

Genre: Imaginative Story/personal imaginative text (To write a story to interest the reader)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	I can use a variety of Sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can write cohesive paragraphs, including reasons and examples.
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can write between 350-500 words in paragraphs
I can write between 250 and 350 words	I can write between 350- 500 words.	I can accurately and consistently use nouns, pronouns and tenses
	I can begin to accurately and consistently use nouns, pronouns and tenses although may not always be correct	
I can organise my writing with a clear beginning, middle, and end with help	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end.

Task Specific Criteria

I have:	I have:	I have:
<ul style="list-style-type: none"> - Chosen a character and developed it with an appropriate name, and at least four points of characterisation; speech, actions, manner, appearance and what others say. - A description of what the character can see and hear 	<ul style="list-style-type: none"> - Developed a character using all features of characterisation. Speech, actions, manner, appearance and what others say. Begun to describe the characters mood and feelings. - A detailed description of what the character can see and hear 	<ul style="list-style-type: none"> - Developed a character using features characterisation; Speech, actions, manner, appearance and what others say. Developing a description of feelings and emotions. - included one or two details about what the character has learned
<ul style="list-style-type: none"> - Chosen an appropriate setting and included at least 4 details about it. 	<ul style="list-style-type: none"> - Chosen a setting which informs the story e.g a scary story in a haunted house and given at least four details about where it is set. 	<ul style="list-style-type: none"> - Chosen a setting which informs the story e.g a scary story in a haunted house and given a detailed description of it.
<ul style="list-style-type: none"> - Plotted the story simply using a story mountain or circular structure 	<ul style="list-style-type: none"> - plotted the story in a story mountain or circular structure normal/ build up/ dilemma/ climax/ danger/ resolution/ return to normal 	<ul style="list-style-type: none"> - Confidently plotted the story in a story mountain or circular structure normal/ build up/ dilemma/ climax/ danger/ resolution/ return to normal
<ul style="list-style-type: none"> - Begun to link the plot, setting and atmosphere 	<ul style="list-style-type: none"> - Linked the plot, setting and atmosphere. 	<ul style="list-style-type: none"> - Confidently linked plot, setting and atmosphere
<ul style="list-style-type: none"> - Begun to create a balance of action, dialogue and description 	<ul style="list-style-type: none"> - Included a balance of action, dialogue and description 	<ul style="list-style-type: none"> - Included a good balance of action, dialogue and description
<ul style="list-style-type: none"> - give two details about the time of day and give three details about the weather and season (Where appropriate) 	<ul style="list-style-type: none"> - used the time of day, season, weather to affect the plot. The weather creates atmosphere and signals something good or bad will happen. (Where appropriate) 	<ul style="list-style-type: none"> - Used weather, time of day, season, and effective descriptions to foreshadow.

Genre: Imaginative Story/ personal imaginative text (To write a story In the style of a writer)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
I can organise my writing with a clear beginning, middle, and end with help	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350- 500 words.	I can write between 350-500 words in paragraphs
	I can begin to accurately and consistently use nouns, pronouns and tenses although may not always be correct	I can accurately and consistently use nouns, pronouns and tenses

Text Specific Criteria

I have:	I have	I have
<ul style="list-style-type: none"> - Continued to use some of the points of characterisation to develop the same type of character. 	<ul style="list-style-type: none"> - Continued to use some of the points of characterisation to develop the same type of character, feelings and mood. 	<ul style="list-style-type: none"> - Continued to use the points of characterisation to develop the same type of detailed character, feelings and mood.
<ul style="list-style-type: none"> - Continued to develop the setting and plot. 	<ul style="list-style-type: none"> - Continued to develop the setting ensuring its linked to the plot. 	<ul style="list-style-type: none"> - Continued to develop in detail the setting linking it to plot.
<ul style="list-style-type: none"> - Attempted to develop the atmosphere in the story 	<ul style="list-style-type: none"> - Continued to develop the atmosphere ensuring its linked to the plot. 	<ul style="list-style-type: none"> - Continued to develop the atmosphere linking it to plot and setting.
<ul style="list-style-type: none"> - Written the next part of the story 	<ul style="list-style-type: none"> - Only written the next part of the story ensuring it follows on from what has been written. 	<ul style="list-style-type: none"> - Only written the next part and have linked it to what happened before.
<ul style="list-style-type: none"> - Used the same type of adjectives 	<ul style="list-style-type: none"> - Have used the same type of adverbs 	<ul style="list-style-type: none"> - Have used the same type of adjectives and adverbs.
<ul style="list-style-type: none"> - Used the same person and the same tense 	<ul style="list-style-type: none"> - Have used the same tense and same person 	<ul style="list-style-type: none"> - Have used the same tense and same person.

