

Key Stage 2 English writing – moderation

Level 6 exemplification

Teachers should use this exemplification to inform their decisions as to whether a child has met the level at the end of Key Stage 2 in English writing.

Local authorities will also find this exemplification useful within their training with schools and local authorities' moderation teams.

The moderation focuses and level descriptors detailed in this document are based on existing guidance and materials which are familiar standards and not new or contradictory.

Further Key Stage 2 English writing moderation information is located at <http://www.education.gov.uk/schools/teachingandlearning/assessment/monitoring>

Key Stage 2 English writing level descriptors

National Key Stage 2 English writing level descriptors are located at <http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/attainment/en3>

Below are detailed level 2 to level 6, as the exemplification covers these levels only.

Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.

Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

Level 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6

Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Spelling and Handwriting: Level 2 – 6

When assessing the range of a pupil's writing, spelling and handwriting should be considered but should not be given such weight as to change the overall level judgement.

Reference should be made to details within the level descriptors.

Below are key elements of the level descriptors in relation to spelling and handwriting.

Level 2

- Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.
- In handwriting, letters are accurately formed and consistent in size.

Level 3

- Spelling is usually accurate, including that of common, polysyllabic words.
- Handwriting is joined and legible.

Level 4

- Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.
- Handwriting style is fluent, joined and legible.

Level 5

- Words with complex regular patterns are usually spelt correctly.
- Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6

- Spelling is generally accurate, including that of irregular words.
- Handwriting is neat and legible.

Moderation strands

To support the process of making teacher assessment judgements, related moderation focuses have been drawn together into three strands:

- sentence structure and punctuation
- text structure and organisation
- composition and effect.

These should be used alongside the Key Stage 2 English writing level descriptors which all teachers must adhere to when making teacher assessment judgements.

Moderation focuses

<ul style="list-style-type: none">• sentence structure and punctuation	<ul style="list-style-type: none">- vary sentences for clarity, purpose and effect- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
<ul style="list-style-type: none">• text structure and organisation	<ul style="list-style-type: none">- organise and present whole texts effectively- sequence and structure information, ideas and events- construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• composition and effect	<ul style="list-style-type: none">- write imaginative, interesting and thoughtful texts- produce texts which are appropriate to task, reader and purpose

The criteria encourages positive recognition of achievement in writing. Children do not necessarily develop uniformly across these categories, and the strands allow teachers to consider the relative strengths and weaknesses of a children's work.

Composition and effect

Moderation focuses: write imaginative, interesting and thoughtful texts.
Produce texts which are appropriate to task, reader and purpose

Level 2	<ul style="list-style-type: none"> • Some awareness of purpose with ideas and content generally relevant to the task e.g. informative points in a report, memories in a recount, sequence of events in a story - possibly repetitive or sparse with limited awareness of the reader. • Viewpoint may be indicated by simple comments or actions (<i>Mr. Grumpy was not very nice...apples are good to eat...</i>) • Some detail included through adventurous word choice appropriate to task (<i>a big, hairy caterpillar, Mr. Jones looked cross, bears are fierce...</i>)
Level 3	<ul style="list-style-type: none"> • Some awareness of purpose through selection of relevant content and an attempt to interest the reader. • Features of writing generally appropriate to the selected task (<i>use of dialogue in a story, use of first person for a letter, use of imperative in instructions</i>). • Content may be imbalanced, e.g. led predominantly by dialogue. • A viewpoint (<i>opinion, attitude, position</i>), which may not always be consistent or maintained. • Some detail / description of events or ideas expanded through vocabulary (<i>simple adverbs, adjectives</i>) or explanation. Some vocabulary selected for effect or appropriateness to task.
Level 4	<ul style="list-style-type: none"> • Writing is clear in purpose and incorporates relevant content to inform / engage the reader. • Features of text type / genre are appropriate to the task (<i>choice of tense/verb form, layout, formality...</i>) Ideas may be adapted e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report. • Content is balanced, e.g. between action and dialogue, fact and comment. • Viewpoint is established and generally maintained. Contrasting attitudes / opinions may be presented. Some use of expert comment may be used to suggest credibility (<i>rabbits are popular pets because they can live outdoors in all weather</i>). • Some use of stylistic features to support purpose (<i>formal/informal vocabulary, appropriate use of similes/metaphors, word choice for effect or emphasis...</i>) Elaboration of detail / events may be supported through vocabulary (<i>technical, precise/ vivid language</i>) or through explanation.

