

YEAR 8 ENGLISH (WRITING)

	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.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)
PLATINUM	<p>My ideas and content are often imaginative and I develop my ideas in some detail.</p> <p>My register (level of formality) is consistent.</p> <p>My writing is clearly matched to my audience.</p> <p>My writing is clearly matched to purpose.</p> <p>I can make imaginative use of a range of forms and conventions.</p> <p>I make some thoughtful use of stylistic devices for effect.</p>	<p>My writing uses information, ideas and events which are sometimes creative and imaginative.</p> <p>I also use features to attempt to interest the reader.</p> <p>The content of my paragraphs has been chosen to develop my writing, e.g. <i>paragraph length and complexity varied to match narrative pace or development of argument.</i></p> <p>Within my paragraphs I use a range of cohesive devices.</p> <p>I make links between paragraphs.</p>	<p>I use different sentence types, including embedded clauses, to develop my ideas.</p> <p>I begin to use a wider range of sentence openers.</p> <p>I use a wide range of punctuation mostly accurately and sometimes deliberately.</p> <p>My vocabulary (generally varied and sometimes ambitious) is imaginative.</p> <p>I have a good level of accuracy in spelling throughout my writing.</p>
GOLD	<p>I try to write with some imaginative ideas and content and I am beginning develop my material in detail.</p> <p>My register (level of formality) is usually consistent.</p> <p>I establish some sense of audience.</p> <p>I can write so that the purpose of my writing is established clearly.</p> <p>I use a range of stylistic devices consciously to achieve a specific effect.</p> <p>I write with a mostly appropriate style to try to keep my reader interested.</p>	<p>My writing is clearly structured and sometimes paragraphs are used for effect.</p> <p>I use a range of features to develop my writing.</p> <p>My construction of paragraphs clearly supports the meaning, e.g. <i>paragraph topic signalled and then developed.</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></p>	<p>I can use range of sentence structures in my writing to make my ideas clear: <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 a wide range of punctuation and are mostly accurate.</p> <p>I use a range of vocabulary generally appropriate to purpose and audience which is generally varied, even though my choices may not always be apt.</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>
SILVER	<p>I can write using relevant ideas and content.</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 sense of audience.</p> <p>I can write so that the main purpose of my writing is clear (in sections of my writing).</p> <p>I can write using the form and various features of specific types of writing.</p> <p>I write with a generally appropriate style.</p>	<p>My writing is structured into appropriate paragraphs.</p> <p>I can manage the development of my writing most of the time.</p> <p>My paragraphs structure my main ideas logically across the text.</p> <p>Within my paragraphs/ sections, I can use some devices which support cohesion, e.g. <i>secure use of pronouns, connectives.</i></p>	<p>I can use simple, compound and complex sentences in my writing but I sometimes make errors with complex sentences.</p> <p>I regularly use connectives in my work to show the relationship between my ideas, e.g. <i>although, on the other hand, meanwhile etc.</i></p> <p>I use a wider range of punctuation accurately to demarcate sentences, including speech punctuation.</p> <p>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 and some complex words but I may make errors in words such as homophones.</p>
BRONZE	<p>I can write with some 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 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 some of the main features necessary for the purpose and style of writing.</p> <p>I try to use an appropriate style.</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.</p> <p>I use paragraphs to organise the content of my writing.</p>	<p>I am beginning to build in compound, and occasionally complex sentences, in my writing.</p> <p>I can use some types of connectives: e.g. <i>if, when, because.</i></p> <p>Basic punctuation is secure – fill stops, commas, exclamation marks and question mark.</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.</p>