

## Key Stage 2 English writing – moderation

### Level 5 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.

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

## Key Stage 2 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 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 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"><li>- vary sentences for clarity, purpose and effect</li><li>- write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</li></ul>
text structure and organisation	<ul style="list-style-type: none"><li>- organise and present whole texts effectively</li><li>- sequence and structure information, ideas and events</li><li>- construct paragraphs and use cohesion within and between paragraphs</li></ul>
composition and effect	<ul style="list-style-type: none"><li>- write imaginative, interesting and thoughtful texts</li><li>- produce texts which are appropriate to task, reader and purpose</li></ul>

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"> <li>• 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.</li> <li>• Viewpoint may be indicated by simple comments or actions (<i>Mr. Grumpy was not very nice...apples are good to eat...</i>)</li> <li>• Some detail included through adventurous word choice appropriate to task (<i>a big, hairy caterpillar, Mr. Jones looked cross, bears are fierce...</i>)</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Some awareness of purpose through selection of relevant content and an attempt to interest the reader.</li> <li>• 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>).</li> <li>• Content may be imbalanced, e.g. led predominantly by dialogue.</li> <li>• A viewpoint (<i>opinion, attitude, position</i>), which may not always be consistent or maintained.</li> <li>• 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.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Writing is clear in purpose and incorporates relevant content to inform / engage the reader.</li> <li>• 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.</li> <li>• Content is balanced, e.g. between action and dialogue, fact and comment.</li> <li>• 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>).</li> <li>• 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.</li> </ul>

Level 5	<ul style="list-style-type: none"> <li>• Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader.</li> <li>• 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>)</li> <li>• 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>)</li> <li>• Established and controlled viewpoint with some development of opinion, attitude, position or stance.</li> <li>• 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>).</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Viewpoint is convincing and generally sustained throughout a piece (e.g. authoritative expert view, convincing characterisation, opposing opinions).</li> <li>• 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).</li> </ul>

## 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"> <li>• Primarily simple and compound sentences working towards grammatical accuracy.</li> <li>• 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>).</li> <li>• Clauses mostly joined with <i>and, but, so</i>.</li> <li>• Sentences usually demarcated by capital letters and full stops.</li> <li>• Possible use of question and exclamation marks and commas in a list.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Clauses mostly linked with simple connectives <i>and, but, so</i>.</li> <li>• May include complex sentences. Use of <i>when, because</i> or <i>if</i> may be repetitive.</li> <li>• Subjects and verbs often simple and frequently repeated (<i>We played, dogs are</i>).</li> <li>• Tense choice generally appropriate to task including some use of modals (<i>can, will</i>).</li> <li>• Some sentence variation created, e.g. direct speech; simple adverbials (<i>After tea</i>).</li> <li>• Noun phrases mostly simple (<i>my lunch</i>) with some limited expansion (<i>dark dungeon</i>).</li> <li>• Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists. Some use of speech punctuation.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination.</li> <li>• 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.</li> <li>• 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>).</li> <li>• Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility (<i>might, could, should</i>).</li> <li>• Simple shades of meaning may be used to intensify or emphasise (<i>very large, quite slowly</i>)</li> <li>• 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.</li> </ul>

Level 5	<ul style="list-style-type: none"> <li>• Variety in sentence length, structure and subject to help expand ideas, convey key issues/facts or provide emphasis, detail and description.</li> <li>• Different sentence types, e.g. questions, direct / reported speech, commands (<i>Turn upside down</i>) used appropriately.</li> <li>• 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>).</li> <li>• Emphasis may be created through word order, accurate adaptation of verb phrases, and use of passive (<i>the centre has been visited often</i>).</li> <li>• 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>).</li> <li>• Additional words and phrases contribute to shades of meaning, e.g. adverbs (<i>extremely</i>).</li> <li>• Range of punctuation used, almost always correctly, e.g. brackets, dashes, colons.</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• Controlled use of a variety of simple and more complex sentences contribute to clarity of purpose and overall effect on the reader.</li> <li>• 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>).</li> <li>• Subordinate connectives may be manipulated for emphasis or to nominalise for succinctness (<i>Because of that, he failed.</i>).</li> <li>• 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>).</li> <li>• Additional words and phrases are used for precision and impact (<i>exceptional result, insignificant amount</i>)</li> <li>• Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures.</li> </ul>



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

Level 5	<ul style="list-style-type: none"> <li>• Overall organisation of text is supported by paragraphs or sections which enable coherent development and control of content across the text.</li> <li>• Relationships between paragraphs or sections give structure to the whole text e.g. links make structure between topics clear; connections between opening and ending.</li> <li>• Sequencing and structured organisation of paragraphs and/or sections contributes to overall effectiveness of text.</li> <li>• Information / events developed in greater depth within paragraphs and / or sections.</li> <li>• Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.</li> <li>• 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>).</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Some paragraphs and/or sections are shaped and developed to support meaning and purpose (priority subjects/events/ideas developed in greater detail and depth).</li> <li>• 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).</li> </ul>

Minilaus's Box: Myth based on Pandora's Box

Right on the pinnacle of Mount Olympus, there lived a perfect couple called Minalous, who had hair as blue as the calm sea, and Homasono who had eyes like a burning fire. They were happy in their mountain home, but a terrible event was about to happen.

