

Writing

	Content	Organisation	Technical Accuracy
<u>Year 9</u> 45 44 43 42 41 40 39	<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, puns, metaphor) 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, balanced perspectives) 	<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.
<u>Year 8</u> 38 37 36 (35)	<ul style="list-style-type: none"> Written work is often crafted to be confident and imaginative Written work often engages and sustains the reader's interest, showing an adaptation of style for different audiences. Written work adopts varying levels of formality according to audience and purpose A range of ambitious stylistic features and vocabulary is used. A viewpoint and an individual voice is used which is sustained A full range of verb forms is used to control writing and to deliberately affect the reader. 	<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 introduce themes, topic sentences, withholding info for effect.) Ability to construct a well-structured essay. 	<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. An impersonal, passive and academic style is used where appropriate.
<u>Year 7</u> 35 34 33 (32)	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form. Formality is managed through vocabulary & sentence structure. Different verb forms are used for effect. Flashbacks and future events can be controlled using verbs. Simple and complex sentences are used for effect. Vocabulary is mainly appropriate to task; stylistic features are used (e.g. alliteration, emotive language). The content of written work is balanced and controlled. Ideas and events are developed through elaboration/ detailed characterisation. 	<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 a flowing piece of writing. 	<ul style="list-style-type: none"> Punctuation is used to avoid ambiguity Commas are used to control writing A range of punctuation is used and chosen for effect– brackets, dashes, ellipses, exclamation marks, question marks. Capital letters are mostly used correctly. Full stops are usually used properly to end sentences. Apostrophes are generally used correctly

	Content	Organisation	Technical Accuracy
<u>Year 6</u> 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 • Can describe settings and characters and create atmosphere. • A range of subordinating conjunctions are used . • 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) • 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 theme. • Verb tenses are used consistently. 	<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).
<u>Year 5</u> 29 28 27 26	<ul style="list-style-type: none"> • Write for a range of purposes and audience. • Describe settings and characters in a short story. • Different kinds of verbs are used mostly correctly. • Co-ordinating conjunctions (and, but, so, or, for, yet) are used. • Subordinating conjunctions (because, although) are used. • Words are chosen for variety and interest– not just the first word I think of. 	<ul style="list-style-type: none"> • Paragraphs are used to organise ideas. • Some cohesive devices are used. For example: pronouns like they and it; time conjunctions; adverbs; repetition of words or ideas. • The correct verb tense is generally used • Writing is organised in a coherent order. • An appropriate opening and ending is created which could be linked. 	<ul style="list-style-type: none"> • Capital letters are used correctly. • Full stops are used properly to end sentences. • Question marks and exclamation marks used correctly. • Commas are used correctly for lists. • Apostrophes are used correctly • Handwriting is legible. • Most words are spelt correctly from the year 4/5 list
<u>Year 4</u> 25 24 23 22	<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.