Level 5	<ul style="list-style-type: none"> • Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader. • Features of selected form are clearly established (<i>appropriate selection and variation of tense, choice of person, level of formality, adaptation of content for genre and audience...</i>) • Content is balanced and controlled, e.g. some effective selection and placing of content to engage the reader (<i>placement of significant idea/event for emphasis, reflective comment, opinion, dialogue...</i>). • Established and controlled viewpoint with some development of opinion, attitude, position or stance. • Ideas developed through elaboration, nominalisation, imaginative detail, precise vocabulary. Varied stylistic features may support both purpose and effect (<i>alliteration, metaphors, puns, emotive words, vivid language</i>).
Level 6	<ul style="list-style-type: none"> • Able to write with confidence and imagination. Can adapt writing to different forms, purposes and audience (a persuasive speech which shocks the listener, a narrative that focuses on the perpetrator's perspective, a magazine column that is used to comment on moral/social issues). Varying levels of formality are adopted according to purpose and audience (appropriate use of controlled informality, shifts between formal narrative and informal dialogue). • Viewpoint is convincing and generally sustained throughout a piece (e.g. authoritative expert view, convincing characterisation, opposing opinions). • Ideas are developed through controlled use of elaboration, nominalisation and imaginative detail. Vocabulary is varied and often ambitious. A range of stylistic features contribute to the effect of the text (e.g. rhetorical questions, repetition, figurative language).

Sentence structure and punctuation

Moderation focuses: Vary sentences for clarity, purpose and effect. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

Level 2	<ul style="list-style-type: none"> • Primarily simple and compound sentences working towards grammatical accuracy. • Sentences often brief, starting with simple subject/verb (<i>I sat, Dad went</i>). May include some simple variation (<i>Today was exciting... Yesterday we went....</i>). • Clauses mostly joined with <i>and, but, so</i>. • Sentences usually demarcated by capital letters and full stops. • Possible use of question and exclamation marks and commas in a list.
Level 3	<ul style="list-style-type: none"> • Clauses mostly linked with simple connectives <i>and, but, so</i>. • May include complex sentences. Use of <i>when, because</i> or <i>if</i> may be repetitive. • Subjects and verbs often simple and frequently repeated (<i>We played, dogs are</i>). • Tense choice generally appropriate to task including some use of modals (<i>can, will</i>). • Some sentence variation created, e.g. direct speech; simple adverbials (<i>After tea</i>). • Noun phrases mostly simple (<i>my lunch</i>) with some limited expansion (<i>dark dungeon</i>). • Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists. Some use of speech punctuation.
Level 4	<ul style="list-style-type: none"> • Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination. • Sentence structure varied through a range of openings, adverbials (<i>some time later, as we ran, once we had arrived...</i>), subject reference (<i>they, the boys, our gang...</i>), speech. • Some variety in subordinating connectives: <i>because, if, which</i> (<i>because the rain can damage their skin...which was strange...If she could...</i>). • Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility (<i>might, could, should</i>). • Simple shades of meaning may be used to intensify or emphasise (<i>very large, quite slowly</i>). • Most sentences correctly demarcated; some commas mark phrases or clauses. If used, inverted commas demarcate the beginning and end of direct speech, correctly on most occasions.