Concise opening paragraph sets the scene. (TSO)

Varied verb forms used to develop meaning although some imprecision (SSP)

One day, as they bathed in the sun, their best friend, Neptune, visited them. "May you look after this box, whilst I'm away?" asked Neptune, ever so politely. He pulled out a wooden box, decorated with animals so small you couldn't see what they were. It was locked with a small brass chain and key, and on the lid sat a delicate, silk butterfly surrounded by bees. "What a beautiful box" whispered Homasono.

Adverbials create link to opening paragraph. Precise pronoun referencing aids cohesion (TSO)

Alliteration used to expand noun phrase (CE)

"Just one thing, don't open it," warned Neptune. Minalaus snatched the box from Neptune and took a closer look. "Don't be so hasty my marvalous, mighty Minalaus", said Neptune.

Individual paragraph developed to expand on main events and action (TSO)

Range of punctuation: commas mark clauses; correct use of semi-colon; speech marks; apostrophes for possession and omission; ellipsis; question and exclamation marks (SSP)

"This may be a beautiful box but you must resist from opening it".

Balance between direct speech and action to move story on (TSO)

"It will be safe with us" replied Minalaus. But in his mind he was desperate to look inside.

Appropriate use of questioning (SSP)

As the days, months and years past, the temptation of opening the box grew. Minalaus wondered what could be in their Gold and jewels? Fine clothes? Sumpchius food? Finaly his conscience took over him. He stepped closer.

Controlled use of subordinate clauses (SSP)

And closer... and closer until he was in arms reach; when he was sure no-one was looking, he quickly opened it.

Repetitive phrases help build suspense (TSO)

Variety in length and focus of sentences helps create impact (SSP)

Nothing was there. He peered in. "Ouch!" A swarm of bees flew out of the box and stung him on the face. Minalaus watched the bees fly away from the mountain to the carpet of flowers below.

Meanwhile a soft voice echoed from inside the box. "Open me".

Additional words create shades of meaning (SSP)

He knew he shouldn't, but he was still curious, so he did and out flew three butterflies which flitted down the valley after the bees.

Range of connecting devices supports cohesion (TSO)

It was the talk of the village. The bees had seemed especially angry and many women and children had been stung but then the butterflies flew in and as if by magic, everyone appeared to recover. A few days later Neptune arrived at the door of Minalaus. "You did not listen" said Neptune, in a stern voice. "You have behaved

Use of passive emphasises effect of Neptune's anger on Minalaus (SSP)

foolishly. You released death and suffering, hunger and thirst. Thankfully you then let out Joy, hapiness and hope." Minalaus could clearly see the anger in his face. He was filled with guilt and knew what he must do. He slammed the door and ran, he picked up the box in a sprint and ran two thirds of the way into the forest. "I must burn this evil box" he shouted.

Viewpoint controlled (CE)

Controlled use of subordinate clauses  
Incorrect verb/noun agreement (SSP)

As smoke rose from the box, Minalaus saw the souls of the dead, which was condemned by the box. He saw the burning eyes of Homasono and did not want to live. He jumped into the fire.

Closing paragraph links to opening giving structure to whole text. (TSO)