Genre: Functional (Instructions)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350- 500 words.	I can write between 350-500 words in paragraphs
-	- I can begin to accurately and consistently use nouns, pronouns and tenses although may not always be correct	- I can accurately and consistently use nouns, pronouns and tenses

Text Specific Criteria		
- I have:	- I have	- I have
- A list of what you need before you start	- A list of what you need before you start	- A detailed list of what you need before you start
- Written in the present tense using the third person	- Written in the present tense using the third person	- Written in the present tense using the third person
- Written the instructions as a sequence of steps	- Written the instructions as a sequence of detailed steps	- Written the instructions as a sequence of detailed steps and where relevant, extended the instructions to provide extra advice or explanation
- Organised my ideas appropriately with captions, bullets, paragraphs etc	- Organised my ideas appropriately with captions, bullets, paragraphs etc and I am beginning to include some contextual or background information.	- Organised my ideas appropriately with captions, bullets, paragraphs, logical sequence with contextual and background information etc
- Used illustrations or diagrams to help give the information more clearly	- Used illustrations or annotated diagrams to help give the information more clearly	- Used illustrations, annotated diagrams or photographs to give more information.
- An ending sentence directed at the reader e.g Enjoy your flight!	- A detailed ending sentence directed at the reader e.g Enjoy your exciting flight	- An ending paragraph directed at the reader.

Genre: Functional (recount)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Text Specific Criteria	
I have	I have	I have
- A title	- A title	- A title
- An interesting introduction that sets the scene and convinces the reader to read on	- An interesting introduction that sets the scene and convinces the reader to read on	- An interesting introduction that sets the scene and convinces the reader to read on
- Used past tense	- Used past tense	- Used past tense
- Used 1 st or 3 rd person	- Used 1 st or 3 rd person	- Used 1 st or 3 rd person
- Written in time order	- Written in time order	- Written in time order
- Used amusing, exciting or significant details to interest the reader	- Used amusing, exciting or significant details to interest the reader	- Used amusing, exciting or significant details to interest the reader
- Organised my ideas appropriately with captions, bullets, paragraphs etc	- Organised my ideas appropriately with captions, bullets, paragraphs etc	- Organised my ideas appropriately with captions, bullets, paragraphs, logical sequence with contextual and background information etc
- Written an ending that says how the activity made me or others feel	- Written an ending that says how the activity made me or others feel	- Written an ending that says how the activity made me or others feel
-	-	- A conclusion that comments on what happened or says something about how people involved felt.
-	-	- Used direct quotes or reported speech

Genre: Functional (letter)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
The address in the top write hand part of the page	The address in the top write hand part of the page	The address in the top write hand part of the page
The date underneath the address	The date underneath the address	The date underneath the address
The address of the person the letter is for lower down than the date on the left hand side	The address of the person the letter is for lower down than the date on the left hand side	The address of the person the letter is for lower down than the date on the left hand side
Started the letter on the top left hand side with Dear	Started the letter on the top left hand side with Dear	Started the letter on the top left hand side with Dear
Explained who I am and why I am writing in the first sentence.	Explained who I am and why I am writing in the first sentence.	Explained who I am and why I am writing in the first sentence.
Included some useful and relevant information	Included useful and relevant information	Included detailed useful and relevant information
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Confidently organised my ideas appropriately with captions, bullets, paragraphs etc
Signed my letter on a new line	Signed my letter on a new line	Signed my letter on a new line

Genre Functional- diary

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
The date at the start of the diary entry	The date at the start of the diary entry	The date at the start of the diary entry
Included the time	Included the time	Included the time
Used first person and past tense	Used first person and past tense	Used first person and past tense
Used some powerful and emotive words and phrases to show my thoughts and feelings	Used powerful and emotive words and phrases to show my thoughts and feelings	Used a variety of powerful and emotive words and phrases to show my thoughts and feelings
Begun to make links between diary entries made before	Make links between diary entries made before	Made clear links between diary entries made before
Used a chatty style as if I am talking to the diary	Used a chatty style as if I am talking to the diary	Used a chatty style as if I am talking to the diary
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas clearly and appropriately with captions, bullets, paragraphs, logical sequence with contextual and background information etc

Genre Functional- diary

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
The date at the start of the diary entry	The date at the start of the diary entry	The date at the start of the diary entry
Included the time	Included the time	Included the time
Used first person and past tense	Used first person and past tense	Used first person and past tense
Used some powerful and emotive words and phrases to show my thoughts and feelings	Used powerful and emotive words and phrases to show my thoughts and feelings	Used a variety of powerful and emotive words and phrases to show my thoughts and feelings
Begun to make links between diary entries made before	Make links between diary entries made before	Made clear links between diary entries made before
Used a chatty style as if I am talking to the diary	Used a chatty style as if I am talking to the diary	Used a chatty style as if I am talking to the diary
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas clearly and appropriately with captions, bullets, paragraphs, logical sequence with contextual and background information etc

