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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Text Structure** |
| **Structure (Imaginative)** | No evidence ofany structural components of an imaginative text. | Minimal evidence ofstructure. May not contain all three parts (orientation, complication, resolution) | Contains a beginning anda complication. Resolution is present but weak. | Contains all threestructures and includes several complications **AND/OR** ideas. Uses plot devices. | Coherent, controlled andcomplete narrative. Employs effective plot devices. |  |  |
| **Structure (Informative)** | No evidence of any structural components of an informative text | Minimal evidence of informative structure. | Text contains two clearlyidentifiable structural components **OR** all components are present but weak | Text contains anintroduction, a body and conclusion **OR** detailed longer text with two developed components and one weaker component. | Coherent, controlled andcomplete information. All components are well developed. |  |  |
| **Structure (Persuasive)** | No evidence of any structural components of a persuasive text | Minimal evidence of persuasive structure. Structural components not clearly identifiable **OR** one component only, e.g. an introduction or body | Text contains two clearly identifiable structural components **OR** all components are present but weak | Text contains an introduction, a body and conclusion **OR** detailed longer text with two developed components and one weaker component | Coherent, controlled and complete arguments. All components are well developed. Introduction with clear position statement **AND** body with reasons and detailed supporting evidence**AND** conclusion that reinforces the writer’s position |  |  |
| **Purpose** |
| **Audience** | Symbols or | Response to | Shows basic awareness | Internally consistent text | Supports reader | Supports, engages/informs/ | Controls writer/reader |
| drawings which may have the intention of conveying | audience needs is limited. Contains some simple written content. Text is very | of audience expectationsthrough attempting toorient the reader. Provides some info to | that attempts to support the reader by developing a shared understanding of context – i.e. contains | understanding and attemptsto engage/inform/persuade the reader. | persuades the reader through deliberate language choices and techniques | relationship. Establishesstrong, credible voice.Crafts writing to influence reader by precise and |
| meaning | short or difficult to | support reader | sufficient information for | sustained language |
| make any meaning | understanding. Text is | the reader to follow the | choices and techniques. |
| from. | short but easily read. | text easily | Takes readers’ values and |
| expectations into account |
| **Ideas** | No evidence or insufficient evidence | Text contains oneidea**OR** ideas appearunrelated to each other **OR** ideas are unrelated to topic on prompt | One idea with simpleelaboration **OR** ideas are few and related but not elaborated **OR** many simple ideas that are related but not elaborated | Ideas are supported withsome elaboration **OR** many unelaborated ideas that relate plausibly (4 or more) **OR** one idea with more developed elaboration | Ideas are elaborated andcontribute effectively to the writer’s position. Ideas may be elaborated by playing one side against the other, a refutation of other positions or opinions, explaining cause and effect | Ideas are generated, selectedand crafted to be highly engaging, informative or persuasive. Ideas may be elaborated by playing one side against the other, a refutation of other positions or opinions, explaining cause and effect |  |

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| **Devices (Imaginative)** | Symbols or drawings that attempt to convey meaning. | Only namescharacters or gives their roles. Only names the setting. No other devices. | Brief description of acharacter and setting but lacks consistency. | Characterisation emergesthrough descriptions, actions or speech. Setting emerges through description of place and time. | Details of characters areselected to create realistic characters. Maintains are setting throughout. |  |  |
| **Devices (Informative)** | Symbols or drawings that attempt to convey meaning. | **G**raphics, pictures,tables, and charts,etc. if present are simple and unnecessary to understanding the text | Some correct use oftechnical language.**G**raphic, pictures, tables, and charts, etc are present and are mostly supplementary to understanding the text | Use of technical languageis integral to the text.Graphics support or are integral to understanding the text. | Technical language is usedto enhance understanding.Graphics are intricate, extensive and are integral to making meaning of the text; may provide information not otherwise conveyed in the text |  |  |
| **Devices (Persuasive)** | Symbols or drawings that attempt to convey meaning. | Uses a statement orstatements ofpersonal opinion **AND/OR** uses one or two instances of devices | Uses three or moreinstances of persuasivedevices that support the writer’s position but do notpersuade the reader (at least two types) | Uses some devices thatpersuade. Use is effectivebut not sustained (may also include some ineffective use) | Sustained and effective useof persuasive devices.Effective devices are appropriate to style of argument and may appeal to one or more of the reader’s reason, values or emotions |  |  |
| **Language Features** |
| **Vocabulary** | Symbols or drawings | Very short script | Mostly simple verbs, adverbs, adjective or nouns and / or 2-3 precise words or word groups e.g, simple noun or verb groups | 4 or more precise words or word groups | Sustained and consistent use of precise words and word groups that enhance meaning (may be some inaccurate or inappropriate word groups) | A range of precise and effective words and word groups used in a fluent and articulate manner. Language use is well matched to style. |  |
| **Cohesion** | Symbols or drawings | Links are missing or incorrect. Short script. Often confusing for the reader | Some correct links between sentences and most referring words are accurate. Reader may need to re-read to clarify meaning. | Controlled use of cohesivedevices support reader understanding. Meaning is clear on first reading and text flows well in a sustained piece of writing | A range of cohesive devicesis used correctly and deliberately to enhance reading and support underlying relationship. An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text |  |  |



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| **Para- graphing** | No use of paragraphing / beginning sense | Writing is organised into paragraphs mainly focused on a single idea | All paragraphs arefocused on one idea or set of like ideas. At least one paragraph is logically constructed and contains a topic sentence and supporting detail paragraphs are correct but basic | Paragraphs are orderedand cumulatively build ideas across text |  |  |  |
| **Sentence Structure** | No evidence of sentences | Some correct formation of sentences | Most simple sentences are correct | Most simple and compound sentences are correct and some complex sentences are correct. Meaning is predominantly clear. | Simple and compound sentences are correct and most complex sentences are correct. Meaning is clear. | Sentences correct. Demonstrates variety. Meaning is clear and sentences enhance meaning. | All sentences are correct.Writing contains controlled and well- developed sentences that express precise meaning and are consistently effective |
| **Punctuation** | No evidence of correct punctuation | Some use of capital letters to start OR full stops at end | Some accurately punctuated sentences – at least 2, OR one correct sentence and one other appropriate punctuation mark | Sentence levelpunctuation mostly correct (minimum of 80% of 5 sentencespunctuated correctly) AND some other correct punctuation (two or more examples of different types of other punctuation) | All sentence punctuation correct. Mostly correct use of other punctuation | Writing contains accurate use of all applicable punctuation. A wide variety of punctuation is used correctly including direct speech, ; : |  |
| **Spelling** | No conventional spelling | Few examples of conventional spelling | Correct spelling of most simple words and some common words | Correct spelling of most simple words and most common words | Correct spelling of simple words, most common words, some difficult words | Correct spelling of simple words, most common words, at least 10 difficult | Correct spelling of all words, 10+ difficult ones some challenging words |

