

Key Stage 2 English writing – moderation

Level 4 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 writing.

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

More information about Key Stage 2 writing moderation can be found at <http://www.education.gov.uk/schools/teachingandlearning/assessment/monitoring>.

KS2 writing level descriptors

National Key Stage 2 writing level descriptors can be found at

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english/attainment/en3>.

Levels 2 to 6 are detailed below 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: levels 2–6

When assessing the range of a child'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 writing level descriptors which all teachers must adhere to when making teacher assessment judgements.

Moderation focuses

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
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
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 child'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).

Continuation of story from a given opener

James wondered why his friends kept laughing at him. Toby, his best friend, said, "James, what on earth has happened to you. You have turned into a...

green little lepricorn!"

"What? It must of been that blue shell you gave me," shouted James angrily. Toby was scared and astonished, but James was **absolutley** furious. Toby picked James up and walked out of the den and into his, luckily his mum was out shopping. "What'll happen when my mum comes back?..."

Shades of meaning intensify emotion (SSP)

Effective use of direct speech used to link to opening paragraph; however, losing clarity through word omission and lack of identification of speaker in final sentence (TSO)

Toby ran upstairs and put James on his bed.

Toby was thinking, "Maybe we'll phone your mum and say your sleeping round mine tonight."

James smiled a little lepricorn smile, and they ran out and back into the den. James picked up the shell, well at least tried to, and was hoping it would change him back, he frowned.

Varied modals express conditionality (SSP)

Repetitive use of subject weakens cohesion (TSO)

James's mum got the call and said it was fine, so off they went to Tobys house, they didn't do much and when it got late they went to sleep.

Toby sudenly rembered "It's school today," he whispered to James nervously. When they got to school, they looked for their best friend Kelly, Toby whispered to her what happened to James, she was shocked.

Adverbials signify time and manner (SSP)

Incorrect punctuation i.e. comma splicing (SSP)

Events sequenced logically in paragraphs

Transitions between paragraphs sometimes awkward (TSO)

“What happened to James” said Kelly, ignoring Toby. Kelly thought Toby should take him to Mrs Magic, so they did **because** they were all very worried, espieccally James.

Subordination (SSP)

Consistent viewpoint (CE)

When they got into Mrs. Magic’s class, she looked around for James. “Where’s James?” she asked puzzled. Toby opened his hand and pointed. **Mrs Magic’s face was confused.**

Passive voice emphasises effect of action on subject (SSP)

Improved cohesion between sentences, although the paragraph break appears misplaced (TSO)

“What’s happened here?” she asked. **They** shrugged. Mrs Magic took James from Toby. She gave them a ‘leave it to me’ look. Toby and Kelly left. “See me in the morning” she shouted. She was awake all night trying to make a potion for lepricorn James. It was **quite a mixture of slugs, shaving gel and crocodile tears.**

Simple sentence for effect (SSP)

Expanded noun phrase (SSP)

Mrs Magic woke up with Kelly and Toby staring face down at her. She jumped up with a fright. “What do you want, oh yeah here you go.” She handed them the potion. James had one tea-spoon of it and he started getting bigger and looking more like himself. “Yeah! Whooo! Yippe!” they all shouted.

Range of punctuation: speech marks, question and exclamation marks; apostrophes; ellipses, mostly accurate. Some use of commas to mark clauses. (SSP)

Contrast of formal and informal vocabulary between narrative and dialogue (CE)

They went back to the den, all three of them as happy as could be. Kelly looked at the shell and guess what? She was the queen of New York. Oh my!

Rhetorical question creates conjecture (SSP)

Allusion to ‘power of the shell’ and the suggestion of a sequel of events strengthens coherence (TSO)

What will happen next...!

Commentary

Sentence Structure & Punctuation (SSP)	Text Structure & Organisation (TSO)	Composition & Effect (CE)
<p>Sentence openings and lengths vary, with some use of adverbial phrases. Evidence of subordinating connectives to add detail or extend meaning.</p> <p>Most sentences are grammatically sound; however, attempts to use more complex verb forms sometimes generate a loss in meaning.</p> <p>Sentence demarcation is mostly secure and there is accurate use of speech marks. Some correct use of commas to mark phrases or clauses.</p>	<p>Chronological sequencing of events within paragraphs, although transitions between these are at times awkward.</p> <p>Evidence of development to expand and elaborate ideas.</p> <p>The ongoing interaction between dialogue and narrative acts as a cohesive device across the text. Whilst repetitive noun referencing is a weakness of the initial paragraphs, a greater range of connecting devices is gradually developed.</p>	<p>The story genre has been clearly understood and there is no deviation of purpose.</p> <p>Viewpoint is developed and tracked through continual references to the characters' changing emotions at different points in the story.</p> <p>Vocabulary is varied with some words and phrases selected for precision and effect, (<i>absolutely furious, potion, 'leave it to me' look</i>).</p>