Level 5	<ul style="list-style-type: none"> • Variety in sentence length, structure and subject to help expand ideas, convey key issues/facts or provide emphasis, detail and description. • Different sentence types, e.g. questions, direct / reported speech, commands (<i>Turn upside down</i>) used appropriately. • A range of subordinate connectives (<i>whilst, until, despite</i>) with possible use of several subordinate clauses to aid economy of expression (<i>Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'</i>). • Emphasis may be created through word order, accurate adaptation of verb phrases, and use of passive (<i>the centre has been visited often</i>). • A range of verb forms develops meaning and maintains appropriate tense choice (<i>it will probably leave of its own accord...we could catch a later train, but will we arrive on time?</i>). • Additional words and phrases contribute to shades of meaning, e.g. adverbs (<i>extremely</i>). • Range of punctuation used, almost always correctly, e.g. brackets, dashes, colons.
Level 6	<ul style="list-style-type: none"> • Controlled use of a variety of simple and more complex sentences contribute to clarity of purpose and overall effect on the reader. • A range of sentence features are used to give clarity or emphasis of meaning (fronted adverbials: <i>As a consequence of...Glancing backwards...Some weeks later...</i> / complex noun phrases: <i>The mysterious young girl in the portrait...</i> / prepositional phrases: <i>From behind the bike shed...In the event of...</i>). • Subordinate connectives may be manipulated for emphasis or to nominalise for succinctness (<i>Because of that, he failed.</i>). • Verb forms are mostly controlled and are consistently adapted to the form of writing (<i>It would be helpful if you could let me know, as this will enable me to take further action</i>). • Additional words and phrases are used for precision and impact (<i>exceptional result, insignificant amount</i>). • Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures.

Text structure and organisation

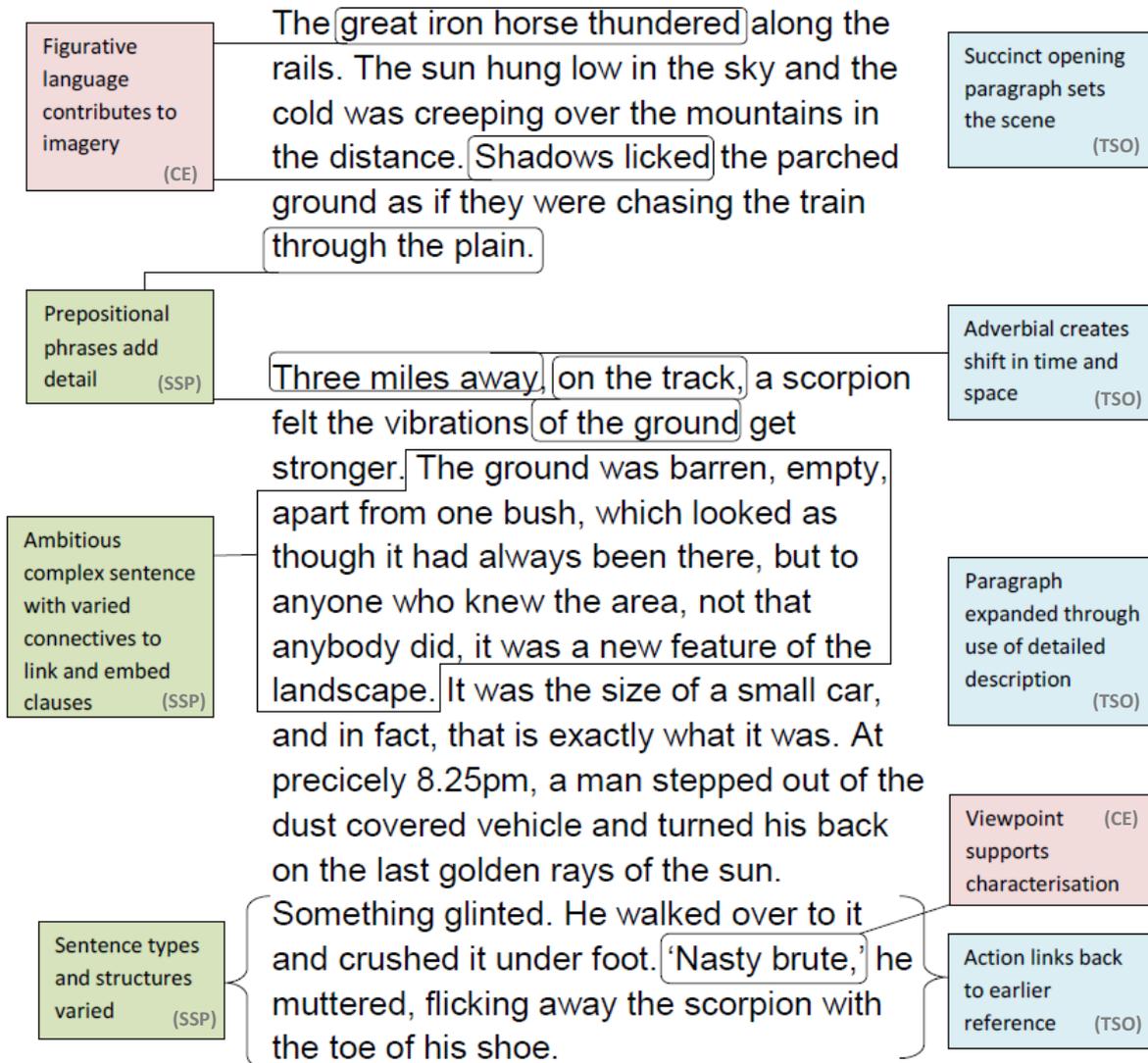
Moderation focuses: organise and present whole texts effectively, sequencing and structuring information, ideas and events. Construct paragraphs and use cohesion within and between paragraphs.

