Unit 1, Outcome 1 – Written Report (Biography)

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| **Excelling** | Links paragraphs logically to each other by building on previous one | Acknowledges information used from other sources | Outlines key concepts in the heading and sub-headings | Applies tense consistently and accurately throughout the text | Uses paired adjectives | Uses jargon such as abbreviations and buzzwords | Adds extra detail into the plan | Reviews meaning and detail in their report | Provides feedback to peers on their texts | Submits final copy with correct structure and accurate language | Accesses tools to spell unfamiliar words correctly | Uses apostrophes for contractions (*don’t*) and possession (*Sam’s*) | Uses a variety of sentence types |
| **Achieving** | Includes a fourth paragraph as a reflection on learnings from the person | Writes factual information on the person in their own words | Applies consistent formatting to the heading and sub-headings | Applies correct tense consistently throughout the text | Uses adjectives throughout the text | Explains the meaning of technical language | Combines notes into a plan | Corrects errors in their report | Discusses feedback to improve understanding | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses capital letters for proper nouns | Uses compound/  complex sentences |
| **Satisfactory** | Arranges related information into the three paragraphs (early life, highlights, challenges) | Includes factual information on the person | Includes a heading and sub-headings | Uses correct tense in parts of the text | Uses adjectives to describe key nouns | Uses correct technical language | Completes notes from online research | Identifies errors in their report such as spelling, sentence structure, word choice etc. | Sits with teacher during feedback | Submits final copy containing errors identified in the proofing process | Spells key terms correctly | Uses capital letters to begin sentences | Uses simple sentences |
| **Not yet satisfactory** | Includes relevant information on their chosen person | Includes information on the person | Includes a heading | Uses various tenses inconsistently | Uses nouns | Uses everyday language to describe | Completes notes from Brush with Fame TV episode | Writes the report | Submits report for feedback | Submitsdraft as final copy | Attempts to spell words | Uses full stops to end sentences | Uses long sentences |
| **Criteria** | **Development of ideas** | **Information** | **Headings and sub-headings** | **Tense** | **Adjectives** | **Technical language** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Report structure** | | | **Report language features** | | | **Writing process** | | | | **Control of language** | | |
|  | | | Present tense = used to describe habits, unchanging situations, general truths and fixed arrangements. *Dogs have four legs.*  Past tense = used to describe things that happened in the past. *The dog jumped the fence.*  Adjectives = describing words.  ***Black*** *dog*  Paired adjectives = two adjectives.  ***Big, black*** *dog*  Technical language = words that are used for specialised things.  *Hat worn in olden times = bonnet*  *Equipment used to control a horse = bridle* | | | Brainstorming = writing down everything you can think of about a topic. | | Plan = organising your ideas so you know what to include in each section. | | Spelling tools = asking someone else, using a dictionary or thesaurus, using word check on a computer.  Long sentence = a sentence with too many ideas and no/minimal punctuation in it.  *This house is too small and our family has lots of people in it so we need more space which this house just doesn’t have.*  Simple sentence = one idea.  *This house is too small.*  Compound sentence = joining two ideas.  *This house is too small because we are a big family so need more space.* | | |