

Working at a greater depth ARE: Writing

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|--|--|--|--|--|
| <b><u>Text type:</u></b>   |  |  |  |  |
| <b><i>Grammar:</i></b>   |  |  |  |  |
| Past perfect Tense e.g. When they arrived, we <b>had already</b> started cooking. John <b>had gone</b> shopping. |  |  |  |  |
| Passive Voice e.g. Harry ate six shrimp at dinner. (active) At dinner, six shrimp were eaten by Harry. (passive) |  |  |  |  |
| Prepositional phrases e.g. By the ocean, near the window, with us, in your ear, under your hat                   |  |  |  |  |
| Expanded noun phrases e.g. the cheerful boy stumbled into the brightly-lit room                                  |  |  |  |  |
| Adverbs  |  |  |  |  |
| Progressive form e.g. past - the frogs <b>were</b> jumping, present- the frogs <b>are</b> jumping.               |  |  |  |  |
| <b><i>Punctuation:</i></b>   |  |  |  |  |
| Appropriate use of punctuation   |  |  |  |  |
| Range of punctuation used - , " " : ;  |  |  |  |  |
| <b><i>Composition &amp; effect:</i></b>  |  |  |  |  |
| Range of cohesive devices in and across paragraphs   |  |  |  |  |
| Effective description/ choice of vocabulary used   |  |  |  |  |
| Atmosphere created e.g. rhetorical questions, short sentences, repetition of certain words.                      |  |  |  |  |
| Varied sentence length   |  |  |  |  |
| Controlled multi-clause sentences e.g. subordinate (using commas/dashes), relative                               |  |  |  |  |
| <b><i>Handwriting:</i></b>   |  |  |  |  |
| Legible & joined   |  |  |  |  |
| <b><i>Spelling:</i></b>  |  |  |  |  |
| Mostly correct   |  |  |  |  |