Overall judgement:

Level 4

Topic writing: Weather

Winter

Winter time of year is a lovely time. Snow slideing off the roof onto the ground, cars slideing, some on purpose, everywhere Children playing in the snow, snow comeing down hard, iceacltes hanging from the houses. I don't know anyone that doesn't like the winter. You will be unlucky not to get snow and you'll be very unlucky if it rains. But you will have to wrap up warm though. Even though we get quite a bit of snow, we have to remember the people that don't get any.

Adverbial phrases

(SSP)

Subordination

(SSP)

Initial section moves from the general to the specific to introduce topic

(TSO)

Snow activities

Sledging and snow ball fights are the classics. You won't see one village who doesnt have a big snowball fight or a good place to sledge in Britain. Some other activaties include skiing and snowboarding like Snowdonia, for that. Another favurate, with my friend is skidowing but, instead of a skidoo they use a Quad Bike.

Variation in sentence openings

(SSP)

Purpose of writing clear with some specific word choice

(CE)

Topic organised into sections with some development of content

(TSO)

Animals

You don't see many animals in the winter, there all curled up lovely hibernating. If you're an animal lover your to late, Automn's the time when animals are rushing around looking for food for there stomachs for the winter.

Addition of detail through use of a range of subordinate clauses, although some loss of grammatical accuracy and reliance on comma splicing

(SSP)

Food

I'm a fussy eater but theres loads of food that I like, my favourite though is the chocolate advent calendar wich leads up to christmas. If you ask

Viewpoint marks contrast between likes and dislikes

(CE)

Extended noun
phrase
(SSP)

my mum though they will say everything's nice
the mince pies, the turkey and the christmas
pudding. But one thing that I will understand why
you don't like it is the sprouts, if you don't no
what they are they are horrible little green ball
things, and if you ask me just like cabbage, wich
is horrible if you don't know.

Holidays

Tense mostly
consistent with
verb forms
adapted;
however some
inaccuracy in
verb – subject
agreement
(SSP)

In winter time there's not many places to go to
get away from the snow. You can go to Africa but
you'll be missing out on all the fun, so I suggest
you stay here.

My opinion

Winter is my favourate time of year, because
hopefull school gets closed, and the snow ball
fights and sledging is fun.

Whats your favourate time of year and why?

Sections
weakened by
limited content
(TSO)

Brief closing
statement
references
initial
viewpoint (TSO)