## Commentary

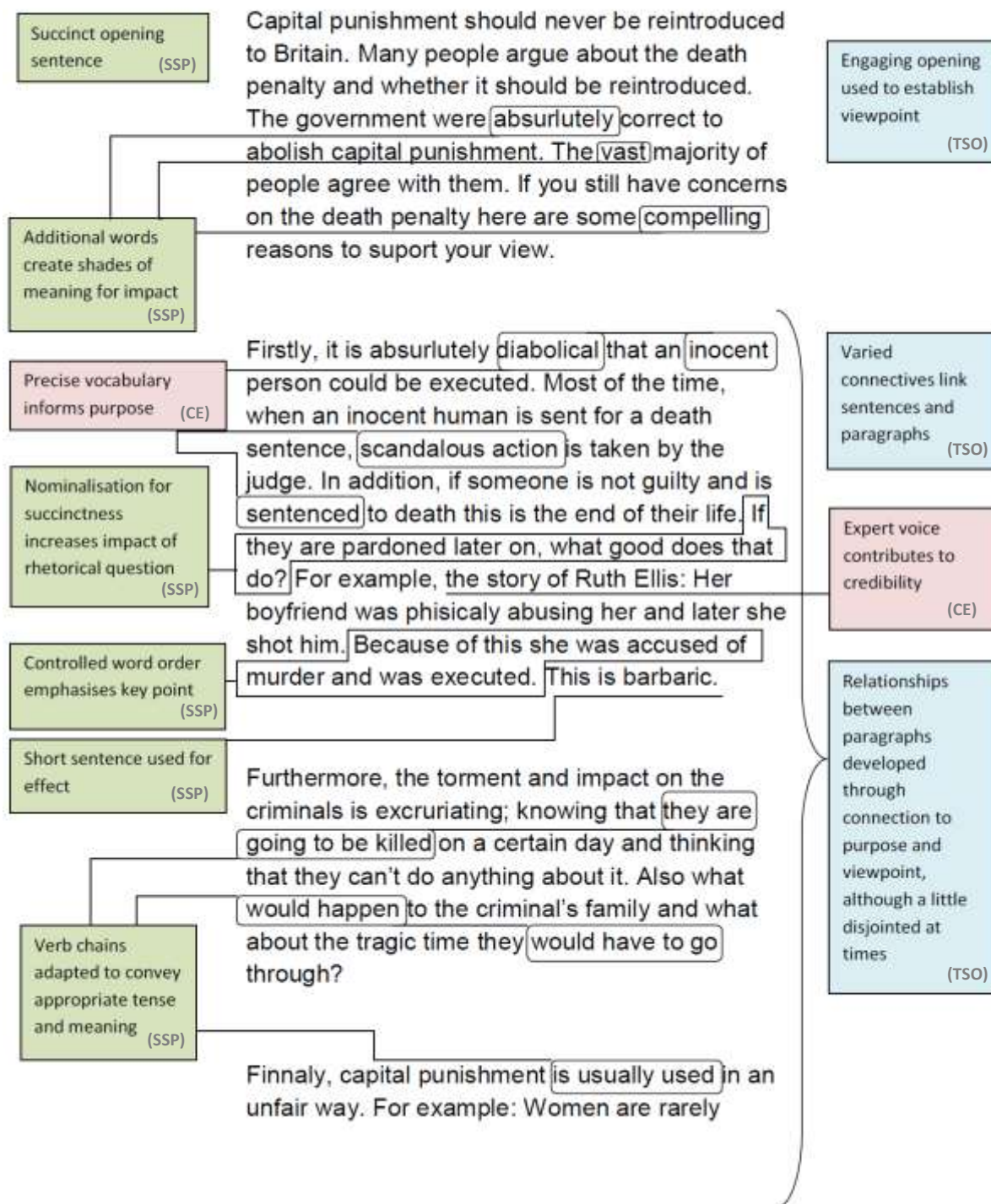
Sentence Structure & Punctuation <small>(SSP)</small>	Text Structure & Organisation <small>(TSO)</small>	Composition & Effect <small>(CE)</small>
<p>Meaning is developed through the controlled use of a variety of sentence structure and verb forms, including the use of the passive, a range of subordinating conjunctions and short sentences for effect.</p> <p>Where inaccuracies occur, sentence structure tends to be ambitious.</p> <p>Additional words, phrases and clauses are used to aid precision and create shades of meaning.</p> <p>A range of punctuation, which is mostly accurate, gives clarity to the text.</p>	<p>Individual paragraphs are shaped and developed with relevant detail.</p> <p>A range of cohesive devices, e.g. adverbial phrases, connectives and the use of pronoun references, aid linkage throughout the text.</p> <p>Overall text structure is enhanced by the chronology of events and actions through time connectives, a balance of speech and action and the contrasting content of sections. The link between the closing and opening paragraph provides coherence to the whole text.</p>	<p>Use of the narrative voice is sustained throughout the piece of writing. Choice and placing of content is informed by purpose, e.g. from the initial happiness of Minalaus to his eventual torment and demise.</p> <p>The viewpoint of both of the main characters is controlled and developed.</p> <p>An appropriate range of stylistic devices contribute to the overall impact on the reader, e.g. figurative language and patterning.</p>

Overall judgement:

Level 5

## Persuasive writing

### The Death Penalty – Never Again



Range of punctuation: commas mark clauses; semi-colon; colons; apostrophes for possession and omission; brackets; question marks. (SSP)

executed even though a high percentage of murders are committed by them. In addition, many eminent scientists say that the death penalty doesn't decrease murder. The real truth is that there are lots of other outrageous crimes (guns, knives and fights).

In conclusion to all the arguments it's very clear to me that capital punishment should not be reintroduced to Britain.

A dead person cannot be brought back to life?

Final paragraph reinforces opening statement, conveying controlled and sustained viewpoint

(TSO)

### Commentary

Sentence Structure & Punctuation (SSP)	Text Structure & Organisation (TSO)	Composition & Effect (CE)
<p>Sentence structure is varied and controlled, whilst adaptation of verb forms, contributes to the powerful voice in this piece.</p> <p>Word order is manipulated to emphasise key points.</p> <p>A range of punctuation is used to provide clarity, although there are occasional errors where sentence structure becomes ambitious.</p>	<p>Content is organised in paragraphs with reasonable expansion of relevant detail.</p> <p>Cohesion is strong with a range of connectives used to link ideas and information within and between paragraphs.</p> <p>Correlation between the opening and final passage draws the piece to an effective conclusion.</p>	<p>The direct voice of the writer is maintained throughout this engaging piece.</p> <p>Viewpoint is consistent with the inclusion of 'expert' comments lending credibility to the writer's stance.</p> <p>A broad range of persuasive and emotive language enhances the style of the writing, augmenting the impact of the speech on the reader.</p>

Overall judgement:

Level 5