul style="list-style-type: none"> plan their writing and refer to the plan throughout. within the editing process, make discriminating choices about language, creating an impact on the reader/audience by consciously selecting and using particular words and phrases.
<p>Structure</p> <ul style="list-style-type: none"> organise their writing using paragraphs so that it flows clearly. <p>Vocabulary</p> <ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions, giving reasons when appropriate. express meaning clearly, using an appropriate vocabulary and level of detail. 	<p>Structure</p> <ul style="list-style-type: none"> show clear organisation and appropriate use of paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none"> use precise vocabulary to convey thoughts clearly. <p>(Likely to be an extended piece of writing)</p>	<p>Structure</p> <ul style="list-style-type: none"> use structure to create a specific effect. <p>Vocabulary</p> <ul style="list-style-type: none"> occasionally use sophisticated vocabulary. show evidence of effective development with ideas expanded in ways which interest and engage the reader. make use of information as evidence to support points of view. 	<p>Structure</p> <ul style="list-style-type: none"> use structure imaginatively to create a specific effect/impact. <p>Vocabulary</p> <ul style="list-style-type: none"> use a sophisticated vocabulary. show confident and effective development of complex ideas throughout in a way which creates an impact and shows flair. independently source and effectively synthesise information and evidence to strengthen a viewpoint.
<ul style="list-style-type: none"> select and use a form that suits the audience and purpose of their writing. 	<ul style="list-style-type: none"> match writing to audience and purpose and present information effectively, using a formal style where appropriate. structure writing in ways appropriate to the form, for example presenting a balanced viewpoint. 	<ul style="list-style-type: none"> show clear recognition of audience and purpose, using the form appropriately and for effect. use appropriate style and tone for deliberate effect. structure writing in ways which create an effect on the audience, for example presenting a balanced viewpoint. 	<ul style="list-style-type: none"> show clear recognition of audience and purpose, using the form appropriately and creating an impact. produce text that is striking by matching and manipulating style, tone and presentation.
<p>Spelling</p> <ul style="list-style-type: none"> use accurate spelling on most occasions. spell the majority of commonly used words. <p>Punctuation</p> <ul style="list-style-type: none"> extend their use of punctuation to include commas, apostrophes and speech marks. <p>Sentence structure</p> <ul style="list-style-type: none"> vary word order and use linking words within sentences. <p>Grammar</p> <ul style="list-style-type: none"> use accurate grammar on most occasions. use tenses appropriately within the chosen form of writing. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and a number of more unfamiliar words. <p>Punctuation</p> <ul style="list-style-type: none"> use a range of commonly used punctuation accurately and consistently in a way that supports the meaning. <p>Sentence structure</p> <ul style="list-style-type: none"> vary the length and structure of sentences to convey thoughts clearly. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and a number of more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an effect. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary length and structure to create an effect or support meaning. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar. 	<p>Spelling</p> <ul style="list-style-type: none"> accurately spell commonly used words and more sophisticated words. <p>Punctuation</p> <ul style="list-style-type: none"> use punctuation accurately and consistently to create an impact. <p>Sentence structure</p> <ul style="list-style-type: none"> deliberately vary length and structure to create an impact. <p>Grammar</p> <ul style="list-style-type: none"> apply conventions of grammar.

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