

Year Group 7 Subject English Assessment Framework: Writing

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
Communication	<ul style="list-style-type: none"> Limited communication Occasional sense of matching tone, style and register to purpose and audience Simple vocabulary 	<ul style="list-style-type: none"> Simple awareness of matching purpose, form and register to audience Simple vocabulary and simple linguistic devices 	<ul style="list-style-type: none"> Awareness of purpose, form for the audience Sometimes control the register. Use simple vocabulary and some basic language techniques 	<ul style="list-style-type: none"> Appropriate form for the purpose and audience Control of the register of writing Communicate my ideas clearly, sometimes vary vocabulary and use some language techniques for effect 	<ul style="list-style-type: none"> Maintain a form of writing that is appropriate to audience and purpose Appropriate tone and register Clearly communicate ideas with more control Vocabulary selected for effects and use appropriate language features
Punctuation & Sentences	<ul style="list-style-type: none"> Attempt to write in sentences. Attempt to use full stops and commas. 	<ul style="list-style-type: none"> Attempt to write in sentences. Attempt to use full stops and commas. Occasional use of standard English 	<ul style="list-style-type: none"> Use of simple sentences Use of basic punctuation (full stops, question marks, exclamation marks, capital letters) Standard English 	<ul style="list-style-type: none"> Use of simple and compound sentences Use a wider range of punctuation (commas, apostrophes, speech marks) Some consistency in use of Standard English 	<ul style="list-style-type: none"> Use of simple, compound and complex sentences for some effects Use of more sophisticated punctuation with accuracy (semicolons, colons, brackets) <p>Demonstrate competent use of Standard English</p>

Structure	<ul style="list-style-type: none"> • Ideas that are not relevant to the task and simply linked • No paragraphs used. 	<ul style="list-style-type: none"> • One or two relevant ideas, simply linked • • Random paragraph structure or no paragraphs used. 	<ul style="list-style-type: none"> • Ideas that are linked • Organise ideas into sections, but paragraphs not always used • Structure writing with some connections. 	<ul style="list-style-type: none"> • Clear connections between some ideas • Paragraphs used accurately to separate topics • Structure my writing by making clear connections and developments throughout the text 	<ul style="list-style-type: none"> • Well-judged connections between a range of ideas • Clear and well-structured paragraphs • Structure writing by changing the focus at different points
Vocabulary & Spelling	<ul style="list-style-type: none"> • Simple vocabulary choices that are not relevant to the task. • Attempt at basic spelling. 	<ul style="list-style-type: none"> • Simple vocabulary choices that are not always relevant. • Accurate basic spelling. 	<ul style="list-style-type: none"> • Straightforward and relevant, vocabulary choices • Spell simple vocabulary, but spelling errors make writing difficult to understand • Attempt more challenging words, but spelling is not accurate 	<ul style="list-style-type: none"> • Vocabulary choices that are relevant to the topic • Spell simple vocabulary accurately • Spell more challenging words accurately 	<ul style="list-style-type: none"> • A range of vocabulary which shows awareness of audience • Consistently demonstrate accurate spelling of simple words • Often spell more challenging words and those with irregular spellings

Year Group 8 Subject English Assessment Framework: Writing

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
Communication	<ul style="list-style-type: none"> Simple awareness of matching purpose, form and register to audience <ul style="list-style-type: none"> Simple vocabulary and simple linguistic devices 	<ul style="list-style-type: none"> Awareness of purpose, form for the audience Sometimes control the register. Use simple vocabulary and some basic language techniques 	<ul style="list-style-type: none"> Appropriate form for the purpose and audience Control of the register of writing Communicate my ideas clearly, sometimes vary vocabulary and use some language techniques for effect 	<ul style="list-style-type: none"> Maintain a form of writing that is appropriate to audience and purpose Appropriate tone and register Clearly communicate ideas with more control Vocabulary selected for effects and use appropriate language features 	<ul style="list-style-type: none"> Adapt the form of writing to appeal to the audience Sustain an appropriate tone and register. Clearly communicate ideas with sustained control and coherence An increasing range of vocabulary selected for effect along with appropriate and convincing language techniques.
Punctuation & Sentences	<ul style="list-style-type: none"> Occasional use of sentences Use of full stops and commas. Occasional use of standard English 	<ul style="list-style-type: none"> Use of simple sentences Use of basic punctuation (full stops, question marks, exclamation marks, capital letters) Standard English 	<ul style="list-style-type: none"> Use of simple and compound sentences Use a wider range of punctuation (commas, apostrophes, speech marks) 	<ul style="list-style-type: none"> Use of simple, compound and complex sentences for some effects Use of more sophisticated punctuation with accuracy (semicolons, colons, brackets) 	<ul style="list-style-type: none"> Increasing variety of sentence structures for particular effects Wider range of punctuation (including more sophisticated punctuation)

