



Lymm High School- KS3 Life after levels - English Y7

		BRONZE	SILVER	GOLD	PLATINUM
		D and below= GCSE 1,2,3	C= GCSE 4	C/B= GCSE 5,6	A/A*= GCSE 7,8,9
Writing	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	<p>I write using limited appropriate ideas and content.</p> <p>I use simple vocabulary.</p> <p>I occasionally show a sense of audience.</p> <p>I can occasionally establish the purpose of my writing.</p> <p>I use a limited range of the main features of the type of writing I am working on.</p> <p>I try to use an appropriate style depending on the type of writing I am doing.</p>	<p>can write with generally appropriate ideas and content.</p> <p>I use a straightforward register (level of formality) which is not always matched to purpose and audience.</p> <p>I show a straightforward sense of audience, even if I don't consistently write with the reader in mind.</p> <p>I write with a straightforward sense of purpose, even if it is not always consistent all the way through my writing.</p> <p>I write using the main features necessary for the purpose and style of writing.</p> <p>The style of my writing is generally appropriate</p>	<p>I can write using relevant ideas and content and I develop my material with some detail.</p> <p>My register (level of formality) is generally matched to purpose and audience and I begin to offer a clear point of view.</p> <p>I establish a clear sense of audience.</p> <p>I can write so that the main purpose of my writing is clear.</p> <p>I can write using the correct form and features of specific types of writing.</p> <p>I write with appropriate style keep to try to my reader interested.</p>	<p>I try to write with some imaginative ideas and content and I develop my material in detail.</p> <p>My register (level of formality) is sustained and matched to purpose and audience and I establish a convincing point of view which is mostly sustained throughout.</p> <p>I confidently establish a sense of audience and adapt my writing accordingly.</p> <p>I can write so that the purpose of my writing is established convincingly.</p> <p>I use a range of stylistic devices to achieve an effect.</p> <p>I write imaginatively using the correct form and I begin to apply features creatively.</p>



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<p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>I try to organise ideas by putting related points next to each other.</p> <p>I usually write openings and closings.</p> <p>I try to put ideas in an order but I need to work on organising them into paragraphs.</p> <p>I sometimes write one-sentence paragraphs and my ideas are loosely organised.</p>	<p>I organise my ideas into related points or by putting them in chronological order.</p> <p>I write with an appropriate opening and closing which are sometimes linked.</p> <p>My ideas are usually in a logical sequence but they could be organised better so that they have a greater effect on the reader.</p> <p>I use paragraphs to organise the content of my writing and I try to make links between paragraphs e.g. <i>firstly, next.</i></p>	<p>My writing is structured clearly and I can organise my sentences into appropriate paragraphs.</p> <p>I can manage the development of my writing, e.g. <i>closings refer back to openings.</i></p> <p>My paragraphs clearly structure my main ideas across the text to support my purpose, e.g. <i>clear chronological or logical links between paragraphs.</i></p> <p>Within my paragraphs/ sections, I can use a range of devices which support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text.</i></p> <p>I make clear links between paragraphs throughout my writing.</p>	<p>My writing is clearly controlled and sequenced, e.g. <i>differing length paragraphs, use of flashback in narrative, etc.</i></p> <p>I use a range of features to clearly signal the overall direction of the text for the reader.</p> <p>My construction of paragraphs clearly supports the meaning and purpose of my writing, e.g. <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs.</i></p> <p>Within my paragraphs, I can use cohesive devices which contribute to the emphasis and effect of my writing, e.g. <i>adverbials as sentence starters.</i> I make effective links between paragraphs in my writing.</p>
<p>Use a range of vocabulary and sentence structures for</p>	<p>I use mostly simple sentences.</p> <p>I connect my ideas using words like <i>and, but, so.</i></p>	<p>I am beginning to build in complex sentences in my writing.</p>	<p>I can use simple, compound and complex sentences in my writing to make my ideas clear but I sometimes make errors</p>	<p>I can use range of sentence structures in my writing to show my purpose and achieve an</p>



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	<p>clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)</p>	<p>I can write with full stops, commas, capital letters, question marks and exclamation marks but not always accurately.</p> <p>I use simple, generally appropriate vocabulary but I don't use many different words.</p> <p>I use correct spelling of most common words.</p>	<p>I can use some types of connectives: <i>e.g. if, when, because.</i></p> <p>My sentences have mostly secure punctuation throughout my writing, including speech punctuation and commas to mark clauses.</p> <p>My writing shows some evidence of deliberate vocabulary choices and I try to use new vocabulary to match my topic.</p> <p>I use correct spelling of most common words and some complex words but I may make errors in words such as homophones, adverbs and plurals.</p>	<p>where ambitious structures are attempted.</p> <p>I regularly use connectives in my work to show the relationship between my ideas, <i>e.g. although, on the other hand, meanwhile etc.</i></p> <p>I use a full range of punctuation accurately to demarcate sentences, including speech punctuation, brackets and hyphens.</p> <p>I choose my vocabulary to have an effect on my reader and I use a reasonably wide vocabulary although I don't always choose the best word.</p> <p>I use correct spelling of most common words including most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.</p>	<p>effect on my reader <i>for example I can add in extra detail and change the word order of my sentences for effect.</i></p> <p>I can start my sentences with -ly and -ing words to emphasise my ideas.</p> <p>My sentences use the full range of punctuation and are consistently accurate with only occasional errors in ambitious structures, <i>e.g. only occasional comma splices, some use of semi-colons, not always accurate.</i></p> <p>I use a range of vocabulary appropriate to purpose and audience which is generally varied and often ambitious, even though my choices may not always be apt.</p> <p>I use generally correct spelling throughout, including some ambitious, uncommon words or words with complex</p>
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