Commentary

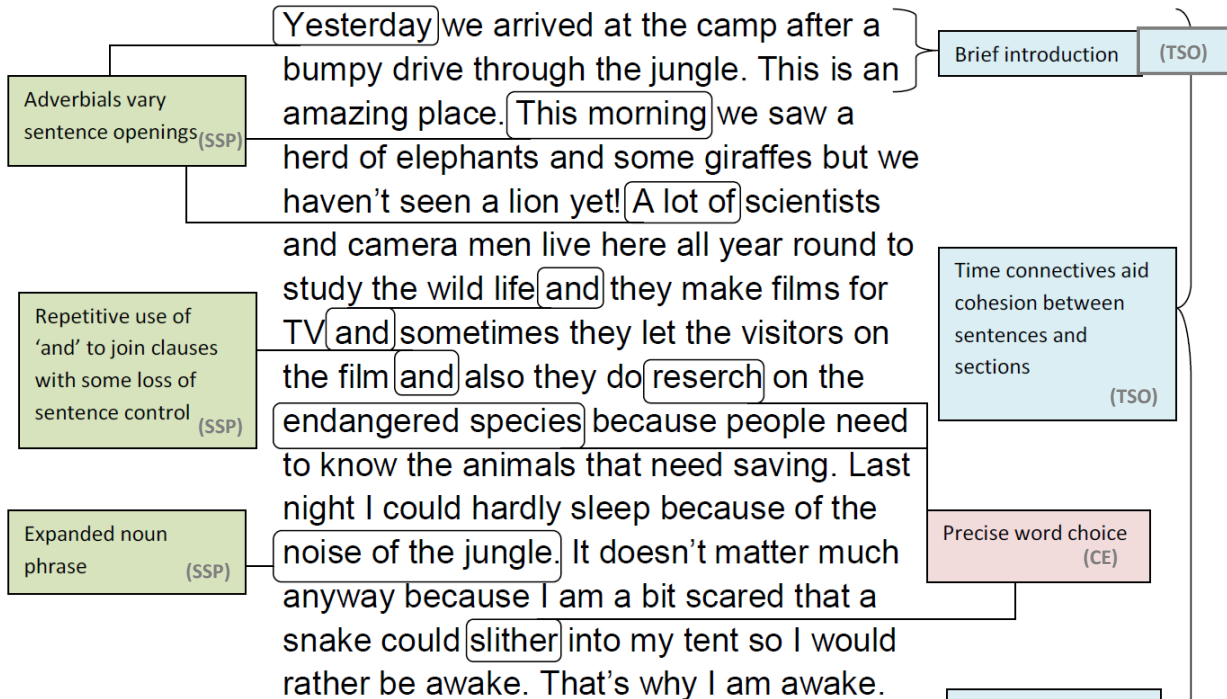
Sentence Structure & Punctuation (SSP)	Text Structure & Organisation (TSO)	Composition & Effect (CE)
<p>Sentences vary in length and structure, and are predominantly sound.</p> <p>There is some ambitious use of subordination, resulting in the loss of grammatical accuracy.</p> <p>Most sentences are demarcated with full stops and capital letters but there is some inconsistency in the use of the comma to divide clauses.</p>	<p>Subheadings organise information and ideas into sections.</p> <p>Topic sentences signal shifts in subject, although expansion within sections is somewhat restricted.</p> <p>The use of connecting devices is limited and cohesion across the piece is mostly secured through pronoun referencing.</p>	<p>The piece maintains its broad context. A balance of ideas, information and opinion is presented to interest and inform the reader.</p> <p>The writer's viewpoint is evident throughout.</p> <p>Although there is some use of subject specific vocabulary, word choice is often general and there is a lack of precise and vivid language.</p>

Overall judgement:

