

English Writing (Year 7)

	Initial – a student who is still initial will be able to partially meet some of the following with support:	Emerging – a student whose understanding is still emerging will be able to:	Developing – a student whose understanding is developing will also be able to:	Secure – a student whose understanding is secure will also be able to:	Advanced – a student whose understanding is advanced will be able to do some of the following:	Mastered – a student who has mastered their understanding will be able to do all of the following consistently:
Produce interesting texts suited to purpose and audience	I can begin to change the style of my writing to suit my purpose (e.g. descriptive or persuasive) although sometimes I don't maintain the style I'm writing in. I have some good ideas but I need to add more detail or explanation to interest the reader.	The main style and purpose of my writing is usually clear. I usually vary the style and tone of my writing to suit my purpose and audience.	My style is relevant to the audience and the purpose of my writing is clear. I have relevant ideas suitable for the style I'm writing in that I develop with some detail, description or examples to interest the reader.	I can consistently create detailed texts that are effective in terms of audience and purpose. I can create a competent voice / point of view in my writing to suit a range of different audiences and purposes.		
Structure and organisation	My ideas are usually in a sensible order but sometimes the direction of my writing is not clear to the reader. I can sometimes use clear openings and/or endings in my writing. I can sometimes use paragraphs to organise my ideas.	My writing is usually organised with a clear beginning and ending. I usually organise my writing and my ideas into different paragraphs. I usually use different connectives to organise my ideas (e.g. I don't just use 'and', 'then' or 'but').	The order of my ideas and my writing is generally clear and logical. I can use clear paragraphs to help organise the content of my writing. I can use connectives to link my paragraphs to make the direction of my ideas and my writing clear to the reader.	My writing is consistently structured into appropriate and coherent paragraphs. I can competently use a variety of effective discourse markers. I can organise my writing with an effective opening, development and ending.		

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Varied sentence structure	I can use simple or compound sentences joined with ‘and’ or ‘but’ and sometimes use complex sentences.	I can usually vary sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened).	I can vary my sentence structures and openings to interest the reader (e.g. subordinate clauses).	I can consistently use a variety of sentence structures to maintain the reader’s interest.		
Sentence accuracy	I can sometimes use sentence punctuation accurately (e.g. capital letters, full stops, question marks, exclamation marks).	I can usually use some sentence punctuation accurately but I make mistakes punctuating complex sentences and using commas.	I can punctuate most of my sentences clearly and I am beginning to use some simple punctuation for effect (exclamation mark).	I can punctuate my sentences consistently and I can use a variety of punctuation for effect.		
Vocabulary and Spelling	I can spell some common words correctly. I can use mostly appropriate vocabulary in my writing and make some attempt to use vocabulary for effect.	I can usually spell most common words accurately. I can usually use examples of vocabulary for effect.	I can spell many common words accurately although I sometimes make errors with unfamiliar words. I can use more adventurous and relevant vocabulary for effect.	I can spell the majority of common words accurately, including some complex words. I can use ambitious vocabulary competently.		