

Poor Kids Report

Benchmarks/Success Criteria

Level 2	Level 3
<ul style="list-style-type: none"> • Spells most words correctly. • Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate. • Writes most sentences in a grammatically accurate way. • Uses sentences of different lengths and types and varies sentence openings. • Links sentences using a range of conjunctions. • Uses paragraphs to separate thoughts and ideas. • Writes in a fluent and legible way. • Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. • Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions. • Uses notes and/or other sources to develop thinking and create new texts. • Acknowledges sources making clear where the information came from. 	<ul style="list-style-type: none"> • Spells most words correctly including unfamiliar or specialist vocabulary. • Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate. • Writes almost all sentences in a grammatically accurate way. • Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition. • Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument. • Writes in a fluent and legible way. • Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language. • Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics. • Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts. • Uses and acknowledges sources appropriately.

<ul style="list-style-type: none"> • Organises information in a logical way. • Selects relevant ideas and information. • Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. • Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. • Uses tone and vocabulary appropriate to purpose. • Uses appropriate style and format to convey information applying key features of the chosen genre. • Includes relevant ideas, knowledge and information. • Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. • Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. 	<ul style="list-style-type: none"> • Organises ideas and information in a logical order using linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure. • Selects relevant ideas and information including supporting detail or evidence. • Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing. • Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre. • Uses appropriate tone and vocabulary for purpose and audience. • Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. • Includes relevant ideas/knowledge/information with supporting detail or evidence. • Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification. • Uses own words to make and organise notes, selecting key information. • Uses notes to create new texts that show understanding of the issue/subject.
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