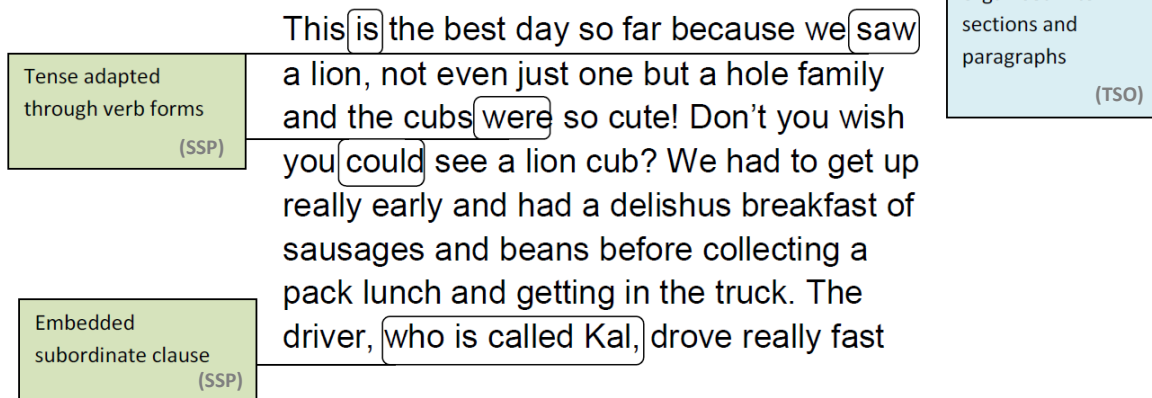
Level 4

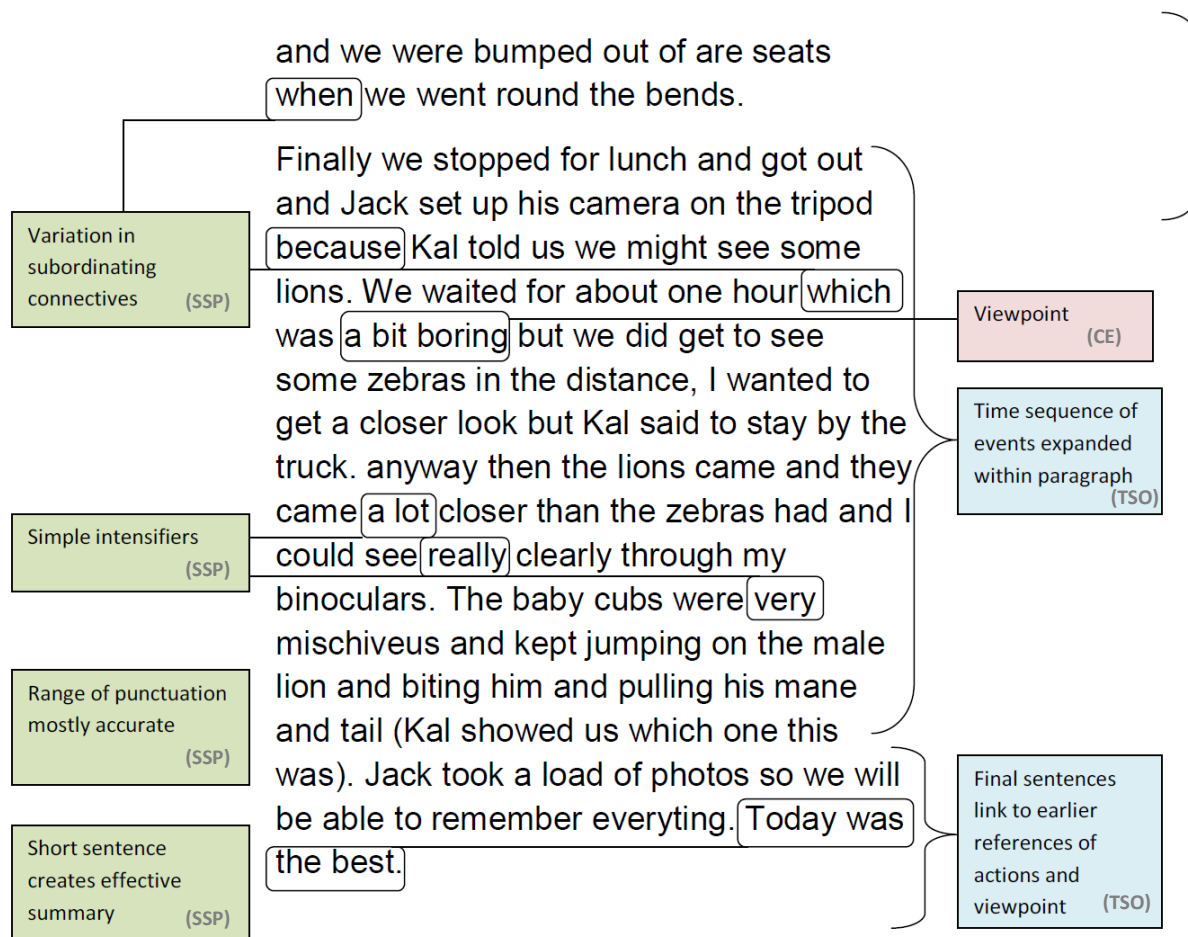
Safari Adventure Diary

Monday:



Tuesday:





Commentary

Sentence Structure & Punctuation (SSP)	Text Structure & Organisation (TSO)	Composition & Effect (CE)
<p>Sentence type and structure is varied with a range of connecting devices used to link clauses.</p> <p>Tense is well adapted, enabling the writer to move between the immediate present, the recent past and possible future memories.</p> <p>Simple intensifiers begin to create additional shades of meaning.</p> <p>Despite occasional errors in sentence demarcation, punctuation is varied and reasonably secure.</p>	<p>The text is organised under daily subheadings in keeping with the genre.</p> <p>Events and comments are somewhat disjointed, particularly with reference to the entry for 'Monday' where there is minimal development of topic sentences.</p> <p>Cohesion is strengthened towards the end through the expansion of detail within the final paragraph.</p>	<p>The purpose of the text is clear with a balance of events and comment aimed at creating interest for the reader.</p> <p>An informal style supports the inclusion of conversational opinion through which the writer's viewpoint is expressed.</p> <p>Word choice is relevant to the topic and there is some evidence of precise selection.</p>

Overall judgement:

Level 4