Level 2	<ul style="list-style-type: none"> • A simple opening or ending (e.g. <i>Once upon a time... Yesterday we made cakes...Dear Santa...At the end we went home...</i>). • Some attempt to organise and group related ideas together. • Some attempt to sequence ideas or events (e.g. by <i>use of time related words, numbered points, headings, line breaks, use of pictures...</i>). • Related sentences linked by pronouns or simple time connectives (e.g. <i>Then they climbed...She picked the flower...Next you stir it...</i>).
Level 3	<ul style="list-style-type: none"> • A brief introduction (opening) and / or ending usually signalled. • Simple text structure with an attempt to organise related ideas in sections or paragraphs. • Some attempt to sequence ideas logically. • Sentences within sections linked through simple connectives or pronouns. • Simple adverbials may link sentences, sections or paragraphs (<i>when we got there, after tea</i>). • Some linking of ideas / events – flow may be disjointed or abrupt.
Level 4	<ul style="list-style-type: none"> • An appropriate opening and closing, which may be linked. • Organisation through sequencing or logical transition e.g. simple chronological stages, ideas grouped by related points, subheadings. • Related events or ideas organised into paragraphs or sections to support the content of the writing in different text types. • Connections within and between paragraphs generally maintained through use of ongoing references e.g. pronouns, adverbials, connectives (<i>Eventually we...</i>). • Links established between paragraphs, although transitions may be awkward or abrupt. • Paragraphs or sections may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail.

Level 5	<ul style="list-style-type: none"> • Overall organisation of text is supported by paragraphs or sections which enable coherent development and control of content across the text. • Relationships between paragraphs or sections give structure to the whole text e.g. links make structure between topics clear; connections between opening and ending. • Sequencing and structured organisation of paragraphs and/or sections contributes to overall effectiveness of text. • Information / events developed in greater depth within paragraphs and / or sections. • Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection. • A range of cohesive devices used to develop or elaborate ideas both within and between paragraphs e.g. pronouns, adverbials, connectives, subject specific vocabulary, phrases or chains of reference (<i>However, it should be stated...Biological changes...Despite their heroic efforts...</i>).
Level 6	<ul style="list-style-type: none"> • Overall organisation of the text is controlled to take account of the reader's possible reaction / questions / opinion (e.g. use of flashback in narrative, placing of information according to importance, balancing perspectives or points of view, sequencing of events or ideas). • A range of features are used to inform the reader of the overall direction of the writing (e.g. opening paragraphs clearly introduce themes or create interest, withholding of information for effect, paragraph or sentence markers, references link information / ideas across the text). • Some paragraphs and/or sections are shaped and developed to support meaning and purpose (priority subjects/events/ideas developed in greater detail and depth). • A range of cohesive devices contribute to the effect of the text on the reader and the placing of emphasis for impact (e.g. precise adverbials as sentence starters, a range of appropriate connectives, subject specific vocabulary, select use of pronoun referencing, complex noun phrases, prepositional phrases).