Genre: Functional (Explanation)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
A title that says what I am writing about given any background information in an introduction	A title that says what I am writing about given any background information in an introduction	A title that says what I am writing about given any background information in an introduction
Used present tense or past tense as appropriate	Used present tense or past tense as appropriate	Used present tense or past tense as appropriate
Used third person	Used third person	Used third person
Written in order	Written in order	Written in order
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas clearly and appropriately with captions, bullets, paragraphs etc
Used technical vocabulary	Used technical vocabulary	Used technical vocabulary
Used a diagram to help make my explanation clearer	Used a diagram to help make my explanation clearer	Used a detailed diagram to help make my explanation clearer
A conclusion which relates the subject to the reader	A conclusion which relates the subject to the reader	A conclusion which relates the subject to the reader
		Used words to show or why (cause and effect – because, consequently, therefore, when)

Genre: Functional (Non-Chronological Reports)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
An interesting title	An interesting title	An interesting title
An interesting introduction that explains what I am writing about and convinces the reader to read on	An interesting introduction that explains what I am writing about and convinces the reader to read on	An interesting and engaging introduction that explains what I am writing about and interests or intrigues the reader.
Used present or past tense	Used present or past tense	Used present or past tense
Used third person	Used third person	Used third person
Organised my ideas appropriately with captions, bullets, headings, subheadings and paragraphs etc	Organised my ideas appropriately with captions, bullets, headings, subheadings and paragraphs etc	Organised my ideas appropriately with captions, bullets, headings, subheadings and paragraphs etc
Used a sensible order	Used a sensible order	Used a sensible order
Included some details and facts to interest the reader	Included details and facts to interest the reader	Included a variety of details and facts to interest the reader
Begun to use relevant technical words	Used relevant technical words	Used relevant technical words
Included some illustrations, photos, fact boxes, diagrams all with captions	Included illustrations, photos, fact boxes, diagrams all with captions	Included illustrations, photos, fact boxes, diagrams all with captions
A glossary	A glossary	A glossary

Genre- Functional newspaper article

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
A masthead (name), date and headline	A masthead (name), date and headline	A masthead (name), date and headline
A flashline (one line summary)	A flashline (one line summary)	A flashline (one line summary)
An interesting introduction which begins to sum up the story	An interesting introduction summing up the story	An interesting introduction summing up the story effectively.
Used third person	Used third person	Used third person
Written in columns	Written in columns	Written in columns
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas clearly and appropriately with captions, bullets, paragraphs etc
Include relevant pictures with captions	Include relevant pictures with captions	Include relevant pictures with captions
Included quotations from witnesses using indirect or direct speech	Included quotations from witnesses using indirect or direct speech	Included quotations from witnesses using indirect or direct speech
A conclusion which might include the paper's opinion	A conclusion which might include the paper's opinion	A conclusion which might include the paper's opinion
Included the by-line of the reporter	Included the by-line of the reporter	Included the by-line of the reporter
		Include detail concisely
		Use attention grabbing language – powerful verbs, emotive language, short and snappy phrases

Genre: Functional (For and Against Discussion)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
An interesting title	An interesting title	An interesting title
An interesting introduction that states what the discussion is about	An interesting introduction that states what the discussion is about	An interesting introduction that states what the discussion is about
Used present tense	Used present tense	Used present tense
Used third person	Used third person	Used third person
Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc
Used some examples to back up each point	Used examples to back up each point	Used detailed examples to back up each point
Used words to signal both sides of the argument some people say....other people think	Used words to signal both sides of the argument some people say....other people think	Used words to signal both sides of the argument some people say....other people think
An ending that begins to sum up the argument and gives a reasoned opinion	An ending that sums up the argument and gives a reasoned opinion	An ending that sums up the argument clearly and gives a reasoned opinion

