

Rating	Text Structure	Sentence structure & Grammatical features	Vocabulary	Spelling	Punctuation	Handwriting/Legibility
1	No clear message.	Random words.	Records word of personal significance, such as their own name or those of family members.	Random letters/letter like symbols	No evidence of punctuation	Letter like forms with some recognisable letters
2	One or more ideas (not related).	Shows an awareness of correct sentence parts including noun/verb agreement. Meaning may be unclear.	Uses familiar, common words (e.g. like, went) and one, two and three letter high frequency words (e.g. I, my, to, the, a, see, me).	Semi-phonetic, consonant framework, alongside representation of dominant vowel sounds. Correct spelling of some two and three letter high frequency words (e.g. the, my, to, can).	Some use of capital letters and/or full stops	Mix of upper and lower case letters and / or some reversals / distortions (e.g. hnr / ad / bp / vy / i l).
3	Two or three related ideas. May also include other unrelated ideas.	Uses simple clauses, with nouns, verbs, adverbs, which may be linked by “and”. Meaning clear.	Everyday vocabulary, for example Oxford first 307 word list plus proper nouns (particular to the child’s cultural context e.g. Fruit Fly Circus, Sydney Opera House).	Phonetic spelling –plausible attempts with most sounds in words represented. Correct spelling of three and four letter high frequency words (e.g. the, like, come, have, went).	Correct use of capital letters and full stops at the start and end of sentences.	Mostly correct letter formations yet may contain poor spacing, positioning, or messy corrections.
4	Four or more sequenced ideas. Clearly connected.	Uses simple and compound sentence/s with appropriate conjunctions (e.g. and, but, then). Use of adverbial phrases to indicate when, where, how or with whom.	Uses a range of vocabulary, including topic specific words (e.g. A story about going to the zoo might include animal names and behaviours).	Use of orthographic patterns or common English letter sequences. If incorrect they are plausible alternatives (e.g. er for ir or ur; cort for caught). Use of some digraphs (ck, ay). Correct use of inflections (ed, ing). Correct spelling of common words (e.g. was, here, they, this).	Some use, either correct or incorrect, of any of the following: <ul style="list-style-type: none"> • Proper noun capitalisation, • Speech marks, • Question mark, • Exclamation mark. • Commas for lists, • Apostrophe for possession. 	Letters correctly formed, mostly well spaced and positioned.
5	Evidence of structure and features of genre (text type). eg. recount, narrative, report letter.	Uses a variety of sentence structures: simple, compound and complex. Pronoun reference is correct to track a character or object over sentences.	Demonstrate a variety of vocabulary choices. Includes descriptive or emotive language.	Use of some irregular spelling patterns (e.g. light, cough) Application of spelling rules (e.g. hope/hoping, skip/skipping). Correct spelling of more complex common words (e.g. there, their, where, were, why, who).	Uses a range of punctuation correctly.	Regularity of letter size, shape, placement, orientation and spacing.
6	Complex text which shows strong evidence of the features of text type, purpose and audience.	Demonstrates variety in sentence structures, sentence length, and uses a range of sentence beginnings. Sentences flow with logical sequence throughout the text and show a consistent use of tense.	Correct use of unique field or technically specific vocabulary. Use of figurative language such as metaphor and/or simile.	Correct spelling of most words including multisyllabic and phonetically irregular words. Making plausible attempts at unusual words.	Demonstrates control over a variety of punctuation to enhance text meaning.	Correct, consistent, legible, appearing to be fluent.