Fiction

To create suspense in narrative



The voice was gruff. It was strained and croaked, but it suited the man well. Greying hair fell over deep set, hooded eyes. The lips were thin and grey and a large fleshy nose looked as if it had been pushed back into his face. Etched into the thick neck was an ugly, pale scar.

Complex noun phrases portray character (SSP)

Paragraph shaped to provide brief character description (TSO)

Vocabulary varied and ambitious (CE)

The train was late; had they made an unscheduled stop, or had the authorities caught up with them at last? As the light began to fade, shadows beckoned to the man, their ghostly fingers pointing at the track. Then he felt it too. A faint vibration, as though somewhere far away a guitar string had been struck. Suddenly the air felt colder, sending a shiver down his spine. He had waited a long time, and now it was only minutes away.

Frontal adverbials create atmosphere and build suspense (SSP)

Personification amplifies dramatic tension (CE)

Connecting devices aid cohesion (TSO)

Clouds of thick black smoke filled the air. Brakes screeched, sending sparks flying from the massive iron wheels. Heads poked out of carriage windows. Startled faces stared into the darkness, wondering why the train had stopped. A door slammed open. The man stepped towards the train. He thought he heard a voice call out. And then he knew. It was time. He stepped closer, screwing up his hooded eyes and peering into the great beast's metal body.

Continual change of subject helps to convey action (SSP)

Sequencing of events augments impact of action (TSO)

Short sentences build tension (SSP)

Repetitive pronoun referencing places emphasis on subject's thoughts and actions (TSO)

Indefinite (SSP)
pronoun
creates intrigue

Something dropped to the ground and for a moment lay still. Letting out a sharp shrill of steam, the iron horse creaked into life and moved away across the plains. The man closed his eyes shutting out the suffocating black fog.

Alliteration (SSP)

Reference to opening paragraph supports coherence (TSO)

He opened them too late.

Succinct closing sentence maximises dramatic impact on reader (TSO)

Commentary

Sentence Structure & Punctuation <small>(SSP)</small>	Text Structure & Organisation <small>(TSO)</small>	Composition & Effect <small>(CE)</small>
<p>Adverbial and prepositional phrases serve to elicit mood and atmosphere.</p> <p>Sentence structure is varied with succinct simple sentences used to create tension and educe reaction from the reader.</p> <p>Complex noun phrases enhance description of both character and setting.</p> <p>Punctuation is varied, providing additional clarity in complex structures.</p>	<p>The narrative unfolds sequentially through the controlled combination of description and events.</p> <p>Paragraphs are shaped to ensure appropriate expansion of relevant events and ideas.</p> <p>Coherence is strengthened through select placing of information and the continuous linked referencing of subjects and action (<i>the scorpion, vibrations on the track, the iron beast...</i>).</p> <p>Although brief, the closing line acts to capitalise on dramatic impact by withholding key information from the reader.</p>	<p>The writing is confidently adapted to purpose and audience. Narrative is balanced and interwoven with authorial comment, description and events.</p> <p>Viewpoint is subtle and mostly inferred through description and action, contributing to the somewhat menacing portrayal of the main character.</p> <p>Suspense, mood and atmosphere are predominantly dictated by the use of figurative language, which features strongly throughout the piece.</p>

