

Torbay Literacy Folio 10F

Instructional Writing Assessment Criteria and Success Criteria in Child Speak Guidance for Headteachers and Literacy Coordinators

Changes to this document:

- Addition of foundation stage profile assessment criteria
- Slight redraft of level 2 in line with QCA KS1 teacher assessment trial
- Reorganisation of headings and columns to reflect the order of writing assessment focuses (Sentence/ Text/ Word → Text/ Sentence/ Word).
- Addition of instructional writing key features and success criteria in child speak (to provide a child friendly alternative, and/or writing target statements)

How should these documents be used?

Assessment folios have now been combined with the child speak success criteria folio to provide a range of support to teachers and children.

1. Teachers should use the key features of the text type or the success criteria to inform differentiated child-friendly success criteria for the writing and share this with the children (ideally, these success criteria should be drawn up by the class while studying the text type).
2. Teachers should then set the writing task (at the end of a block of work) asking the children to include as many of the success criteria as possible.
3. Teachers should then select the appropriate mark scheme for the writing they will be assessing e.g. narrative, or find the appropriate part of the child speak success criteria
4. Teachers should then identify within which level the child is working by scanning through the mark scheme/ success criteria. The page for that level should then be highlighted/ annotated to show what the child has achieved within this piece of work.
5. Teachers can then identify gaps on the mark scheme/ success criteria and set targets for the child. Ideally, to make the teaching of targets more manageable, areas for development should be grouped for groups or for the whole class.

Key Features - Instructional Texts

Purpose: to tell someone how to do or make something

Example: instructions for a craft activity

Text Structure

- Title or opening sets out what's to be achieved
- Starts with a list of items required
- Often accompanied by diagram(s)
- Sequenced steps in order to achieve the goal – what to do in time order
- Skeleton framework – a flowchart

Language features

- Usually written in the imperative, present tense (some instructions require third person narrative)
- In time order (often numbered steps and/or time connectives)
- Clear, concise language, e.g. adjectives and adverbs chosen for clarity rather than vividness and effect.
- The author addresses an anonymous reader, not a named individual.

Common forms of instruction text

- Recipe
- Technical manual (e.g. for car, a computer)
- Non-fiction book (e.g. sports skills, art)
- Timetable, route finder
- List of rules
- Posters, notices, signs
- Sewing or knitting pattern
- Instructions on packaging (e.g. cooking or washing instructions)

p. 40, *How to teach Writing Across the Curriculum at KS2*, Sue Palmer, David Fulton Publishers

Instructions

Level	Composition and Effect Text Structure and Organisation <i>AF1 Writing imaginative, interesting and thoughtful texts.</i> <i>AF2 Produce texts which are appropriate to task, reader and purpose</i> <i>AF3 Organise and present whole texts effectively, sequencing and structuring information, events and ideas</i> <i>AF4 construct paragraphs and use cohesion within and between paragraphs</i> <i>AF7 Select appropriate and effective vocabulary</i>	Sentence Structure and Punctuation <i>AF5 Vary sentences for clarity, purpose and effect</i> <i>AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</i>	Spelling and Handwriting <i>AF8 Use correct spelling</i>
W	<p>Experiments with mark making, sometimes ascribing meaning to the marks. FSP Uses some clearly identifiable letters to communicate meaning e.g. letters from own name. Often no sound/symbol match. FSP</p> <p>Represents some sounds correctly in writing, e.g. attempts at writing words include some appropriate letters, usually in the initial position. FSP</p> <p>Write their own names and other words from memory e.g. key words, names of other family members. FSP Attempt writing for a variety of purposes, using features of different forms e.g. a set of instructions. FSP</p>		<p>Joins in with rhyming and rhythmic activities Shows an awareness of rhyme and alliteration Handwriting Engages in activities requiring hand-eye coordination Draws lines and circles using gross motor movement FSP Links some sounds to letters for example letters in his/her name, and is able to recognise them. FSP Handwriting Begins to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters .FSP</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet (4) • Hear and say initial and final sounds in words. (5) • Hear and say short vowel sounds within words. (6) • Use their phonic knowledge to read simple regular words (linking sounds and letters 7) • Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. (Writing 7) • Attempts to read more complex words, using phonic knowledge (8) <p>Handwriting - holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed, e.g. anticlockwise movement and retracing of vertical lines when appropriate.FSP</p>
1c	<p>Level Descriptor: Pupils produce recognisable letters and words or symbols to convey meaning. Some recognisable letters, groups of letter, words or phrases which may be an attempt to write instructions. Writing needs to be mediated to be understood</p>	<p><i>Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences. (9)</i></p>	<p>Level descriptor: Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.</p>
1b	<p>Level Descriptor: Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation.</p> <p>Writing conveys some recognisable instructions or points for the chosen procedure, eg simple words and phrases, mainly in an appropriate order. Numbering may be used.</p>	<p>Level descriptor: They begin to show an understanding of how full stops and capital letters are used. Meaningful words and phrases, some of them expressing ideas in sentence like structures.</p> <p>Some parts of the writing may be abbreviated or disjointed. There may be omissions in some sentences.</p> <p>Some awareness shown, in writing or discussion, of how full stops are used</p>	<p>Level descriptor: Most letters are clearly shaped and correctly orientated.</p> <p>Writing is legible. Letters are usually correctly formed and orientated.</p> <p>Generally upper and lower case letters are not mixed within the word.</p>
1a	<p>Level descriptor: Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary A short series of points about the procedure; purpose may be unclear, for example may simply describe or may omit important facts. Some detail included, not always appropriate to task.</p>	<p>Level descriptor: Pupils make some use of full stops and capital letters. Pupils make some use of full stops and capital letters.</p>	<p>Level descriptor: Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.</p>

