

KS3 Progression Grid: English (Writing)

Student MEG:					
Assessment Objectives					
Key Word	AO5: ‘Communication of ideas’ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	AO5: ‘Structure and organisation’ Organise information and ideas, using structured and grammatical features to support coherence and cohesion and texts.	AO6: ‘Punctuation and sentences’ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	AO6: ‘Spelling’ (including tense agreement) Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	AO6: ‘Vocabulary’ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Excelling	Students demonstrate: <input type="checkbox"/> a sophisticated and subtle manipulation of form and language in order to engage and, if appropriate, control the reader <input type="checkbox"/> a tone, style and register which are ambitiously selected and deployed to enhance the purpose of the task <input type="checkbox"/> communication which is convincing and compelling throughout <input type="checkbox"/> ideas and content which are ambitious, sophisticated, original and imaginative <input type="checkbox"/> a sophisticated and subtle vocabulary used naturally with effortless crafting of linguistic devices	Students demonstrate: <input type="checkbox"/> ambitious writing which incorporates a range of imaginative, complex and original ideas – this level of writing often takes risks <input type="checkbox"/> a sustained and skilful control of overall structure, with fluently linked paragraphs with seamlessly integrated –virtually error free - discourse markers <input type="checkbox"/> varied and inventive use of structural and grammatical features in non-fiction writing <input type="checkbox"/> a sophisticated and original ability to consciously craft narrative and descriptive writing	Students demonstrate: <input type="checkbox"/> an ambitious and sophisticated range of sentence structures used to shape meaning and create impact <input type="checkbox"/> accurate and judicious use of punctuation across the full range <input type="checkbox"/> accurate use of Standard English which is maintained when using adventurous and sophisticated grammatical structures	Students demonstrate: <input type="checkbox"/> error free spelling of complex irregular and ambitious words	Students demonstrate: <input type="checkbox"/> ambitious and sophisticated vocabulary choices used with subtlety to enhance meaning
	Students demonstrate: <input type="checkbox"/> an ambitious form which often displays originality and imagination <input type="checkbox"/> a sustained and accomplished use of tone, style and register to match purpose, form and audience <input type="checkbox"/> convincing communication which has clarity, fluency and ambition <input type="checkbox"/> content that is well-judged and detailed an extensive and ambitious vocabulary used with conscious crafting of linguistic devices	Students demonstrate: <input type="checkbox"/> controlled and ambitious writing which has a wide range of engaging and complex ideas <input type="checkbox"/> a consciously crafted overall structure, with paragraphs used to achieve specific effects and shape meaning <input type="checkbox"/> deliberate use of varied and effective structural and grammatical features to create a shape to non-fiction writing <input type="checkbox"/> ambitious plot/sequencing in narrative or descriptive writing	Students demonstrate: <input type="checkbox"/> an ambitious use of sentence structures for impact <input type="checkbox"/> effective and error free use of the full range of punctuation <input type="checkbox"/> accurate use of Standard English which is maintained when using adventurous and sophisticated grammatical structures	Students demonstrate: <input type="checkbox"/> accurate spelling of complex irregular and ambitious words with few lapses (virtually error free)	Students demonstrate: <input type="checkbox"/> ambitious and sophisticated vocabulary choices which are used judiciously
Secure	Students demonstrate: <input type="checkbox"/> the ability to produce skilfully adapted and coherent writing to match form, audience and purpose <input type="checkbox"/> a sustained and effective use of tone, style and register that has impact <input type="checkbox"/> the ability to skilfully communicate a wide range of original ideas to engage the reader <input type="checkbox"/> an extensive vocabulary used with evidence of conscious crafting of linguistic devices	Students demonstrate: <input type="checkbox"/> skilfully developed writing which employs a range of engaging and complex ideas <input type="checkbox"/> an effective and cohesive structure, incorporating integrated discourse markers to achieve carefully constructed paragraphing <input type="checkbox"/> varied and effective structural and grammatical features used consciously to create a shape to non-fiction writing <input type="checkbox"/> skilful use of plot/sequencing in narrative or descriptive writing	Students demonstrate: <input type="checkbox"/> well-crafted and skilful sentence structures used for purpose and effect <input type="checkbox"/> accurate and effective use of a full range of punctuation <input type="checkbox"/> accurate use of Standard English when attempting more ambitious grammatical structures		Students demonstrate: <input type="checkbox"/> ambitious, and sometimes sophisticated, vocabulary choices <input type="checkbox"/> vocabulary which is used skilfully to show shades of meaning