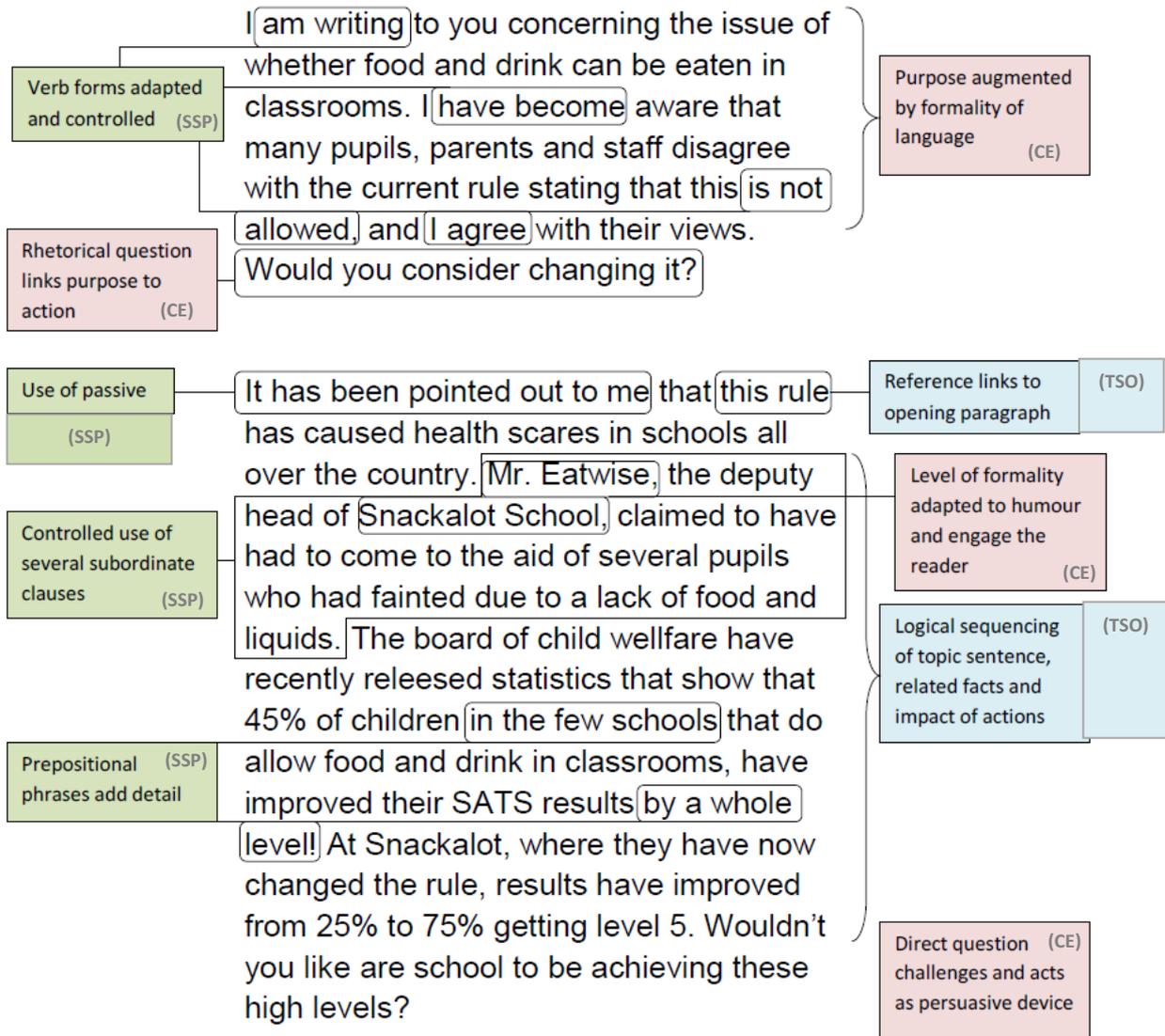
Overall judgement:

Level 6

Persuasive writing

Should food and drink be allowed in the classroom?

Dear Mrs. Smith



Secondly I would like to state that adults are allowed to bring a drink and a snack into the classroom, yet we are not. Is it fair that they should have more privilage than us? One in three teachers tell their pupils it is wrong to drink and eat in the classroom even though they do so themselves. Is that right? I disagree and many feel the same.

