

80%		<u>Writing Descriptors</u>			Students can...					
		Composition and Effect (AF1, AF2, AF7)	Text Structure and Organisation (AF3, AF4)	Sentences, Spelling and Punctuation (AF5, AF6, AF8)			20%	100%		
6A	39-40	<p>Produce Ideas and details which are increasingly sophisticated and convincing.</p> <p>Produce writing with tone, style and register matching purpose form and audience. Increasing evidence of wider reading informing writing style.</p> <p>Utilise an extensive vocabulary with evidence of conscious crafting of linguistic devices.</p>	<p>Structure and develop writing including a range of engaging and complex ideas.</p> <p>Consistently use coherent paragraphs with integrated and varied discourse markers for inventive effect.</p> <p>Show a precise and confident use of a range structural features that have been consciously crafted for clarity and effect.</p>	<p>Utilise a range of sentence forms accurately and imaginatively. Shows a secure control of complex grammatical structures.</p> <p>Show extensive use of a range of punctuation which has been crafted accurately for purpose and effect.</p> <p>Produce extensive and ambitious vocabulary with a high level of accuracy in spelling throughout the whole text.</p>	Multiple choice test data worth 20% (8 marks) Reading = Context and Structure Quizzes Writing = Literacy Quizzes	48	6A			
6B	37-38					46	6B			
5A	35-36					<p>Produce writing which is confident and consistently clear and effective. There might be evidence of style models being incorporated from wider reading.</p> <p>Produce writing with tone, style and purpose matched to form and audience.</p> <p>Incorporate increasingly sophisticated vocabulary. Phrasing chosen for effect with a range of appropriate linguistic devices.</p>	<p>Structure writing that is engaging with a range of detailed and connected ideas.</p> <p>Consistently use coherent paragraphs with integrated discourse markers.</p> <p>Show evidence of effectively using of a wide range of structural features for clarity and effect.</p>	<p>Employ a variety of sentence forms clearly for effect. Show confident and accurate range of sentence features. Consciously crafts grammatical structures in order to clarify and emphasise meaning.</p> <p>Show an increasingly sophisticated use of a range of punctuation that deliberately shape the text and contribute to overall meaning.</p> <p>Utilise ambitious vocabulary with a high level of accuracy in spelling throughout the whole text.</p>	43	5A
5B	33-34								41	5B
4A	30-32								<p>With increasing precision communicate meaning clearly and effectively.</p>	<p>Structure writing that is engaging with a range of connected ideas.</p>
4B	28-					35	4B			

	29		<p>Produce writing with tone, style and register generally matched to purpose, form and audience.</p> <p>Utilise vocabulary deliberately for effect and successful use of figurative and linguistic devices.</p>	<p>Produce coherent paragraphs with a range of discourse markers.</p> <p>Show increasing confidence in utilising an emerging range of structural features with success.</p>	<p>sentence features which clarify and emphasise meaning.</p> <p>Utilise a full range of punctuation throughout a text that shape and contribute to overall meaning.</p> <p>Generally use correct spelling throughout including some ambitious and uncommon words.</p>						
3A	26-27	DEVELOPING	<p>Communicate with increasing success.</p> <p>Produce a sustained attempted to match purpose form and audience.</p> <p>Consciously select vocabulary for effect with some use of linguistic devices</p>	<p>Structure writing that demonstrates an increasing variety of linked and relevant ideas across a whole text.</p> <p>Sustained use of a wider range of cohesive devices.</p> <p>Paragraphs clearly structure main ideas across a whole text with a variety of structural features.</p>	<p>Control use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. Show an emerging confidence in utilising a range of sentence features.</p> <p>Show a conscious use of utilising a range of accurate punctuation throughout a text, there may be some occasional errors in ambitious structures.</p> <p>Show correct spelling of common grammatical function words including adverbs.</p>		33	3A			
3B	24-25								30	3B	
2A	21-23									28	2A
2B	19-20									24	2B

1A	17-18		Evidence relevant ideas and content with some ideas developed in detail. Straightforward viewpoint established and maintained.	Show increasing clarity in organising ideas by relation or time sequence with a fitting opening and closing.	Show some variety in length, structure or subject of sentences with use of some subordinating connectives.		22	1A
1B	14-16		Produce writing that is clear in purpose, although not consistently maintained. Main features of form and style are apparent and appropriate to purpose.	Construct paragraphs or sections which help to organise content.	Produce writing that is generally demarcated accurately, including question and speech marks. There may be some inconsistencies in use of commas to mark clauses.		19	1B
P8	12-13	PREPARING	Include some appropriate ideas and content with some attempt to elaborate. Shows a viewpoint but not consistent.	Attempt to organise ideas by clustering related points or by time sequence with the opening and closing sometimes linked.	Can write simple sentences with subordination used occasionally. There may be some variation with connectives.		16	P8
P7	10-11						Establish the purpose with main features of selected form signalled to the reader.	Show evidence of internal structure with in sections of text.
P6	8-9		Use simple generally appropriate vocabulary, which is limited in range but has been considered for effect.	Show some links between sentences. For example, use of pronouns or of adverbials.	Usually use correct spelling of high frequency grammatical function words.			
P5	6-7		Include some appropriate ideas and relevant content with some apt word choices.	Attempt to sequence logically ideas or material with openings and endings signalled.	Write mainly simple sentences and with some support can begin to include some variation.	11	P6	
		Establish the basic purpose, include some features of the given form and attempts to adopt appropriate style.	Group ideas by content into sections although movement between sections can be abrupt or disjointed.	Show sentence demarcation with capital letters and full stops which are usually accurate.	9	P5		
		Use simple-speech like vocabulary with		Show correct spelling of simple high				

			some adventurous word choice.		frequency words.			
P4	4-5		<p>With support include basic relevant ideas and some descriptive language.</p> <p>Indicate the basic purpose, particular form and awareness of the reader.</p> <p>Use simple vocabulary which conveys relevant meaning.</p>	<p>Include phrasing that indicates the start and end of a text with events ideas in an appropriate order.</p> <p>Include simple connections between ideas and events. For example repeated nouns.</p>	<p>With support write simple phrases and clauses.</p> <p>Include some full stops and capital letters although not necessarily accurately.</p> <p>Produce, with support, correct spelling of simple high frequency words.</p>		5	P4
P3	0-3	0-4					P3	