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2C	NC Level descriptor: Writing communicates meaning clearly...using appropriate and interesting vocabulary and showing some awareness of the reader. <ul style="list-style-type: none"> ○ Procedure generally clear to the reader, with vocabulary choices identifying its main aspects (<i>put down your hymn book; you need to tie back your hair</i>) ○ Child can sustain writing ○ Ideas are relevant ○ Some connection between ideas ○ Writing is structured using simple, chronological order 	NC level descriptor: Sentences sometimes demarcated by full stops and capital letters <p>Mainly correct formed imperatives (<i>put an apron on</i>) or timeless present-tense statements using general <i>you</i> or <i>we</i> (<i>you have to sit up straight; we line up</i>).</p> <p>Sentences sometimes demarcated by both capital letters and full stop.</p> <p>Some ideas joined together using simple conjunctions (and, then, so)</p>	<ul style="list-style-type: none"> ○ Letters correctly formed and orientated ○ <i>Handwriting legible but may not be consistent.</i> ○ <i>Some common words spelt correctly, alternatives show reliance on phonics and some visual patterns.</i> ○ <i>Attempts at phonetic spelling - not always comprehensible.</i>
2B	<p>A series of instructions or generalised expectations for the chosen procedure in chronological (or other appropriate) order. Ideas are mainly connected, e.g. by numbering</p> <p>Some use of informative style, for example simple lists of imperatives and appropriate vocabulary. May attempt to explain reasons for instructions of may simply give list. Some superfluous information may be included.</p> <p>Writing may be unfinished or rushed</p>	<ul style="list-style-type: none"> ○ Predominantly simple imperative sentences, often without explanation. ○ Simple connectives may indicate order (<i>first wash your hands; then get the toothpaste</i>). ○ Adverbs (<i>quietly</i>) or adverbial phrases (<i>in the hall</i>) may be simple in vocabulary and structure ○ Some Sentences are structured in different ways (mainly simple and compound). ○ Some ideas are connected to explain and give more detail ○ Some use of punctuation which may show some confusion e.g. full stops, question marks ○ May be some use of punctuation within the sentence e.g. comma in list, possessive apostrophe. 	<ul style="list-style-type: none"> ○ <i>Some irregular letter formation.</i> ○ <i>Spelling reflects growing knowledge of whole word structure with an awareness of visual patterns and recall of letter strings.</i> ○ <i>Spelling attempts are phonetically plausible</i>
2A	<ul style="list-style-type: none"> ○ Some reference between sentences (pronouns, repeated/ related vocabulary) ○ Text is structured appropriately for task ○ Child uses a range of ways of engaging reader's interest. ○ Main ideas are linked together with possible use of line breaks, numbers, time related words and phrases, labelled diagrams. ○ Wide vocabulary with some imaginative choices. 	<ul style="list-style-type: none"> ○ Construction of clauses usually grammatically accurate. ○ Some use of subordinate clauses joined by a range of conjunctions (because, so, if, when) ○ Sentence types are varied (statements, questions and exclamations) ○ Punctuation and use of capital letter is accurate at the beginning and end of sentences. ○ Use of question mark and exclamation mark ○ Some use of punctuation within a sentence e.g. comma in a list, possessive apostrophe, ellipsis 	<ul style="list-style-type: none"> ○ Writing may be a controlled, printed style with letters generally neat and regular in size, ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting. ○ <i>Spelling almost accurate, errors are phonetically plausible.</i>

