CfE Second Level 4-6 approximately **250-350 words**

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|  |  | What/how many examples? | Met? | |
| 1. | Sentence must have at least **four ambitious** words/phrases in them. (Not technical, taught word) |  |  | |
| 2. | **Openers**  Using conjunctions **(Min 3)**  FANBOYS, ISWAWABUB, AWHITEBUS |  |  | |
| Using- ing, -ed verbs  Smiling, she raised her hand.  Exhausted, she leaned on the fence. **(Min 2)** |
| Using Adverbs of time/frequency **(Min 3)**  Soon, At Last, Then, Next, First, So, After, Later, After a while, Before long, During lunch, Never before, Sometimes, On occasion |
| Using Prepositions on, under or sophisticated prepositions BABABANANA **(Min 2)** |
| 3. | Sentences join in sophisticated ways. **(Min 6)** FANBOYS, ISAWAWABUB, AWHITEBUS |  |  | |
| 4. | Short sentences should be planned to slow the rhythm of the text, create drama **(Min 2)** |  | | |
| 5. | Setting should be clear. Reader should be able to visualise the setting through description. |  | |  |
| 6. | The reader should be able to visualise characters by personality, actions and looks. |  | |  |
| 7. | Paragraphs should be taken for change of Time, Place, Topic, Person TiPToP |  |  | |
| 8. | Adjectives/adjective phrases have been used to describe nouns throughout text – colour, size, shape, texture, number, feelings **(Min 8)** | Colour \_\_ Size \_\_ Shape \_\_  Texture \_\_ Number \_\_ Feelings\_\_ |  | |
| 9. | Verbs should be uplevelled to give reader a clear picture of the action **(Min 8)** |  |  | |
| 10. | Adverbs of manner (ly) (how the action is done) should be used at the **start, middle, end** of a sentence. **(Min 2)**  **Slowly**, Jack reached for the golden egg.  Jack reached **slowly** for the egg.  Jack reached for the golden egg **slowly**. | Adverb at start \_\_\_\_\_  Adverb in middle \_\_\_\_  Adverb at end \_\_\_\_\_\_ |  | |
| 11. | Can produce **own** ideas for writing. |  |  | |
| 12. | Feelings and emotions should be included. |  |  | |
| 13. | Alan Peat sentence structures- see Alan Peat list **(Min 2)**  Double adjective  Verb, person  Three + adjectives  Adjective, same adjective. |  |  | |
| 14. | Use of Show, Don’t tell technique |  |  | |
| 15. | Use of simile as an opener or within sentence. **(Min 1)** | Opener\_\_\_\_\_ In text \_\_\_\_\_ |  | |
|  |  | **Total** | 14 | |

Assessment

5-8= S4

9-11= S5

12-14= S6

CORE

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|  | Explanation | Must be in the  majority of text | Met? |
| 1. | Can control ascenders |  |  |
| 2. | Can control descenders |  |  |
| 3. | Can write lower case letters |  |  |
| 4. | Can write upper case letters |  |  |
| 5. | Can use finger spaces |  |  |
| 6. | Can spell most common words |  |  |
| 7. | Can use phonic strategies to spell unknown words |  |  |
| 8. | Apostrophe should be used for  singular no s- Lisa Lisa’s dog  singular ends in s- James James’ dog  plural no s men – men’s gloves  plural ends in s ladies - the ladies’ handbags.  Apostrophe to show contraction -doesn’t |  |  |
| 9. | Commas should be used to **list items.**  Eg. Later that day I picked yellow, pink and red flowers.  Commas should be used to **separate adjectives.**  He was a tall**,** untidy man |  |  |
| 10. | Commas should be used for parenthesis |  |  |
| 11. | Direct speech is accurate but used sparingly |  |  |
| 12. | Can use exclamation and question marks effectively |  |  |
| 13. | Capital letters and full stops are used |  |  |
| 14. | More varied punctuation used |  |  |