			<ul style="list-style-type: none"> Some consistency in use of Standard English 	<ul style="list-style-type: none"> Demonstrate competent use of Standard English 	<ul style="list-style-type: none"> Sustain competent use of Standard English throughout writing
Structure	<ul style="list-style-type: none"> One or two relevant ideas, simply linked Random paragraph structure or no paragraphs used. 	<ul style="list-style-type: none"> Ideas that are linked Organise ideas into sections, but paragraphs not always used Structure writing with some connections. 	<ul style="list-style-type: none"> Clear connections between some ideas Paragraphs used accurately to separate topics Structure my writing by making clear connections and developments throughout the text 	<ul style="list-style-type: none"> Well-judged connections between a range of ideas Clear and well-structured paragraphs Structure writing by changing the focus at different points 	<ul style="list-style-type: none"> A range of logically connected ideas and guide the reader through these ideas Paragraph writing accurately to organise topics. Structure writing with deliberate and clear changes in focus
Vocabulary & Spelling	<ul style="list-style-type: none"> Simple vocabulary choices that are not always relevant. Accurate basic spelling. 	<ul style="list-style-type: none"> Straightforward and relevant, vocabulary choices Spell simple vocabulary, but spelling errors make writing difficult to understand Attempt more challenging words, but spelling is not accurate 	<ul style="list-style-type: none"> Vocabulary choices that are relevant to the topic Spell simple vocabulary accurately Spell more challenging words accurately 	<ul style="list-style-type: none"> A range of vocabulary which shows awareness of audience Consistently demonstrate accurate spelling of simple words Often spell more challenging words and those with irregular spellings 	<ul style="list-style-type: none"> a range of vocabulary showing clear awareness of audience Very few mistakes in spelling of simple words Spell more ambitious words and there are fewer errors in spellings of irregular words

Year Group 9 Subject English Assessment Framework: Writing

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
Communication	<ul style="list-style-type: none"> • Awareness of purpose, form and audience • Sometimes control the register. • Use simple vocabulary and some basic language techniques 	<ul style="list-style-type: none"> • Appropriate form for the purpose of writing • Control of the register of writing • Communicate my ideas clearly, sometimes vary vocabulary and use some language techniques for effect 	<ul style="list-style-type: none"> • Maintain a form of writing that is appropriate to audience and purpose • Appropriate tone and register • Clearly communicate ideas with more control • Vocabulary selected for effects and use appropriate language features 	<ul style="list-style-type: none"> • Adapt the form of writing to appeal to the audience • Sustain an appropriate tone and register. • Clearly communicate ideas with sustained control and coherence • An increasing range of vocabulary selected for effect along with appropriate and convincing language techniques. 	<ul style="list-style-type: none"> • Confidently match the form of writing to the needs of the audience. • Confidently match the tone and register of writing to the needs of my audience • A range of ideas communicated with clarity and originality • an impressive range of vocabulary and phrasing, chosen for effect; judiciously use a range of language features
Punctuation & Sentences	<ul style="list-style-type: none"> • Use of simple sentences • Use of basic punctuation (full stops, question marks, exclamation marks, capital letters) • Standard English 	<ul style="list-style-type: none"> • Use of simple and compound sentences • Use a wider range of punctuation (commas, apostrophes, speech marks) • Some consistency in my use of Standard English 	<ul style="list-style-type: none"> • Use of simple, compound and complex sentences for some effects • Use of more sophisticated punctuation with accuracy (semicolons, colons, brackets) 	<ul style="list-style-type: none"> • Increasing variety of sentence structures for particular effects • Wider range of punctuation (including more sophisticated punctuation) • Sustain competent use of Standard 	<ul style="list-style-type: none"> • Wide variety of sentence structures, manipulating clauses confidently for purpose and effect • Full range of punctuation judiciously • Always maintain skilful use of Standard English

			<ul style="list-style-type: none"> • Demonstrate competent use of Standard English 	English throughout my writing	
Structure	<ul style="list-style-type: none"> • Ideas that are linked • Organise ideas into sections, but paragraphs not always used • Structure writing with some connections. 	<ul style="list-style-type: none"> • Clear connections between some ideas • Paragraphs used accurately to separate topics • Structure my writing by making clear connections and developments throughout the text 	<ul style="list-style-type: none"> • Well-judged connections between a range of ideas • Clear and well-structured paragraphs • Structure writing by changing the focus at different points 	<ul style="list-style-type: none"> • A range of logically connected ideas and guide the reader through these ideas • Paragraph writing accurately to organise topics. • Structure writing with deliberate and clear changes in focus 	<ul style="list-style-type: none"> • Writing that is consciously and coherently shaped and connected throughout • Paragraph writing skilfully and thoughtfully to achieve specific effects • Demonstrate complete control over the changes in focus throughout.
Vocabulary & Spelling	<ul style="list-style-type: none"> • Straightforward and relevant, vocabulary choices • Spell simple vocabulary, but spelling errors make writing difficult to understand • Attempt more challenging words, but spelling is not accurate 	<ul style="list-style-type: none"> • Vocabulary choices that are relevant to the topic • Spell simple vocabulary accurately • Spell more challenging words accurately 	<ul style="list-style-type: none"> • A range of vocabulary which shows awareness of audience • Consistently demonstrate accurate spelling of simple words • Often spell more challenging words and those with irregular spellings 	<ul style="list-style-type: none"> • a range of vocabulary showing clear awareness of audience • Very few mistakes in spelling of simple words • Spell more ambitious words and there are fewer errors in spellings of irregular words 	<ul style="list-style-type: none"> • A wide range of ambitious vocabulary showing a skilful understanding of audience and purpose • Very few spelling mistakes • Demonstrate accurate spelling of a wide vocabulary including irregular words