		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.**	I can write with generally appropriate ideas and content. I use a straightforward register (level of formality) which is not always matched to purpose and audience. I show a straightforward sense of audience, even if I don't consistently write with the reader in mind. I write with a straightforward sense of purpose, even if it is not always consistent all the way through my writing. I write using the main features necessary for the purpose and style of writing. The style of my writing is generally appropriate	I can write using relevant ideas and content and I develop my material with some detail. My register (level of formality) is generally matched to purpose and audience and I begin to offer a clear point of view. I establish a clear sense of audience. I can write so that the main purpose of my writing is clear. I can write using the correct form and features of specific types of writing. I write with appropriate style keep to try to my reader interested.	I try to write with some imaginative ideas and content and I develop my material in detail. 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. I confidently establish a sense of audience and adapt my writing accordingly. I can write so that the purpose of my writing is established convincingly. I use a range of stylistic devices to achieve an effect. I write imaginatively using the correct form and I begin to apply features creatively.	My ideas and content are imaginative and I develop my ideas with well-judged detail. I can vary my register (level of formality) for effect and with some control. I establish an individual voice or point of view which I can sustain throughout. My writing is convincingly matched and adapted for my audience. My writing is convincingly matched and adapted to purpose. I can make imaginative and generally successful adaptations of a wide range of forms and conventions to suit a variety of purposes and audiences.

					I make thoughtful use of stylistic devices for deliberate effect.
Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	I organise my ideas into related points or by putting them in chronological order. I write with an appropriate opening and closing which are sometimes linked. My ideas are usually in a logical sequence but they could be organised better so that they have a greater effect on the reader. I use paragraphs to organise the content of my writing and I try to make simple links between paragraphs e.g. *firstly, next.*	My writing is structured clearly and I can organise my sentences into appropriate paragraphs. I can manage the development of my writing, *e.g. closings refer back to openings.* My paragraphs clearly structure my main ideas across the text to support my purpose, *e.g. clear chronological or logical links between paragraphs.* Within my paragraphs/ sections, I can use a range of devices which support cohesion, *e.g. secure use of pronouns, connectives, references back to text.* I make clear links between paragraphs throughout my writing.	My writing is clearly controlled and sequenced, *e.g. differing length paragraphs, use of flashback in narrative, etc.* I use a range of features to clearly signal the overall direction of the text for the reader. My construction of paragraphs clearly supports the meaning and purpose of my writing, *e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs.* Within my paragraphs, I can use cohesive devices which contribute to the emphasis and effect of my writing, *e.g. adverbials as sentence starters.* I make effective links between paragraphs in my writing.	My writing uses information, ideas and events which are skilfully managed and beginning to be shaped to achieve my intended purpose and effect, *e.g. development of character, plot, event, or sides of an argument, are paced across the text.* I also use a variety of devices to deliberately engage the reader and achieve deliberate effects. The content of my paragraphs has been consciously chosen to develop the meaning and purpose of my writing, *e.g. paragraph length and complexity varied to match narrative pace or development of argument.* Within my paragraphs, I use a range of cohesive devices effectively to achieve specific

				effects. The links between my paragraphs are sometimes imaginative/chosen for effect.
Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)	I am beginning to build in complex sentences in my writing. I can use some types of connectives: *e.g. if, when, because.* My sentences have mostly secure punctuation throughout my writing, including speech punctuation and commas to mark clauses. My writing shows some evidence of deliberate vocabulary choices and I try to use new vocabulary to match my topic. 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.	I can use simple, compound and complex sentences in my writing to make my ideas clear but I sometimes make errors where ambitious structures are attempted. I regularly use connectives in my work to show the relationship between my ideas, *e.g. although, on the other hand, meanwhile etc.* I use a full range of punctuation accurately to demarcate sentences, including speech punctuation, brackets and hyphens. 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. I use correct spelling of most common words including	I can use range of sentence structures in my writing to show my purpose and achieve an effect on my reader *for example I can add in extra detail and change the word order of my sentences for effect.* I can start my sentences with –ly and –ing words to emphasise my ideas. My sentences use the full range of punctuation and are consistently accurate with only occasional errors in ambitious structures, *e.g. only occasional comma splices, some use of semi-colons, not always accurate.* 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.	I use different sentence types, including embedded clauses, to achieve my purpose and desired effect, with rare loss of control. I use a range of features to shape/craft sentences that have impact and contribute to the overall development of the text. I use a wide range of punctuation with a high level of accuracy. My vocabulary (generally varied and ambitious) is consistently, often imaginatively, well matched to my purpose and audience. I have a competent level of accuracy in spelling throughout my writing.

			most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.	I use generally correct spelling throughout, including some ambitious, uncommon words or words with complex sound/symbol relationships.	