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| **Excellent Achievement** | **High Achievement** | **Satisfactory** | **Limited Achievement** |
| Effectively creates a well-balanced detailed discussion text with careful consideration towards purpose and target audience, applying the correct structure. | Effectively creates a balanced discussion text with consideration towards purpose and target audience, applying the correct structure. | Create a discussion text for a specific purpose and target audience using correct structure. | Create a discussion text with some knowledge of purpose and target audience with emerging text structure. |
| Consistently demonstrates and applies grammar conventions and applies precise vocabulary to enhance text cohesion and structure.   * Effective descriptive language to enrich the noun or verb groups. * Precise Tier 2/3 vocabulary drawn from a range of sources. * Accurately applies linking devices and text connectives. | Frequently demonstrates and applies grammar conventions and makes well considered vocabulary choices to enhance text cohesion and structure.   * Descriptive language to enrich the noun or verb groups. * Applies Tier 2/3 vocabulary drawn from a range of sources. * Applies linking devices and text connectives. | Demonstrates an understanding of grammar conventions and makes considered vocabulary choices to enhance text cohesion and structure.   * Sentence enrich with noun or verb groups. * Incorporates Tier 2/3 vocabulary drawn from a range of sources. * Use of linking devices and text connectives. | Demonstrates some understanding of grammar conventions and attempts to choose vocabulary to enhance text cohesion and structure.   * Sentence has noun or verb groups. * Includes limited Tier 2/3 vocabulary. * Attempting the use of linking devices and text connectives. |
| Consistency demonstrates editorial choices based on criteria and applies spelling and punctuation for clarity.   * Accurate use of homophones like their and there. * Accurately spells more complex words by applying their understanding of base words, prefixes, suffixes, morphemic words families and spelling generalisations e.g. bottomless. * Large core of high frequency words. | Frequently demonstrates editorial choices based on criteria and applies spelling and punctuation for clarity.   * Correct use of homophones like their and there. * Accurately spells more complex words by applying their understanding of base words, prefixes, suffixes, morphemic words families and spelling generalisations e.g. bottomless * Large core of high frequency words. | Demonstrates editorial choices based on criteria and uses correct spelling and punctuation for clarity.   * Including homophones like their and there. * Uses common prefixes, suffixes and double letters and morphemic words families, spelling more complex words e.g. bottomless * Large core of high frequency words. | Demonstrates an understanding of the importance of making editorial choices based on criteria and attempts to use correct spelling and punctuation for clarity.   * Attempts to spell homophones like their and there. * Attempts to use common prefixes, suffixes and double letters and morphemic words families and applies known spelling generalisations e.g. bottomless. * Large core of high frequency words. |