

## Assessment Without Levels - English Progress Descriptor - Writing

**Key concepts:** writing should encourage students to develop skills of writing effectively, using language imaginatively and creatively and using the texts provided to write in different forms. Alongside the key threshold concepts of: *Power, Identity and Representation; Literary Heritage and English Across Time; Communication and Expression and Appreciation of Form (The Writer's Craft)*, students should be assessed on their ability to:

- Use knowledge gained from exploring fictional and non-fiction texts to inform and improve their own writing.
- Write effectively and clearly using Standard English correctly.
- Use grammar correctly, punctuate, and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of the conventions for writing.

Key skill	Acquiring <i>Working to consolidate ...</i>	Developing <i>Working towards ...</i>	Securing <i>Working at ...</i>	Extending <i>Working above ...</i>
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Well organised at both full text and sentence level.	<p>Links one or two ideas together.</p> <p>Uses paragraphs to organise ideas, though not always successfully.</p> <p>Attempts to add simple details using descriptive language, such as adjectives and adverbs.</p>	<p>Uses different discourse markers and structural features to organise the piece, e.g paragraphs, sentence starters, adverbials etc...</p> <p>Ideas are becoming clearly linked throughout, using paragraphs.</p> <p>Attempts to match the piece to the audience and the task which has been set.</p> <p>Vocabulary choices are sometimes appropriate for the genre.</p> <p>A number of descriptive language techniques seen, these are sometimes effective for purpose, such as similes, metaphors, alliteration, etc...</p>	<p>Effectively organises writing using discourse markers and a range of sentence openers to create a well organised piece.</p> <p>Writing is cohesive and ideas are linked clearly throughout.</p> <p>Vocabulary choices are effective and piece is generally matched to the audience and task.</p> <p>A range of structural and descriptive language techniques are used throughout.</p> <p>Usually crafted for effect, such as single sentence paragraphs etc...</p>	<p>Writing is organised in a sophisticated way with a range of engaging sentence openers and discourse markers throughout.</p> <p>Writing is ambitious and guides the reader through a range of highly developed ideas which are seamlessly linked. Vocabulary is convincing and compelling for the reader, matching the purpose of the piece.</p> <p>Conscious crafting of writing which includes a range of highly effective language and structural devices, e.g. cyclical structure, extended metaphors...</p>

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	<p>Attempts to use Standard English in writing (Errors with tenses or modal verbs).</p> <p>Uses full stops and capital letters to separate ideas.</p> <p>Attempts to use basic punctuation and is sometimes accurate, e.g. (.) (!) (?) (,)</p> <p>Spells simple words accurately.</p>	<p>Mostly uses Standard English across the piece.</p> <p>Beginning to use tenses accurately.</p> <p>Uses simple punctuation accurately and attempts to use more complex punctuation, e.g. (") (')</p> <p>Attempts to use commas to separate clauses.</p> <p>Can spell more complex words accurately.</p>	<p>Standard English used throughout with rare errors.</p> <p>Range of tenses used with accuracy.</p> <p>Range of sentence types used Accurately throughout the piece.</p> <p>Range of punctuation used, mostly with success, such as (-) (;) (:)</p> <p>Commas used to separate clauses with clarity.</p> <p>Accurate spelling of a range of complex and irregular words</p>	<p>Standard English used consistently and with confidence across the piece.</p> <p>Impact created through use of ambitious sentence forms.</p> <p>Accurate and effective use of a wide range of punctuation.</p> <p>Spelling highly accurate, even ambitious vocabulary. Errors are rare.</p>
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**Sources:** Key Stages 2 & 3 National Curriculum for English, AQA GCSE English Language Specification.