

HfL Assessment Criteria for Phase C Steps 4/5/6 (based on curriculum expectations for Year 6)

Writing across a range of texts - Composition

In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader

Effect on audience

- writes in a range of genres/forms, taking account of different audiences and purposes
- makes precise vocabulary, sentence length, sentence complexity and punctuation choices
- moves between standard and non-standard forms of English appropriately
- chooses register (formal/informal, personal/impersonal) appropriately and for effect
- writes well-structured openings / introductions with appropriate endings / conclusions
- interweaves elements of dialogue, action, description appropriately
- consciously controls sentence structures in their writing e.g. single clause sentences, multi-clause sentences using coordinating conjunctions and multi clause sentences using subordinating conjunctions broadly accurate
- maintains a clear focus when selecting content; plans quickly and effectively
- creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout a narrative/poem e.g. a recurring motif
- maintains interest for the reader through varied devices, structures and features, e.g. layout, direct appeal to audience, character development, advancing action effectively
- shows flexibility in the use of narrative e.g. ability to experiment with story opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis
- develops points of view and 'authorial voice' e.g. asides to reader, comments on action, indication of character's thoughts and/or feelings, bias / balances viewpoints in discursive texts
- proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- evaluates and edits own and others' writing against specific criteria for audience and purpose

Uses the grammatical terminology when talking about own and others' writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. **Continues to use terminology from previous years.**

Sentence structure and punctuation

- varies length and focus of sentences to express subtleties in meaning and focus on key ideas
- uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression
- where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence
- uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject (PTO)

Text organisation

- uses paragraphs purposefully and creatively to clearly structure main ideas across the text
- makes some links across paragraphs using a wider range of cohesive devices which may include:
 - signalling forwards or backwards (e.g. questions /statements to bridge: 'It was at this point that Dr Barnardo decided he must take action and the next stage of his work began...'; 'Dr Barnardo knew that providing children with an education...')
 - confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast

<ul style="list-style-type: none"> • uses pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts • uses conditional structures to persuade (e.g. using: <i>might, could, would, if...then...</i>) and when deducing, speculating, and making suppositions • manipulates sentence subjects and objects and uses passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa • uses and distinguishes informal and formal structures in writing e.g. <i>question tags in informal passages: 'He's your friend, isn't he?' or the subjunctive mood for very formal texts: 'If I were' or 'Were they to come', or 'I demand that Mrs Trent pay back the money immediately.'</i> • understands the use of semi-colons, colons and dashes to mark the boundary between phrases and clauses and demonstrates this in using the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation • uses hyphens to avoid ambiguity (e.g. <i>'man eating shark' versus 'man-eating shark'</i>) • proof reads for spelling and punctuation 	<ul style="list-style-type: none"> - ellipsis - repetition of a word or phrase • uses cohesive devices within paragraphs e.g. <i>secure use of pronouns, conjunctions, adverbials, including prepositions</i> • makes appropriate use of structure in poetry, according to chosen form e.g. <i>rhythmic patterns in sonnets or ballads, syllable patterns in haiku</i>
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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, e.g. using <i>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 • makes appropriate choices in presenting information and ideas on paper and when using ICT; uses presentational features (e.g. <i>bullet lists, headings/subheadings, diagrams, graphs, captions</i>) to organise information and to aid understanding 	<p>Spelling</p> <ul style="list-style-type: none"> • spells most 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 C1/2/3 sheet	Entering (some of these aspects secure, or occasional evidence across most skills) = C3	Developing (many of these aspects secure, or more frequent evidence across most skills) = C4	Securing (most of these aspects secure most of the time) = C5	Deepening (almost all of these aspects secure) = C6	All aspects secure, now going 'broader and deeper' = C+
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

HfL Assessment Criteria - Moving Beyond Phase C

Writing across a range of texts - Composition

In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader

Effect on audience

- writes in a range of genres/ forms, taking account of different audiences and purposes
- selects appropriate style and form to suit specific purpose and audience drawing upon knowledge of different text types
- varies vocabulary with confidence in order to create effects; ambitious and precise vocabulary choices *e.g. can discuss alternative vocabulary choices that they could have used and rejected, and explain why they ultimately decided upon the one chosen*
- demonstrates a sustained awareness of the reader through pacing, elaboration and justification and use of devices consistent with the text type (cliffhangers, dramatic pauses, flashbacks, shifts in viewpoint)
- controls elaboration and imaginative detail in prose and poetry *e.g. influence of earlier events on what follows in a narrative; illuminating selection of the subject's formative early experiences in a biography*
- takes account of multi-faceted viewpoints, acknowledges situations that do not have a simple solution and offers considered opinion in non-fiction when writing on complex topics,
- establishes convincing voice (for example an expert view, an authoritative stance) or appropriate register (for example sustained formal, impersonal and technical language for official writing)
- attempts to express complex ideas as simply and clearly as possible; uses nouns/verbs and phrases with precision
- uses apt figurative language to create extended imagery; creates vivid pictures in the reader's mind through inference and suggestion as well as the literal *e.g. through "showing, not telling"; some imagery is sustained across the text e.g. recurring, significant motifs, references to particular elements ('the sun watched over them... the sun hid itself amongst the clouds, as though it were embarrassed by their actions... and now it was dark and the damage had been done'), sustained metaphors or recurring motifs support thematic aims in poetry*
- develops increasingly sophisticated and mature themes that show some insight of social and cultural issues outside of own experience

Sentence structure and punctuation

- uses a range of sentence types to create fluid blocks of text or to create textual effects, *e.g. repetition to convey boredom; a series of short sentences for anger; a jarring movement between sentences to create a sense of shock*
- manipulates tense for effect and sustains control throughout *e.g. a script for a "live" news broadcast written in various tenses: 'eyewitnesses have claimed that the suspect circled the victim...reports are coming in that...the chief inspector has just confirmed that support will be drawn from neighbouring forces...'*
- uses full range of punctuation accurately; avoids overuse of more sophisticated marks – choices are careful and apt
- makes some confident and assured use of formal language, for example nominalisation (*e.g. hedgehogs hibernate in winter in order to...* could be expressed as: *'hedgehogs' winter hibernation allows...'*) or the use of the subjunctive mood
- breaks conventions in order to achieve specific effects (*e.g. starting a series of sentences with 'but' to suggest frustration, repetition of speech-like structures to suggest distress: 'and he, he knew it would hurt me'*)
- modifiers are used to qualify, intensify, emphasise or generalise; for example unintentional consequences; unanimously agreed
- marks question tags with a comma; uses single quotation marks to denote a quote embedded in direct speech
- evaluates and edits for punctuation and grammar with precision

Text organisation

- develops material so that it supports the coherent organisation of ideas into paragraphs for example chronology, moving from the general to the particular, moving from big picture description to smaller, more significant detail
- uses a range of devices within and between paragraphs to achieve cohesion and employs a range of features that signpost direction of the text for the reader, *e.g. topic sentences to introduce paragraphs; conjunctions/adverbials to indicate agreement or contrasts; thematic links between paragraphs and across whole texts*
- controls organisation of the text to take account of the reader's possible reaction/questions/opinion *e.g. ranking information in order of importance; greater weight given to points of interest; anticipating objections or acknowledging contentious material*
- where appropriate, uses graphical features to guide the reader through a text *e.g. headings/subheadings, underlining, hyperlinks, diagrams*
- experiments with more advanced poetic devices for effect *e.g. begins to use enjambment (an idea, phrase or clause that does not come to an end at the end of the line, but continues on the next) to manage the flow/rhythm of ideas*