Connectives varied (SSP)

Short sentence for impact (SSP)

Variation in cohesive devices (TSO)

Viewpoint controlled through comment and use of rhetorical questions (CE)

In a school in Esshire, a boy called Ben, through drinking little, became so dehydrated that a trip to the hospital was necessary. He recovered but has insisted that he should have had a drink with him in the class. Is it right to deny children things which are essential to maintain a healthy body? Ben's incident could have been prevented just like many other cases by a simple drink.

Precise vocabulary aids formality (SSP)

Use of passive voice emphasises severity of the incident on Ben (SSP)

Paragraph developed and controlled to elicit reaction from the reader (TSO)

My final reason for a change of rule is that many pupils find it hard to concentrate during lessons. Pupils find it difficult to work hard and keep focused without food or drink during an hour or more. Furthermore, a survey says that seven out of ten children who haven't got food or drinks don't take in the information they are told.

Range of punctuation aids clarity (SSP)

Short paragraphs present information succinctly (TSO)

Shades of meaning
create emphasis (SSP)

As I hope you can appreciate, there are many reasons for the no food and drink rule to be **definitely** changed. I hope that you will take my views into consideration and I am sure that you will come to the right judgement.

Link back to opening
paragraph (TSO)

I look forward to hearing from you at your convenience.

Yours sincerely

X. XXXX

Commentary

Sentence Structure & Punctuation <small>(SSP)</small>	Text Structure & Organisation <small>(TSO)</small>	Composition & Effect <small>(CE)</small>
<p>Tense and person appropriate to form and controlled throughout.</p> <p>Some ambitious sentence structures demonstrate economy of expression.</p> <p>Complex noun / prepositional phrases combined with precise vocabulary to extend meaning.</p> <p>A range of punctuation is used accurately to provide clarity.</p>	<p>Logical organisation prioritises essential information and writer comment.</p> <p>Paragraphs shaped and developed to elaborate specific facts and events.</p> <p>A range of persuasive devices and connectives create cohesion between sentences and paragraphs.</p> <p>Closing and opening statements directly linked.</p>	<p>Purpose and audience are established through the direct voice of the writer. A range of devices, e.g. rhetorical questions, facts, convincing vocabulary, contribute to the persuasive nature of the piece.</p> <p>Viewpoint is strong and consistent throughout; the writer not only makes his/her own stance clear but challenges that of the intended audience.</p> <p>The use of formal structures and ambitious vocabulary, interspersed with a touch of humour, act together to engage the reader.</p>

Overall judgement:

Level 6

Report

Making our school more eco-friendly

Purpose of writing clearly stated (CE)

This report is designed to give information about what the pupils and staff at our school are doing to recycle and save energy, and to inform you of the ideas adopted by the eco-comitee to improve our carbon-footprint.

Opening paragraphs clearly introduce theme (TSO)

In England, more than three fifths of school children do not turn off lights when exiting a room and do not power down computers after use. On average, in this country,

Adverbials add clarity of information (SSP)

Inclusion of facts establishes convincing and authoritative view (CE)

schools could save twenty-five pounds a month, just by using their central heating for one hour less, not leaving lights and computers on and by pupils turning off taps properly.

Eco-comitee

Complex sentence with controlled use of several subordinate clauses (SSP)

The eco-comitee is now up and running. A club, run by year six comitee members, is held every Thursday (in Mrs. D's room) during the lunch hour for any pupils who are interested. Please come along if you would like to join in or if you would simply like to find out more about us. Activities include: Emptying the recycling paper bins, growing organic vegetables, looking after the compost area (can be rather smelly) and making posters to put around the

Sub headings used to create clear sections (TSO)

Text organised through logical sequencing of information (TSO)

school. In addition to running the club, it's the eco-comitee's job to make sure that the rest of the school are kept informed on all matters that are concerned with saving energy and reducing the school's carbon-footprint.