	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the ability to sustain the appropriate form to the purpose and audience <input type="checkbox"/> confident use of tone, style and register matched to form and audience <input type="checkbox"/> consistently clear and effective communication of a range of ideas, becoming more controlled and coherent <input type="checkbox"/> an increasingly effective use of vocabulary and phrasing, chosen for effect, with a range of linguistic devices used successfully 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> engaging writing using a range of ideas which are developed logically and/or creatively <input type="checkbox"/> coherent use of paragraphs with a range of integrated discourse markers <input type="checkbox"/> structural and grammatical features used effectively and deliberately across non-fiction texts <input type="checkbox"/> detailed and controlled use of plot/sequencing in narrative or descriptive writing 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a wide variety of sentence structures used confidently for purpose and effect <input type="checkbox"/> confident and accurate use of a range of punctuation <input type="checkbox"/> coordination and subordination are used confidently and accurately <input type="checkbox"/> a confident use of Standard English 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurate spelling of a wide vocabulary including irregular words <input type="checkbox"/> secure and competent control of tense and agreement 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a wide range of vocabulary choices showing a confident understanding of audience and purpose <input type="checkbox"/> vocabulary which is confidently used for deliberate effects
Developing	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a clear awareness of the need to adapt form to the audience and purpose <input type="checkbox"/> a tone, style and register that generally appropriate to the purpose, form and audience <input type="checkbox"/> the ability to a clearly communicate ideas with increasing success <input type="checkbox"/> vocabulary that is clearly chosen for effect and a broadening range of linguistic devices 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> writing which is mostly engaging and has a range of connected ideas <input type="checkbox"/> the use of usually coherent paragraphs with a range of discourse markers <input type="checkbox"/> usually effective use of structural and grammatical features in non-fiction writing <input type="checkbox"/> clear and logical development of plot/sequencing in narrative or descriptive writing 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a variety of different sentence structures for purpose and effect, including complex sentences <input type="checkbox"/> a mostly secure and successful range of punctuation <input type="checkbox"/> coordination and subordination are used with some degree of success but are not always accurate <input type="checkbox"/> a competent use of Standard English 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> generally accurate spelling, including complex and irregular words <input type="checkbox"/> mostly secure control of tense agreement 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an increasingly varied range of vocabulary choices showing clear understanding of audience and purpose <input type="checkbox"/> vocabulary which is consistently selected for deliberate effects
	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some awareness of the reader/audience <input type="checkbox"/> some attempt to use a form appropriate for purpose and audience <input type="checkbox"/> an attempt to control the register <input type="checkbox"/> the ability to communicate a few ideas with some control and coherence <input type="checkbox"/> they are beginning to vary vocabulary and some linguistic devices for effect 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one of more relevant ideas, simply linked <input type="checkbox"/> a basic awareness of organisation (e.g. paragraphs may be used to show obvious divisions) <input type="checkbox"/> some evidence of simple structural features in non-fiction writing <input type="checkbox"/> some evidence of basic plot/sequencing in narrative or descriptive writing 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of straightforward simple and compound sentences <input type="checkbox"/> an attempt to use a range of punctuation, although it is sometimes inaccurate <input type="checkbox"/> the use of Standard English with some insecurity 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> mostly accurate spelling of simple words <input type="checkbox"/> some awareness of irregular spellings <input type="checkbox"/> some control of tense agreement 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> relevant vocabulary choices appropriate to audience and purpose
Foundation	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a basic understanding of purpose, form and reader/audience <input type="checkbox"/> limited control of register <input type="checkbox"/> simple communication of basic ideas <input type="checkbox"/> simple vocabulary and little awareness of linguistic devices <input type="checkbox"/> basic control and coherence (e.g. a basic sense of plot and characterisation) 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that they can write one or two unlinked ideas <input type="checkbox"/> a limited awareness of paragraphing <input type="checkbox"/> simple or no use of structural features in non-fiction writing <input type="checkbox"/> limited understanding of plot/sequencing in narrative or descriptive writing 	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> simple, undeveloped sentences with some control of basic punctuation <input type="checkbox"/> the occasional use of Standard English 	<p>*At the low end of this descriptor inconsistency in spelling may detract from overall meaning.</p>	<p>Students demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> straightforward, but generally relevant, vocabulary choices showing some awareness of audience and purpose