

English - Writing

	Content	Organisation	Technical Accuracy
Year 8 41 40 39 (38)	<ul style="list-style-type: none"> Written work is thoughtful, entertaining and enjoyable. They are beginning to develop their own narrative voice. Vocabulary is consistently and imaginatively matched to purpose and audience. A range of stylistic devices within a text to achieve different effects (e.g. speaking directly to the reader, taking on different roles/characters) A variety of sentence types deployed carefully across the text to create effect, with rare loss of control. Subordinating conjunctions are used to emphasise and create multiple clauses within sentences. These are usually controlled effectively with commas or other punctuation. 	<ul style="list-style-type: none"> Adapting and distorting conventional forms to suit purpose and audience (e.g. deliberate use of inappropriate register to create humour). Using advanced techniques to open sentences to create effect (e.g. extended adverbials). Paragraph lengths and complexity vary to match content (e.g. narrative pace or development of an argument). Overall organisation of text is controlled to take account of reader's reaction/ questions (e.g. use of flashback, balancing perspectives and points of view). 	<ul style="list-style-type: none"> High level punctuation is used consistently correctly and for effect. Basic punctuation is almost always correct including commas to separate multiple clauses. Difficult, unusual and technical vocabulary is spelt correctly.
Year 7 38 37 36 (35)	<ul style="list-style-type: none"> Written work is crafted so it contains confident and imaginative treatment of the subject and material. Written work engages and sustains the reader's interest, showing an adaptation of style for different audiences and reasons. (shifting from formal to informal to control the reader's response) Written work adopts varying levels of formality according to audience and purpose (e.g. impersonal constructs, informal dialogue/ formal narrative). A range of ambitious stylistic features and vocabulary is used, which contribute to the effect of the text (e.g. rhetorical questions, repetition for effect, figurative language). A viewpoint and an individual voice is used which is generally sustained throughout a piece (e.g. authoritative expert view, convincing characterisation). 	<ul style="list-style-type: none"> Simple and complex sentences are used for effect and multi-clause sentences are controlled well. Paragraphs are used to create a shift in focus. A variety of short and long paragraphs are used for effect. A range of features are used to inform the reader of the overall direction of the text (e.g. opening paragraphs clearly introduce themes, topic sentences, withholding information for effect etc.). An impersonal, passive and academic style is used where appropriate. Ability to construct a well-structured essay. A full range of verb forms is used to control writing and to deliberately affect the reader. 	<ul style="list-style-type: none"> A full range of punctuation is used and chosen for effect– brackets, dashes, ellipses, exclamation marks, question marks. Punctuation is used consistently correctly. Punctuation is used to clarify meaning and to influence the reader- including colons and semi-colons.

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Year 6 35 34 33 (32)	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Formality is managed in written work by choosing vocabulary and the structure of sentences carefully, particularly through manipulating grammar and vocabulary to achieve this Different verb forms are used for effect. Flashbacks and future events can be controlled using verbs. Simple and complex sentences are used for effect. A variety of short and long sentences are used for effect. A wide range of subordinating conjunctions (despite, until, whilst...) are used for effect and economy of expression. Vocabulary is chosen that is predominantly appropriate to task with use of stylistic features to add to purpose and effect (e.g. alliteration, metaphors, puns, emotive language). The content of written work is balanced and controlled. A viewpoint is established and developed. Ideas and events are developed through elaboration/ imaginative detail/ expansion of key events/ detailed characterisation. Can distinguish between the language of speech and writing and choose the appropriate register 	<ul style="list-style-type: none"> Paragraphs are used that develop ideas in depth and use topic sentences The overall organisation of written work is supported by paragraphs which are sequenced and controlled across the text. A range of cohesive devices is used to affect the reader and create an engaging, flowing piece of writing. 	<ul style="list-style-type: none"> Punctuation is used precisely to enhance meaning and avoid ambiguity Commas are used to control writing Semi-colons are used to separate main clauses. Colons are used to separate main clauses. A range of punctuation is used and chosen for effect– brackets, dashes, ellipses, exclamation marks, question marks. Capital letters are used correctly- for proper nouns and the start of sentences. Full stops are used properly to end sentences and sentences rarely run together. Apostrophes are used consistently for missing letters and for possession
Year 5 32 31 30 (29)	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Writing creates atmosphere in stories Can describe settings and characters Integrates dialogue and uses speech to show the personality of characters and to move the story on. Passive and modal verbs are used mostly correctly. Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility) A variety of clauses is used at different points in the sentence. 	<ul style="list-style-type: none"> A range of cohesive devices are used within and across paragraphs so the writing flows and makes sense. For example: Use of pronouns like they and it; use of time conjunctions; adverbials of time and place; repetition of words or ideas; bullet points, subheadings; synonyms etc. Paragraphs are logically sequenced. Paragraphs are organised around a central theme. Verb tenses are used consistently and correctly. 	<ul style="list-style-type: none"> Inverted commas are used correctly. Direct speech is correctly presented Commas are used to make my writing clearer. Punctuation is used to mark out extra information I have added into a sentence. Brackets, commas & dashes. Some use of semi-colons Colons are used to introduce lists. Handwriting is legible and joined when writing at speed. Most words are spelt correctly from year 5/6 spelling list (and from the Year 3/4 spelling list).

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Year 4 26 25 24 (23)	<ul style="list-style-type: none">• Can create a setting, characters and plot in a short story.• Has an awareness of the purpose of writing and can include relevant content.• Writing is appropriate for the selected task (it sounds like a story, newspaper etc.	<ul style="list-style-type: none">• A simple text structure is created by organising writing in a logical order.• Ideas/ events are linked using simple pronouns or time adverbials (next, then).• Writing is generally organised in the correct way for a particular task (chronological for a story, non-chronological for factual etc.)	<ul style="list-style-type: none">• Handwriting is legible.• Capital letters and full stops are mostly used correctly to mark out sentences.• Some words are spelt correctly from the year 3/4 spelling list.