Bold National Curriculum Level descriptor; 2002 Sample 2003, 2004 QCA mark schemes; *Old QCA mark schemes*, Statements from QCA KS1 teacher assessment trial guidance.

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3	<p>NC Level descriptor: Writing is organised, imaginative and clear. Main features of different forms used appropriately and beginning to adapt to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest.</p> <p>All, or almost all, relevant instructions for chosen procedure presented in clear chronological (or other appropriate) order.</p> <p>Instructions include some of the main features of form (eg manufacturer's leaflet). Explanation elements may be minimal. Selection of the material generally apt and of potential use to user, but may focus on trivial aspects of procedure at expense of more important information.</p> <p>Organisation consistently signalled by numbering, line breaks or paragraphing.</p> <p>Some evidence of viewpoint, eg instructions related to overall purpose; author as advisor; sustained authoritative or advisory stance.</p> <p>Attempts at formal tone of address but authoritative tone not sustained (...or they might get ruined and you would be sad)</p> <p>Features and stages of procedure clear to the general reader.</p> <p>Precise vocabulary choices (<i>1 line up quietly. 2 Collect hymn books from Beth and James...; start cleaning your teeth in circles</i>).</p> <p>Content of each section may not adhere strictly to heading.</p> <p>Reference chains/vocabulary help maintain links between ideas (<i>your boots, them</i>)</p> <p><i>Events are related to each other though not necessarily well paced.</i> <i>Points are dealt with systematically.</i> <i>Imagination is shown by the inclusion of some details</i> <i>There is some indication of the writer's role e.g. direct instruction</i> <i>Basic conventions of layout and design are used appropriately</i></p>	<p>NC Level descriptor: Grammatical structure of sentences correct. Full stops, caps and question marks usually accurate.</p> <p>Consistent use of the imperative form results in:</p> <ul style="list-style-type: none"> an economical list of simple but precise instructions (<i>1 take the brushes out of the paint pots. 2 Put the paint pots by the sink...</i>) or more complex sentences, with adverbial phrases clarifying relations in time and space or expanded noun phrases adding precision (<i>when settled in the hall listen to the teacher who is speaking; wet your toothbrush and put a pea sized but of toothpaste on it; if you have a cut put a blue plaster on it</i>). <p>Strings of simple or compound imperatives, not always full sentences.</p> <p>Clauses mostly linked by connectives such as <i>then, when, if</i> or <i>so</i>. Within them verbs, and subjects if used, frequently repeated (<i>Do..., do..., don't, you must.</i>).</p> <p>Noun phrases mostly simple with some expansion (<i>the red button</i>).</p> <p>Some variation in word order to highlight meaning.</p> <p>All, or almost all of the instructions have correct capital letters and full stops exclamation and question marks, There may be some use of commas in lists.</p> <p><i>Mainly simple sentences but some more extended.</i> <i>Within sentences subjects and verbs generally agree.</i> <i>Simple connectives show relationship between ideas.</i></p>	<p>Handwriting is neat and regular in size.</p> <p>There is evidence of fluency and the ability to join letters.</p> <p>The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.</p> <p>NC level descriptor: Spelling usually accurate including common polysyllabic words.</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> Some confusion of common homophones eg no/know; your/ you're Errors of word division eg alot, infact Errors in poly syllabic words are phonetically plausible eg terned/ shorely

