Explanation

	Composition and Effect	Text structure and organisation	Grammar	Punctuation	*Sentence Structure*	*Sentence starters*
1	-Word choice shows some awareness of topic -Simple statements -Simple opening statement as an introduction -Simple closing statement -Information is clear to the reader: vocabulary choices describe the main features of the object (eg small, yellow) -Simple subject specific vocabulary choices are used	-Understand and add to a simple flowchart or diagram that contains a process -Add labels or captions to a given flowchart or diagram explaining a process -Produce a simple flowchart or diagram independently -Simple statements are written under given headings to explain a process	-Present tense -Simple past tense -Proper nouns (and use of capital letters)	-Question marks	*-Write a simple sentence* *-Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase*	*-Start sentences with the subject* *-To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)*
2	-Write a simple opening statement as an introduction -Write a simple closing statement -Writing addresses given headings with some additional detail -Information is clear to the reader; vocabulary choices describe the main features of the object -Simple subject specific vocabulary is used -Relevant information is given in each section of the report and has some sequencing -Some development and detail is given in each section (eg made of very hard metal...)	-Produce a simple flowchart or diagram independently (following a practical task) -Simple statements written under given headings to explain a process -Statements usually given in some level or order suggesting a process	-First and third person with subject-verb agreement -Time connectives		*-Write statements, questions, exclamations, commands* *-Change one type of sentence to form another eg statement to question* *-Write a compound sentence using a coordinating conjunction* *-Use correlative conjunctions to create a sentence*	*-Start sentence with an adverb (usually a 'ly' word)* *-Start a sentence with an adverb: earlier, later, recently etc* *-Start a sentence with an adverb that describes how often: once, annually, daily, never*
3	-Relevant information is given in each section of the report and is generally sequenced -Some development and detail in each section -Some precision and authenticity in the choice of words and phrases relating to the topic -Some evidence of viewpoint -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!) -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section	-Statements are given in some level or order suggesting a process -Simple overall text structure given includes a brief introduction and concluding sentence -Some divisions between sections are indicated eg subheadings, bullet points and paragraphs -Similar information is grouped together and ordered logically -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together	-Causal connectives: furthermore, also, in addition, moreover, as well as well as		*-Write sentences using repetition for effect and persuasion* *-Identify and write complex sentences using subordinate conjunctions* *-Write 'drop in' clauses (relative clauses): which, who, where and what*	*-Start with a prepositional phrase: above, below, underneath* *-Start a sentence with two 'ly' adverbs*
4	-Some evidence of viewpoint -Vocabulary choices begin to draw the reader in -Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interesting facts and simple reflective comments -Viewpoints are established and maintained	-Some divisions between sections are indicated eg subheadings, bullet points and paragraphs -Similar information is grouped together and ordered logically -Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together -Report is shaped to help the reader eg title, subheading, quotations (if needed) -Diagrams etc may be incorporated to aid	-Formal language -Modal verbs		*-Manipulate complex sentences to show that the subordinate clause can move around the sentence* *-To include an 'ing' clause*	*-Start a sentence with an 'ing' verb* *-Start a sentence with a simile* *-Start a sentence with an 'ed' word*

	eg as a reporter or through the presentation of a person's point of view	explanation -Introduction sets a simple context and provides a clear sense of purpose -Sections or paragraphs clearly identifiable but transitions between them not always smooth -Conclusion clearly sums up the report				
5	-Selection of information is relevant and given in each section of the report using subject specific vocabulary -Description and detail add interest in each section -Ideas selected and adapted to engage the reader eg creative titles, background information, interest facts and simple reflective comments -Viewpoints are established and maintained eg as a reporter or through the presentation of a person's point of view -Content is well selected and clearly focused on the purpose of the article	-Within sections, pronoun references or vocabulary choices generally maintain links between ideas -Information given in each section links together (eg it is a circle covered in spikes, it can be used for…) -Report is shaped to help the reader eg title, subheading, quotations (if relevant) -Diagrams may be incorporated to add to explanation -Introduction sets a simple context and provides a clear sense of purpose -Sections or paragraphs clearly identifiable (although transitions may not be smooth) -Conclusion clearly sums up the report -Connections between ideas are established and maintained throughout eg by reference to previous part of the text	-Relative clauses -Use of technical vocabulary -Rhetorical questions -Causal connectives: as a result, as a consequence, since, therefore, for this reason	-Parenthesis using brackets and dashes	-Use two coordinating conjunctions with three main clauses -Use a coordinating and subordinate conjunction with two main and one subordinate clause -Edit sentences by either shortening or lengthening	-Start a sentence with an 'ed' expanded clause
6	-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	-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	-Passive and active sentences	-Colons to mark the boundary between clauses -Colon for the start of a list -Semicolons to mark the boundary between clauses	-Active and passive sentences -A sentence that lists three actions with the final two clauses separated by a conjunction	-Start a sentence with a subordinate conjunction