

## English Progress Map: Writing

		AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts.	AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>9</b>		<b>I consistently meet all the criteria for Grade 8 across all pieces of work.</b>	
8+ 8= 8-	<b>Compelling, convincing</b>	<p><b>Content</b> My register is <b>convincing and compelling</b> for audience and <b>assuredly matched to purpose</b> with use of an <b>extensive and ambitious vocabulary</b> showing <b>sustained crafting</b> of linguistic devices</p> <p><b>Organisation</b> I demonstrate <b>varied and inventive</b> use of structural features and my writing is <b>compelling</b>, because I incorporate a <b>range of convincing and complex ideas</b>. My paragraphs are <b>fluently linked</b> with <b>seamlessly integrated</b> discourse markers.</p>	My sentence demarcation is secure and accurate. I use a wide range of punctuation with a high level of accuracy. I use a full range of appropriate sentence forms to create compelling effects on my reader. I use Standard English consistently and appropriately with a secure control of complex grammatical structures. I have a high level of accuracy in spelling, including complex and irregular patterns. My vocabulary use is extensive and ambitious, and I create sophisticated accounts of real or imagined experiences.
7+ 7= 7-	<b>Compelling, convincing</b>	<p><b>Content</b> My register is <b>convincingly</b> matched to audience and purpose with use of an <b>extensive vocabulary</b> showing <b>conscious crafting</b> of linguistic devices</p> <p><b>Organisation</b> I demonstrate <b>varied and effective</b> use of structural features and my writing is <b>highly engaging</b> with a range of <b>developed complex</b> ideas. My paragraphs are <b>consistently coherent</b> with integrated discourse markers</p>	My sentence demarcation is secure and accurate. I use a range of punctuation with a high level of accuracy. I use a range of appropriate sentence forms to create specific effects on my reader. I use Standard English consistently and appropriately with a good control of complex grammatical structures. I have a high level of accuracy in spelling, including complex and irregular patterns. My vocabulary use is extensive and often ambitious, and I create convincing accounts of real or imagined experiences.
6+ 6= 6-	<b>Consistent, clear</b>	<p><b>Content</b> My register is <b>consistently</b> matched to audience and purpose with <b>increasingly sophisticated</b> use of vocabulary and <b>phrasing that is chosen for effect</b> with use of a <b>range of successful linguistic devices</b>.</p> <p><b>Organisation</b> I demonstrate <b>effective</b> use of structural features and my writing is <b>engaging</b>, with a range of <b>clear and connected</b> ideas. My paragraphs are <b>coherent</b> with integrated discourse markers</p>	My sentence demarcation is mostly secure and mostly accurate. I use a range of punctuation, mostly with success. I consistently use a variety of sentence forms to create specific effects on my reader. I mostly use Standard English appropriately, with mostly controlled grammatical structures. My spelling, including complex and irregular words, is generally accurate. My vocabulary use is becoming increasingly ambitious, and I create clear and often successful accounts of real or imagined experiences.
5+ 5= 5-	<b>Consistent, clear</b>	<p><b>Content</b> My register is <b>generally</b> matched to the audience and purpose with vocabulary that is clearly <b>chosen for effect</b> and I show <b>appropriate</b> use of linguistic devices.</p> <p><b>Organisation</b> I usually demonstrate <b>effective</b> use of structural features and my writing is <b>engaging</b>, with a <b>range of connected ideas</b>. My paragraphs are <b>usually coherent</b> with a range of discourse markers.</p>	My sentence demarcation is mostly secure and mostly accurate. I use a range of punctuation, although I don't always do this with complete accuracy. I use a variety of sentence forms to create specific effects on my reader. I mostly use Standard English appropriately, with mostly controlled grammatical structures, although I make occasional errors with more complex structures. My spelling, including complex and irregular words, is generally accurate. My vocabulary use is becoming increasingly extensive, and I create clear and mostly successful accounts of real or imagined experiences.

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4+	Some success	<b>Content;</b> I make <b>some sustained attempt</b> to match register to audience and purpose. I make <b>conscious</b> use of vocabulary with <b>some</b> use of linguistic devices. <b>Organisation</b> I make <b>some</b> use of structural features with <b>increasing</b> variety of linked and relevant ideas. I make <b>some</b> use of paragraphs and <b>some</b> use of discourse markers.	My sentence demarcation is mostly secure and sometimes accurate. I show some control of a range of punctuation. I attempt a variety of sentence forms, including complex structures, and I can use Standard English with some control of agreement. My vocabulary is varied, and I am beginning to show more confidence in creating clear accounts of real or imagined experiences.
4= 4-		<b>Content</b> I <b>attempt</b> to match register to audience and purpose. I'm <b>beginning</b> to vary vocabulary with <b>some</b> use of linguistic devices. <b>Organisation</b> I <b>attempt</b> to use structural features with <b>some</b> linked and relevant ideas. I <b>attempt</b> to write in paragraphs with <b>some</b> discourse markers, not always appropriate.	My sentence demarcation is mostly secure and sometimes accurate. I show some control of my punctuation, although my range is quite narrow. I attempt a variety of sentence forms, although I tend to rely on simple and compound structures. I can use Standard English with some control of agreement. My vocabulary is becoming more varied, and I am beginning to show more confidence in creating accounts of real or imagined experiences.
2+	Simple, limited	<b>Content</b> I show <b>simple awareness</b> of register, audience and purpose. I use <b>simple vocabulary</b> with <b>simple</b> linguistic devices. <b>Organisation</b> I have evidence of <b>simple structural features</b> . I am able to include one or two relevant ideas, <b>simply linked</b> . I include <b>random</b> paragraph structure.	I show an occasional use of sentence demarcation, with some evidence of a conscious choice of punctuation. I use a simple range of sentence forms and occasionally use Standard English with a limited control of agreement. My spelling of basic words is accurate, and I use a limited vocabulary to create simple accounts of real or imagined experiences.
1+ 1= 1-		<b>Content</b> I show an <b>occasional</b> sense of audience and purpose. I use <b>simple vocabulary</b> . <b>Organisation</b> I have <b>limited</b> or <b>no evidence</b> of structural features. I am able to include one or two <b>unlinked ideas</b> . I don't include any paragraphs.	I show an occasional use of sentence demarcation, with little evidence of a conscious choice of punctuation. I use a limited range of sentence forms and occasionally use Standard English with a limited control of agreement. My spelling of basic words is mostly accurate, and I use a limited vocabulary to create accounts of real or imagined experiences.
Entry Level	I am working towards Grade 1, but I am not yet consistently meeting the criteria across a range of work.		