

HfL Assessment Criteria for Phase C Steps 1/2/3 (based on curriculum expectations for Year 5)

Writing across a range of texts - Composition

Effect on audience

- writes in a range of genres/forms, taking account of different audiences and purposes
- begins to consciously control sentence structures in their writing [single clause sentences and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) broadly accurate
- develops some aspects of characterisation through what characters say and do
- engages reader and sustains interest in narrative and non-fiction
- uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
- makes use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...'
- uses the features of the chosen form independently and confidently in a range of conventional text types e.g. graphic devices such as charts and diagrams, straightforward instructions
- maintains an appropriate balance between dialogue and narrative
- uses expressive and figurative language
- sustains and develops ideas in interesting ways
- makes consistent use of style, appropriate to form, subject or audience to maintain interest
- considers and evaluates different viewpoints (own and others, biased and balanced)
- evaluates and adapts own and others' writing for purpose and audience, with guidance

Uses the grammatical terminology to discuss their own and others' writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. **Continues to use terminology from previous year groups.**

Sentence structure and punctuation

- makes precise and effective use of expanded noun phrases modifiers before and after the noun, and through considered use of adverbials e.g. a shy boy with pale, delicate features; a soft material that can be moulded
- uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events
- ensures correct subject and verb agreement when using singular and plural
- where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)
- uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. the dress that she wore/the dress she wore
- selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate
- uses brackets, dashes or commas for parenthesis e.g. asides, additional information
- places commas, mostly accurately, to clarify meaning or avoid ambiguity (PTO)

Text organisation

- uses devices to build cohesion within a paragraph e.g. adverbials: shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming
- controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat
- ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled
- links ideas across paragraphs using adverbials of time (for example, following on from this strange event...), place (for example, nearby), number (for example, secondly) or tense choice (for example, he had seen her before)
- constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative e.g. opening with dialogue or action; closing with a reflective comment or a moral
- experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives
- experiments with writing poetry using different forms

<ul style="list-style-type: none"> • uses pronouns to avoid repetition where appropriate • indicates degrees of possibility using adverbs (<i>for example, perhaps, surely</i>) or modal verbs (<i>might, should, will, must</i>) • evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling • proof reads for spelling and punctuation errors 	
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Writing across a range of texts - Transcription

<p>Handwriting</p> <ul style="list-style-type: none"> • writes legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, <i>e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra</i> ○ choosing the writing implement that is best suited for a task 	<p>Spelling</p> <ul style="list-style-type: none"> • spells some words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading • spells most words relating to the statements from previous year groups correctly, after independent proof reading <p>Please refer to additional spelling guidance at the end of this document.</p>
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Evidence of none or just a few of these skills – refer to Phase B sheets	Entering (some of these aspects secure, or occasional evidence across most skills) = B6 (equivalent to C0)	Developing (many of these aspects secure, or more frequent evidence across most skills) = C1	Securing (most of these aspects secure most of the time) = C2	Deepening (almost all of these aspects secure) = C3
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.