Genre: Functional (Persuasive Writing)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
An eye catching title	An eye catching title	An eye catching title
An introduction that states the point of view to be argued	An introduction that states the point of view to be argued	An introduction that clearly states the point of view to be argued
Explained why I support this view	Explained why I support this view	Explained why I support this view
Use present tense	Use present tense	Use present tense
Begun to organise my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately and clearly through the use of captions, bullets, paragraphs etc
Begun to think about what my opponent might argue and included a counter argument	Thought about what my opponent might argue and included some counter arguments	Thought about what my opponent might argue and included a variety of counter arguments
Used some technical vocabulary	Used technical vocabulary	Used lots of technical vocabulary
Used some examples of emotive language for example thousands of dolphins are cruelly trapped	Used emotive language for example thousands of dolphins are cruelly trapped	Used emotive language e.g thousands of dolphins are cruelly trapped
Attempted to use a rhetorical question.	Used rhetorical questions	Used “dare-to-disagree” expressions to get the reader onside “there is no doubt.....”
An ending that re-states my point of view	An ending that re-states my point of view	An ending that re-states my point of view

Genre: Functional (Biographies)

Second Level (2.1)	Second Level (2.2)	Second Level (2.3)
Language Criteria		
I can deliberately choose adjectives and adverbs for detail and description	I can use at least 4 interesting and ambitious words or phrases including adjectives and adverbs for descriptions.	I can use at least 5 examples of ambitious and adventurous language including adjectives and adverbs for description.
I can use at least 3 interesting and ambitious words or phrases.	I am beginning to develop my ideas in a creative and interesting way using my language choices.	I can develop my idea in a creative and interesting way.
I can try to give opinion, interest or humour through detail and am beginning to experiment with sentence length and fluency.	I can experiment with sentence length and fluency to make my writing interesting.	I can write in a lively and coherent way using different sentence lengths
I can use similes or metaphors	I can use similes and metaphors as appropriate	I can use well- chosen similes and metaphors
I can use speechmarks and a variety of speech verbs with help	I can begin to independently use speechmarks and a variety of speech verbs.	I can use speechmarks and powerful speech verbs I can use a variety of sentence openers with words ending -ing, -ly, ed, and included a variety of connectives as openers.
I can use some Sentence openers with words ending -ing, -ly, ed, and some connectives as openers.	I can begin to use a variety of sentence openers with words ending -ing, -ly, ed, and beginning to use a variety of connectives as openers.	
I can spell all common words correctly	I can begin to experiment with techniques such as personification, alliteration, onomatopoeia	I can use techniques such as personification, alliteration, onomatopoeia,
I can spell familiar words correctly	I can use visual strategies, spelling rules and knowledge of word parts to spell correctly with developing independence	I can spell almost all words correctly
I can use fullstops, question marks and commas correctly	I can begin to use basic punctuation marks appropriately and consistently.	I am beginning to use complex punctuation (e.g. colons, semicolons, quotation marks) more consistently I can accurately use a wide range of punctuation for effect – full stops, commas, question marks, exclamation marks and apostrophes.
I can use apostrophes, commas, and speech marks correctly with help	I can begin to experiment with more complex punctuation (e.g. colons, quotation marks and semi-colons) with help.	
I can begin to use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can use a range of connectives – although, however, nevertheless, since, in order to, contrary to	I can confidently use a range of connectives – furthermore, moreover, similarly, yet, despite, whereas
I can use simple paragraphs in my writing	I am developing my use of paragraphs, to include reasons and examples, with help.	I can write cohesive paragraphs, including reasons and examples.
I can link events and ideas so my writing makes sense – afterwards, eventually, after a while	I am developing how I link events / points in my writing using- subsequently, before, also, after a while, furthermore, in addition to this, on the contrary	I can confidently link events/points in my writing – subsequently, before. Also, after a while, furthermore, in addition to this, on the contrary
	I can organise my writing with a clear beginning, middle, and end with increasing independence.	I can write organised and fluent texts including a clear beginning, middle and end
I can write between 250 and 350 words	I can write between 350-500 words	I can write between 350-500 words in paragraphs

	Task Specific Criteria	
I have	I have	I have
Used first person (autobiography) and third person (biography)	Used first person (autobiography) and third person (biography)	Used first person (autobiography) and third person (biography)
And introduction that makes the person sound interesting or unusual	And introduction that makes the person sound interesting or unusual	And introduction that makes the person sound interesting or unusual
Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc	Organised my ideas appropriately with captions, bullets, paragraphs etc
Logically sequenced information and background information.	Logically sequenced information and background information.	Logically sequenced information and background information.
Included illustrations, pictures, family tree with captions.	Included illustrations, pictures, family tree with captions.	Included illustrations, pictures, family tree with captions.
Autobiography: Included some of my own feelings and opinions	Autobiography: Included my feelings and opinions	Autobiography: Included detailed account of my feelings and opinions
Biography: Used a formal style	Biography: Used a formal style	Used formal and informal style
Included a quotation from people who know me or the person – direct and indirect speech.	Included quotations from people who know me or the person – direct and indirect speech.	Included detailed quotations from people who know me or the person – direct and indirect speech.