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4	<p>NC level descriptor: Writing is lively and thoughtful. Ideas are often sustained and developed in interesting ways. Organisation is appropriate for the purpose and audience.</p> <p>The purpose of the leaflet is clear. A suitable balance of information, instruction and advice relating to procedure given under appropriate headings.</p> <p>Formal tone of address and impersonal voice established and maintained in attempt to help reader.</p> <p>Consistent informative style, usually with some explanation, unless style adopted is deliberately minimal, for example short direct bullet points. Imaginative detail and precise vocabulary may be included for effect, for example to engage as well as inform.</p> <p>Appropriate content grouped together within each section although may not be well balanced. New sections/paragraphs sometimes introduced by main/general sentence.</p> <p><i>Coherent and well paced.</i> <i>Beginning/middle/end suitably distinguished and events logically related.</i> <i>Appropriate opening and ending.</i> <i>Points are clearly expressed and logically ordered.</i> <i>Evidence of attempts to engage the reader</i> Paragraphing mostly used appropriately. <i>Effective use of layout and design.</i></p>	<p>NC Level descriptor: Beginning to use grammatically complex sentences extending meaning. Beginning to punctuate within a sentence.</p> <p>Sentences are structured for clarity either through repetition for emphasis or variation to alter focus, for example use of expanded noun phrases or imperatives (<i>take boots; you must/may take boots; boots should be taken; Do not take...; Never...</i>).</p> <p>Some subordinating connectives used (<i>if, because, when</i>) and some variation in subjects of sentences.</p> <p>Ellipsis may be found (<i>if dissatisfied, return to shop</i>).</p> <p>Tenses generally consistent and modal verbs used.</p> <p>Some correct use of commas within sentences to mark phrases or clauses. Sentence punctuation may be absent if an alternative method of demarcating instructions is adopted, for example bullet points, numbering and line breaks (or a combination of these)</p>	<p>NC level descriptor: Handwriting fluent, joined and legible.</p> <p>Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.</p> <p>NC level descriptor: Spelling accurate including polysyllabic words which conform to regular patterns.</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> • Some confusion of more complex homophones eg course/ coarse, breaking/ brakeing • Phoneme omission (eg rem [em] ber • Errors in using suffixes and prefixes eg tryed, familys, dissappear, hoping/hopeing/ hopping

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5	<p>NC level descriptor: Writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.</p> <p>Secure use of instructional/informative form establishing context and purpose: effective adaptation of writing forms, for example contrasting longer explanation with short note-form 'tips', as appropriate.</p> <p>Formal tone of address to reader sustained throughout. Authoritative voice is established and controlled, may vary between conversational tone and strong imperatives. May show recognition that readers will have varying needs by presenting alternatives to suit reader's potential problems/enquiries (<i>to change size of boots, call helpline and say SHOE SIZE</i>).</p> <p>Style may be formal but friendly. Stylistic choices maintain reader's interest, for example personal appeal or detailed explanation. Selection of content totally appropriate and imaginative.</p> <p>The content is appropriately grouped under given headings with important ideas given prominence.</p> <p><i>Evidence of awareness of the reader and attempts to engage interest are often sustained</i> <i>Secure grasp of genre.</i> <i>Paragraphs are confidently used to group ideas, e.g. mark main divisions of narrative, structure arguments in non-narrative.</i> <i>Well structured and convincing</i> <i>Design and layout are used imaginatively.</i></p>	<p>NC level descriptor: Simple and complex sentence structures used effectively.</p> <p>Compound and complex sentences may be used, with some variety of construction and connectives (<i>although, which, unless</i>), or they may be deliberately succinct.</p> <p>Expanded phrases and clauses build up relevant detail and information.</p> <p>Shades of meaning established through use of qualifying words and phrases (<i>completely; should; can</i>).</p> <p>Meaning developed through use of complex verb phrases (<i>must always be kept</i>); tense changes and modal verbs managed appropriately.</p> <p>Passive constructions used (<i>boots must be stored; it is recommendable</i>).</p> <p>May adopt different approaches within sections, for example introductory paragraph with full sentences followed by bullet points.</p> <p>Some internal sentence punctuation, for example dashes, brackets</p> <p><i>Sentence structure is chosen to fulfil the writer's purpose.</i> <i>Range of connectives used to give order and emphasis.</i> <i>Word order altered to sustain interest.</i> <i>The chosen level of formality is appropriate and sustained.</i></p>	<p>NC level descriptor: Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.</p> <p>The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.</p> <p>NC level descriptor: words with complex regular patterns are usually spelt correctly.</p> <p>Likely errors:</p> <ul style="list-style-type: none"> • Incorrect hyphenation of some compound words re-act/ grand-father <p>Errors in more complex suffix formations eg responsible/ responsible; physicy; basicly</p>

