

Moderation of Writing: Second Level



Name _____ Class _____ Genre _____ Date _____

Organiser/ Experiences and Outcomes			Benchmarks
Enjoyment and Choice LIT 1-20a / LIT 2-20a			
Selects texts to enjoy and comments on reasons for choice. Explains preference for certain sources	Regularly selects a wide range of texts to enjoy and explains reasons for choice. Confidently explains preference for certain sources using evidence to back up opinion.	Regularly selects a wide range of texts to enjoy and explains reasons for choice. Confidently explains preference for certain sources using evidence to back up opinion.	• Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.
Tools for Writing LIT 2-21a, LIT 2-22a, LIT-2-23a, LIT 2-24a			
Applies knowledge of common patterns and simple rules and strategies when spelling unknown words. Self corrects using a variety of resources	Confidently applies knowledge of common patterns and rules and strategies when spelling unknown words. Confidently self corrects using a variety of resources	Confidently and independently applies knowledge of patterns, rules and strategies when spelling unknown words. Confidently and independently self corrects using a wide range of resources.	• Applies knowledge of spelling patterns, rules and strategies to spell 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.
Is beginning to use paragraphs in writing	Uses paragraphs in extended pieces of writing.	Confidently uses paragraphs appropriately in extended pieces of writing	
Uses common punctuation appropriately	Confidently uses a range of punctuation, including punctuation for direct speech	Confidently and accurately uses a wide range of punctuation, including punctuation for direct speech.	
Uses a variety of correct and grammatical sentence structures to fit the task	Confidently uses a variety of correct and grammatical sentence structures and layouts to fit the task	Confidently uses more complex, correct and grammatical sentence structures and layouts to fit the task.	
Is beginning to proof read and edit work	Proof reads work and uses a variety of strategies to edit it.	Independently proof reads work and uses a wide variety of strategies to edit it.	
Presents and displays work attractively.	Presents and displays work attractively by selecting appropriate forms of layout	Consistently presents work attractively by selecting appropriate forms of layout for the purpose and audience.	
Creating Texts . ENG 2-27a, LIT 2-28a, LIT 2-29a, ENG 2-30a, ENG 2-31a			
Is beginning to use what has been learned about the structures of different genres when choosing structures for own texts. Uses interesting and descriptive language Uses a variety of sentence structures to create different effects.	Uses what has been learned about the structures of different genres when choosing structures for own texts. Uses similes, metaphors and alliteration Varies the structure and length of sentences to create atmosphere and tension.	Confidently and independently uses what has been learned about the structures of different genres when choosing structures for own texts. Includes similes, metaphors, alliteration and imagery Varies the structure and length of sentences to create atmosphere, mood and tension.	

<p>Is beginning to use interesting openings and conclusions to engage the audience</p> <p>Uses vocabulary which engages or influences the audience</p> <p>Creates a text with a clear sequence of events</p>		<p>Uses interesting openings and conclusions to engage the audience.</p> <p>Uses vocabulary which engages or influences the audience.</p> <p>Creates a text with a logical and cohesive sequence of events that conveys key messages to the audience</p>	<p>Uses a variety of interesting openings and conclusions to engage the audience.</p> <p>Confidently uses vocabulary that engages or influences the audience.</p> <p>Creates a text with a more complex sequence of events that conveys key messages to the audience</p>	<p>• Includes relevant ideas, knowledge and information.</p> <p>• Organises and presents information in a logical way.</p> <p>• Uses tone and vocabulary appropriate to purpose.</p> <p>When writing to persuade, evaluate, explore issues or express an opinion:</p> <p>• Presents relevant ideas and information, including supporting detail, to convey view point.</p> <p>• Organises ideas in a logical way.</p> <p>• Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.</p> <p>• Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</p> <p>When writing to describe and share experiences:</p> <p>• Describes personal experiences, making context and events clear.</p> <p>• Describes thoughts and feelings about the experience.</p> <p>• Attempts to engage and/or influence the reader through vocabulary and/or use of language.</p> <p>When writing imaginatively and creatively:</p> <p>• Applies a few features of the chosen genre.</p> <p>• Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.</p> <p>• Creates setting/context with some descriptive detail.</p> <p>• Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p> <p>• Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.</p>
Organising and Using Information <i>LIT 2-26a</i>				
<p>Uses notes to show understanding of information.</p> <p>Uses notes to help create a new text.</p> <p>Can name the titles of texts used in a research task.</p>		<p>Uses notes from more than one source to create own texts.</p> <p>Acknowledges sources by recording the titles and authors of texts used in a bibliography</p>	<p>Uses notes to create a text that conveys thinking and understanding of the topic in own words.</p> <p>Uses notes to create a range of texts for a variety of purposes and audiences. References sources appropriately in a bibliography</p>	<p>• Uses notes and/or other sources to develop thinking and create new texts.</p> <p>• Acknowledges sources making clear where the information came from.</p> <p>• Organises information in a logical way.</p> <p>• Selects relevant ideas and information.</p> <p>• Uses appropriate vocabulary, including subject-specific vocabulary to suit purpose and audience.</p>
Total number achieved				Level Achieved:

