

**M1. The Shorter Task: *What might have happened?***

*Sentence structure, punctuation and text organisation*

**Assessment focuses: organise and present whole texts effectively, sequencing and structuring information, ideas and events**

**construct paragraphs and use cohesion within and between paragraphs**

**vary sentences for clarity, purpose and effect**

**write with technical accuracy of syntax and punctuation in phrases, clauses and sentences**

**Band D1**

---

- Meaningful words and phrases express ideas in sentence-like structures, although occasional omission of words / phrases detracts from sense (*Legs was the fast runner there and Spider was coming behind*). Some relationships between ideas within sentences suggested by simple connectives (*and, because*).
- Some awareness shown, in writing or discussion, of how full stops are used.

**1 mark**

**Band D2**

---

- Mainly simple sentences predominantly beginning with repeated personal subject (*Legs*) and action verb (*Legs ran to the starting line. Legs ran as fast as she could*). Clauses sometimes joined in the style of the original with *and, then* to establish the sequence of events. Some chaining of speech-like clauses to convey Legs' thoughts (*but when does it in five minutes but I think my uncle should be here*). Story conclusion is developed in a sequence of sentences but some transitions may be awkward.
- Sentences sometimes demarcated by both capital letter and full stop.

**2–3 marks**

**Band D3**

---

- Mixture of simple and compound sentences with clauses joined by *and, but, then, when, so*; some use of pronoun *she* to avoid repeating *Legs* (*Legs was tired out. She didn't know if she could run anymore*). Variation in word order and/or position of clauses highlights meaning and contributes to pace of narrative (*Off ran Legs, like a bullet*). Nouns modified by adjectives (*sharp corner; next race; friendly faces*); time adverbials mark stages of race (*just then, by this time, before, after ten minutes*). Sequences of sentences develop the story conclusion logically.
- Full stops, capital letters, exclamation marks and question marks mostly accurate; some attempts to demarcate direct speech; commas used in lists.

**4–5 marks**

## Band D4

---

- Sentences structured for precision and impact; some subordinating connectives (*when, if, because, until, as*) used to form complex sentences; short sentences used to add pace (*She thought about her Mum. She thought about her uncle. And then Legs ran as fast as she could*). Adverbials (*big leap in the air*) and expanded noun phrases (*the first fifty metres*) vary construction of sentences. Dialogue may include fragmented sentences and different sentence types (*“Arrrrr!!”; “Good race.”; “Spider when is the race starting? Oh yes it’s in five minutes!” Legs answered herself.*). Sections of the story conclusion may be organised into paragraphs.
- Some commas mark phrases or clauses; inverted commas demarcate direct speech, usually correctly.

6 marks

### *Composition and effect*

**Assessment focuses:**      **write imaginative, interesting and thoughtful texts**  
   **produce texts which are appropriate to task, reader and purpose**  
   **select appropriate and effective vocabulary**

## Band E1

---

- Understandable ideas expressed; some of them relate to running a race or repeat the original ending of the story.
- Word choice is limited but generally communicates meaning (*They got to the start line*).

1 mark

## Band E2

---

- A simple story ending: brief sequence of broadly chronological events, generally related to the story with an appropriate ending (*Legs came in first place*); ending may be brief or over-long.
- Story ending expanded through some apt vocabulary choices (*she jogged*) or the inclusion of detail, for example Legs’ changing position in the race (*She saw her Uncle Udi. She stopped for a second and waved; She was eighth. Now she was seventh.*).

2–3 marks

## Band E3

---

- Relevant events conclude the original story: some development of character or plot, for example, may introduce an element of uncertainty about the outcome of the race. Links may be made to events in the original story to build up contextual detail (*Legs ran as fast as she could but she was tired from the run to the hospital; Her uncle had watched her on telly*).
- Narrator’s or character’s reactions to events described; character’s feelings / attitudes mainly consistent with original story (*Legs finished last. She felt really disappointed*).
- Details included to create a sense of how Legs ran the race and may indicate how it affected her (*She ran as fast as her legs would take her; Legs was bright red and sweating*); direct speech sometimes used to relay events (*“On your marks. Get set, Go!” boomed the voice of the microphone*).

4–5 marks

## Band E4

---

- The alternative ending provides a credible and engaging conclusion to the original story; well-paced developments may integrate additional problems for Legs in the race to create a sense of suspense (*Legs collapsed by the old castle, everyone gasped.*).
- Viewpoint set by the original author maintained with Legs' attitude / motivation held consistently ("I have to keep this up" she thought because there was another quarter of the race still to go; She was doing this for Uncle Udi).
- Effective adaptation of the style of the original, for example using *and, then* to build tension (*Then she thought of her uncle.*). Words and phrases may be repeated for emphasis (*willed herself...forced herself; "Well done" said her Uncle "Well done!"*). Vocabulary choices add to the drama of the race (*she ran like a rocket*), and reveal how Legs felt (*panting and puffing; she could feel time ticking away as she ran*).

6–7 marks

## M2. The longer task: *How fit are you?*

### *Sentence structure and punctuation*

Assessment focuses: vary sentences for clarity, purpose and effect

write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

## Band A1

---

- Meaningful words and phrases related to the writing task, some of them expressing ideas in sentence-like structures (*Throwing keeps you fit Friday*).
- Some awareness shown, in writing or discussion, of how full stops are used.

1 mark

## Band A2

---

- Mainly grammatically accurate clauses, joined repeatedly with connectives such as *and, because, when, or, if* (*If you play football ... If you play tennis*). Some sentences start with simple personal pronouns (*I; You*), others with topic-related subjects (*Children; Skipping*). Present tense (*Skipping is; I like*) and some modal verbs (*You can do; Children should go*) make definite statements and give advice.
- Sentences sometimes demarcated by both capital letter and full stop.

2–3 marks

## Band A3

---

- Varied connectives such as *and, because, when, or, if* link clauses. Sentence openings highlight main ideas (*Walking to and from school; Being fit; You might want*) but are not always controlled (*With bones like the neck you should go carefully as they can crack and break easily*). Some expansion of noun phrases (*ball skills; good shape; fresh air*). General pronoun *you* and present tense conveys advice effectively.
- Full stops, capital letters, exclamation marks and question marks mostly accurate. There may be some use of commas in lists.

4–5 marks

## Band A4

---

- Some variation in sentence structure (You need at least an hour of exercise a day. If you can't manage that all at once then split it into a few different activities) and questions and exclamations (Why don't you do sports?; What a fit school!) used to give both advice and encouragement. Pronouns (that, this) used to avoid repetition (Skipping helps arm and leg muscles to build up and get stronger, so why not try that?). Expanded noun phrases express ideas economically (children from around the world) and adverbials (round in a circle) define activities clearly.
- Some correct use of commas within sentences to mark phrases or clauses.

6 marks

### *Text structure and organisation*

**Assessment focuses:**     **organise and present whole texts effectively, sequencing and structuring information, ideas and events**  
**construct paragraphs and use cohesion within and between paragraphs**

## Band B1

---

- Ideas are developed within sentences.
- Some relationships between ideas may sometimes be marked by simple connectives (*and, because*).

1 mark

## Band B2

---

- Ideas about exercise grouped into sequences of sentences; report may begin with a simple opening sentence (*You can keep fit during one hour and this is how*).
- Some sentences linked by topic (You should run to keep fit. I go running in the park) but information is sometimes uneven or unconnected (Skipping is fun. You must wear a helmet to go cycling).

2–3 marks

## Band B3

---

- Simple overall text structure includes brief introduction (*Need more exercise here is some ideas*) or concluding sentence (*I hope you will have a go at one of these activities*). Some divisions between sections indicated, for example subheadings, bullet points, paragraphs.
- Similar information grouped together, eg information about individual activities; times of day when, or location where, activities could be done. Within sections, pronoun reference (*skateboard / it*) or vocabulary choices (*fit / health; walking / stroll*) generally maintain links between ideas.

4–5 marks

## Band B4

---

- Text structure includes introduction and ordered sections giving information and benefits of different forms of exercise and a brief conclusion, eg encouraging comments about the activities designed to get the reader to try one. New section / paragraphs indicated, for example subheadings, bullet points, introductory phrases (*There's nothing more fun than ...*).
- Connections between ideas established and maintained, for example by reference to a previous part of the text (Skipping makes the heart beat quicker ... Running is another way to get the heart pounding; All these activities help you get fit in different ways).

6 marks

### *Composition and effect*

**Assessment focuses:**      **write imaginative, interesting and thoughtful texts**  
   **produce texts which are appropriate to task, reader and purpose**  
   **select appropriate and effective vocabulary**

## Band C1

---

- Meaningful words and phrases convey some recognisable information, eg simple statements related to fitness which may not be related to each other.
- Word choice is simple but linked to topic (*You can skip*).

1 mark

## Band C2

---

- A short series of informative points, aimed at a wider readership (*I should go cycling every day to help your legs. Parents should take children swimming*). Suggested activities may be reliant on text or personal experience and listed or repeated (*You could do it at school when you are playing with a friend or you could do scootering because it is fun with a friend*).
- Limited vocabulary choices relate to topic (fun activity; healthy; strong) but may be overused (The second healthy thing to do to keep healthy is to do a lot of cycling).

2–4 marks

## Band C3

---

- Form of report, mainly suitable for a newspaper and targeting a general readership (At home after school you can do something like jumping jacks or star jumps ... ask parents if you can have a bottle of water so if you get thirsty you can drink it); reasons are related to fitness and/or wider benefits (Children can get more exercise by walking to and from school instead of going by car. This reduces the fumes and gives you exercise).
- Some evidence of viewpoint, eg attitude to keeping fit is mainly positive but may not be maintained (*Being healthy changes your life; Skipping will make you breathless*).
- Vocabulary choices draw the reader in, sometimes using an informal style (Running on the spot gives you exercise and makes you lift those knees; And of course you'll have some decent admirers!).

5–7 marks

## Band C4

---

- Coverage of activities is generally balanced and report addresses readership consistent with a children's newspaper; reasons given are tailored to each activity, may include advice / guidance, for example warnings about safety (*Remember do NOT run too fast or you could tear a muscle*).
- A persuasive viewpoint established and maintained (Remember, if you are one of those who finds it hard to concentrate on sport, practice makes perfect ... You must get more of it.); information may be presented with some authority (call 0800 600 200 for more advice).
- Activities are made to sound appealing (*Everyone loves ball games*) and/or manageable (*You don't need to have expensive gym equipment*) to engage the reader, eg giving alternative examples of places, times and activity choices; attempts to use technical, precise vocabulary (*make sure the structure you are climbing is safe; use a soft ball inside*).

**8–10 marks**