Words and phrases selected for formality and precision (SSP)

Ideas expanded and developed through balance of information and active suggestion (TSO)

These are some of the ways in which the eco-comitee intends to help you to get involved in taking care of our environment:

Look Out!

We are going to be placing posters, banners and flags around the school grounds, as a constant reminder to pupils that this is an eco-friendly community. The bright colours and new eco-logo (which was designed by year six pupils), and the boldly printed instructions should help make everybody understand the importance of re-cycling and saving energy.

Subordination varied (SSP)

Pronoun referencing aids cohesion (TSO)

Range of punctuation aids clarity (SSP)

Crazy Competitions!

Holding competitions will hopefully motivate pupils from year R to year 6. Over the next few weeks we will be asking the pupils to come up with some exciting and whacky ideas for school competitions. One person has already suggested a contest to see which class can collect the most

Adverbial phrases link sentences (TSO)

cardboard / paper in one week (must be used of course)! Teachers **have said** that this **would be** beneficial as it **will encourage** children to recycle rather than always disposing of paper in the bin. Every idea is important to us so **send** them to the eco-comitee via the green postbox outside the office. You never know, your idea **could be** the next big thing!

Verb forms adapted and controlled (SSP)

Viewpoint controlled and maintained (CE)

Recycling Day – May 10th

Succinct opening sentence (SSP)

The date for the recycling day has now been agreed. The eco-comitee **intend** this to be a fun and educational day for all pupils and staff. It will include lessons that will look at the **impact** of recycling on our school and the **local community**, as well as

Vocabulary varied and precise (CE)

Complex noun phrase (SSP)

videos on global warming with a special cartoon version for the younger children. In the afternoon there will be a debate for year 5 and 6 on what the world might be like in thirty years time if people don't recycle more. To make sure that everone joins in there will be a **very special** competition to see who can create the **most original** sculpture out of recycled cans and bottles. This will be judged by a local artist. In order to make it fair, a prize will be awarded for the best design in every year group.

Paragraph expanded to relay relevant detail (TSO)

Shades of meaning created through use of additional words (SSP)

And finally

It is hoped that all of these events and ideas will have a positive effect and make a difference to our school. By getting

involved, staff and pupils will definitely be helping to create a more eco-friendly environment that will change all of our lives

and give us a better future. Furthermore,

by getting involved, pupils will become more aware of the massive effects these tiny changes can have on their own

everyday life.

Word order manipulated for economy of expression (SSP)

Adverbial & prepositional phrases place emphasis on the reader (SSP)

Concluding paragraph links back to opening statement (TSO)

Connective used to link and reinforce message (TSO)

Commentary

Sentence Structure & Punctuation <small>(SSP)</small>	Text Structure & Organisation <small>(TSO)</small>	Composition & Effect <small>(CE)</small>
<p>Controlled use of a variety of sentence types and structures.</p> <p>Some ambitious use of complex sentence structure and variation in connectives.</p> <p>Verb forms are controlled and adapted to convey meaning.</p> <p>A range of punctuation, including commas to mark clauses, apostrophes and the appropriate use of brackets, helps to support sentence structure and aid clarity.</p>	<p>Sections and paragraphs are logically organised through the use of subheadings.</p> <p>Some shaping of text through more detailed expansion of specific sections.</p> <p>A range of cohesive devices (e.g. precise use of adverbials, prepositional phrases, select use of pronoun referencing) is used to link ideas within and between sections.</p> <p>Despite the use of subheadings, the text 'flows' through continuous reference to the ideas of the eco committee.</p>	<p>The purpose of the writing is clear and is directly addressed to its target audience.</p> <p>A range of ideas is presented with confidence and authority.</p> <p>Viewpoint is convincing and persuasive.</p> <p>Vocabulary is varied with the use of precise and technical terminology. The balance between conversational informality (<i>can be rather smelly</i>) and more formal factual comment (<i>In England...</i>), contributes to the style of the writer's individual voice.</p>

Overall judgement:
Level 6