Benson C of E Primary School writing

Child's name:		**Date started:**	
		Date completed:	

Assessment Focus (AF)	Level 4	Level 5
AF5: Vary sentences for clarity, purpose & effect.	I have tried to vary my sentence length for effect, for instance, the use of short sentences to build tension. I have used complex sentences throughout my writing, including connectives like: *if, when & because*. I have tried to vary the structure of my sentences to make my writing more interesting, for instance: *Humming loudly, the woman entered the shop*, instead of: *The woman entered the shop humming loudly.* I have used different verb tenses accurately in my writing.	I have varied my sentence length for effect, for instance, the use of short sentences to build tension. I have used mixture of simple, compound (two main clauses usually joined together by 'and') and complex sentences (using a wide range of connectives like: *meanwhile, consequently, moreover, although* etc) throughout my writing. I have varied the structure of my sentences to make my writing more interesting, for instance by beginning sentences with the subordinate clause rather than the main clause like: *Since it was pouring with rain*, the children could not go out to play.
AF6: Write with technical accuracy of syntax & punctuation in phrases, clauses & sentences.	I have used question marks and exclamation marks accurately and commas to separate items in a list. I have used speech marks accurately and I have tried to use other speech punctuation, for instance commas to separate the speech from the rest of the sentence (like: The new child asked, "Where is the tuck shop?") & beginning a new paragraph when someone new speaks. I have tried to use commas to mark clauses in complex sentence, where appropriate, for instance: *When you begin a sentence with a subordinate clause, you need to use a comma.*	I have used full stops and capital letters, question, exclamation and speech marks accurately throughout my writing. I have used commas accurately to mark clauses in all but the most complicated sentences.
AF3: Organise, & present whole texts effectively, sequencing & structuring information, ideas & events.	I can write stories with an opening, build up, problem (dilemma) and a resolution, using a paragraph for each. When I am writing non-fiction texts, I can group and sequence my ideas logically, using connectives where appropriate. I have written a clear opening and ending.	I have structured my ideas clearly and logically in paragraphs throughout my writing I have made clear links between my paragraphs. I have made sure that my conclusion/ending ties up with my introduction/beginning.
AF4: Construct paragraphs & use cohesion within & between paragraphs.	I have explained or described my ideas fully. I have organised my ideas, starting a new paragraph when there is a change in subject, time or place. I have made links between paragraphs by using connectives, for instance, *firstly, next, finally, if, when & because.*	I have made clear chronological links (by using time connectives) or logical links (by using connectives like *consequently, moreover, although* etc) within and between paragraphs throughout my writing. I have ensured cohesion by using pronouns unambiguously to link ideas within paragraphs together ad by references back to the text throughout my writing.
AF1: Write imaginative, interesting & thoughtful texts.	I have interested my reader by using noun phrases to describe the way people or things look, for instance, the lizard with its *green, scaly* skin is a *master of camouflage*. I have used adverbial phrases to describe how people or things behave or talk, for instance: The lizard catches its prey, *fatally* injuring its victim *with its poisonous sting*. I have tried to write from a particular viewpoint (for instance from the viewpoint of the main character in a story or as an expert in a non-fiction text).	I have used imaginative or interesting detail throughout my writing by including a range of noun and adverbial phrases. I have written from a particular viewpoint and tried to maintain this throughout my writing.
AF2: Produce texts which are appropriate to the task, reader & purpose.	I have thought about my audience and have tried to write in an appropriate style. I have used the main features of the type of writing I am doing (you may have used a success ladder to help you with this).	I have written in an appropriate style throughout my writing to maintain my reader's interest. I have used all of the features of the type of writing I am doing and I have adapted where appropriate.
AF7: Select appropriate & effective vocabulary.	I have sometimes deliberately chosen interesting vocabulary to suit the type of writing I am doing. I have used topic related words in non-fiction writing appropriate to the subject.	I have deliberately chosen interesting vocabulary to suit the type of writing I am doing throughout my writing for instance by using figurative language (metaphors and similes) where appropriate. I have used a wide range of topic related words in non-fiction writing appropriate to the subject.
AF8: Use correct spelling.	I have spelt most present & past verb endings (*-ing,-ed*)), most adverbs with the *-ly* ending (like: *quickly, slowly, calmly*) and most polysyllabic words and plurals correctly. I have tried to spell homophones correctly.	I have spelt almost all verb and adverb endings, comparatives (*-er*), superlatives (*-est*), suffixed or prefixed words and polysyllabic words correctly. I have spelt most words with unstressed vowels correctly..
Hand writing & presentation.	I have made all of my letters the same size and I have tried to join them correctly.	I have made all of my letters the same size and I have tried to join them correctly.