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6+	<p>NC Level descriptor: 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... Ideas are organised into paragraphs</p> <p>Content well focused on the function of each section, giving balance of instruction, advice, information and explanation within the text as a whole. Important details given most prominence.</p> <p>Viewpoint well controlled, for example a convincing voice in impersonal style appropriate for form, for example may choose to be persuasive, stimulating, patronising.</p> <p>Clear and detailed information expressed precisely, calling on a range of stylistic devices. Every statement serves a purpose within the overall context.</p>	<p>NC level descriptor: Pupils use a range of sentence structures. A range of punctuation is usually used correctly to clarify meaning.</p>	<p>NC level descriptor: Handwriting is near and legible.</p> <p>NC level descriptor: Spelling is generally accurate including that of irregular words</p> <p>Likely patterns of error:</p> <ul style="list-style-type: none"> • Errors with unstressed vowels eg dependant; definately; • Consonant doubling in more difficult words eg embarrassment; occassionally; adress

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Instructional Text Success Criteria		
NC Level	Assessment Focuses: Sentence structure Punctuation	Assessment Focuses: Composition and effect Text structure and organisation
1	<ul style="list-style-type: none"> • I can write down my ideas using words and phrases. • Sometimes I remember to use full stops and capital letters 	<ul style="list-style-type: none"> • I can write instructions or points that can be read by others. • I can write my instructions in the right order • I can use numbering to organise my ideas.
2	<ul style="list-style-type: none"> • I can begin each instruction with a “bossy” verb (imperative) • I can use connectives to tell my readers the correct order (first, then) • I can use “how, when and where” words and phrases (adverbials) in my instructions (quietly, in the hall) • Each instruction is complete and makes sense on its own. • I usually remember to use full stops and capital letters. 	<ul style="list-style-type: none"> • I can explain all of the procedure clearly. • I can write my instructions in chronological order. • I can link each of my points together. • I choose appropriate vocabulary for my instructions.
3	<ul style="list-style-type: none"> • I can consistently use “bossy” verbs (imperatives). • I can write simple but precise instructions • I can include some complex sentences within my instructions, mainly using “then”, “when”, “if” or “so” to join my ideas together. • I can use a “how, when or where” word (adverbials) • I can use adjectives to add information and precision to my instructions. • My instructions have correct capital letters and full stops, exclamation marks and question marks. • I can use commas in lists. 	<ul style="list-style-type: none"> • I can organise my instructions into clear chronological order. • I can write instructions which are presented appropriately for the form (e.g. recipe, rules for playing a game, manufacturer’s leaflet) • I can use numbering, line breaks or paragraphing to organise my instructions. • I can show my reader my viewpoint e.g. as an expert, advisory tone • I can write formally, where necessary • I can choose words precisely • I can refer back to items in previous points using pronouns.

Instructional Text Success Criteria

NC Level	Assessment Focuses: Sentence structure Punctuation	Assessment Focuses: Composition and effect Text structure and organisation
4	<ul style="list-style-type: none"> • I ensure that my instructions are clear by using repetition or varying the openings of my sentences. • I can use “if”, “when” or “because” to join my ideas together to make complex sentences. • I can write in a consistent tense. • I can use commas within my sentences to mark phrases and clauses. • I can use bullet points, numbering or line breaks to punctuate my instructions. 	<ul style="list-style-type: none"> • I can clearly describe the purpose of my instructions. • I can organise my instructions using headings. • I can include information and advice within my instructions. • I can write in a formal tone, when required. • I can write in a consistent informative style, with some explanation. • I can group similar points together. • I may use a topic sentence to introduce each new section of my instructions.
5	<ul style="list-style-type: none"> • I can use a range of sentence types within my instructions. • I can vary my sentence structure. • I can use conjunctions such as “although”, “which” and “unless” to write complex sentences. • I can add detail to my instructions using adjectives and adverbial words and phrases. • I can use a range of verb phrases or tense changes to make my meaning clear. • I can use passive voice when required (it is recommended) • I can change the way I present my information e.g. full sentences within my introductory paragraph and bullet points for the sequence of instructions. • I can use commas, brackets or dashes within my sentences. 	<ul style="list-style-type: none"> • I can clearly establish the purpose and context of my instructions. • I can use a formal tone of address throughout my instructions, when appropriate. • I can engage my reader by using personal appeal or detailed explanation. • I can select imaginative and appropriate points to make within my instructions. • I can organise my instructions with headings. • I ensure that my important points are stressed.