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|  | **Narrative Writing** | **Transactional Writing** | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Band | AO5 **Communication and organisation** | AO6**Vocabulary, sentence structure, spelling and punctuation** | AO5**Communication and organisation** | AO6**Vocabulary, sentence structure, spelling and punctuation** |
| WT*Occasional* | **WT.4** The writing shows some occasional control of plot and characterisation.**WT.3** Writing shows occasional organisation into sentences.**WT.2** Occasionally grammatical features and organisation show some meaning.**WT.1** Communication is limited and meaning is occasionally conveyed. | **WT.F** Occasional use of sentence demarcation. **WT.E** Occasional example of sentence use. **WT.D** Few attempts to punctuate.**WT. C** occasional, high frequency words, spelled correctly. **WT.B** Occasional control of tense and agreement.**WT.A** Vocabulary is very limited | **WT.6** Occasional awareness of purpose and format.**WT.5** Occasional awareness of audience.**WT.4** Occasional attempt to adapt register.**WT. 3** Content very limited or thin.**WT.2** Limited sequence.**WT.1** Occasionally meaning is conveyed. | **WT.F** Occasional use of sentence demarcation. **WT.E** Occasional example of sentence use. **WT.D** Few attempts to punctuate.**WT. C** occasional, high frequency words, spelled correctly. **WT.B** Occasional control of tense and agreement.**WT.A** Vocabulary is very limited | 101 |  |  |  |  |
| Band 1*Basic/Limited* | **1.4** The writing shows basic control and coherence (a basic sense of plot and characterisation) **1.3** The writing shows basic organisation **1.2** Some use of structure and grammatical features is used to show meaning **1.1** Communication is limited but some meaning conveyed | **1F** Limited range of sentence structure **1E** Control of sentence construction limited **1D**Some attempt to use punctuation **1C** Some spelling is accurate **1B** Control of tense and agreement is limited **1A** Limited range of vocabulary  | **1.6** Basic awareness of purpose and format **1.5** Basic awareness of reader/audience **1.4** Basic attempt to adapt register appropriately **1.3** Limited reasons – content may be thin/limited **1.2** Simple sequencing of ideas **1.1** Writing has some basic clarity/meaning is limited | **1F** Limited range of sentence structures **1E** Limited control of sentence construction **1D** Some attempt to use punctuation **1C** Some spelling is accurate **1B** Control of tense/agreement is limited **1A** Limited range of vocabulary  | 102 | 101 |  |  |  |
| Band 2*Some* | **2.4**The writing shows some control and coherence (some control of plot and characterisation) **2.3**The writing show some organisation **2.2** Structure and grammatical features are used to show meaning **2.1** Communication of meaning is limited but generally clear | **2F** Some variety of sentence structure **2E** Some control of sentence construction **2D** Some control of a range of punctuation **2C** Spelling is usually accurate **2B** Control of tense and agreement is generally secure **2A** Some range of vocabulary  | **2.6** Some awareness of purpose and format **2.5** Some awareness of reader/audience **2.4** Attempt to adapt register appropriately **2.3** Some appropriate reasons **2.2** Some sequencing of ideas **2.1** Writing has some fluency and clarity | **2F** Some sentences are varied **2E** Some control of sentence construction **2D** Some range of punctuation **2C** Most spelling is accurate **2B** Some control of tense/agreement **2A** Some range of vocabulary  | 103 | 102 | 101 |  |  |
| 101 |
| Band 3*Mostly* | **3.4** The writing is mostly controlled and coherent (plot and characterisation develop in some detail) **3.3** The writing is organised **3.2** Structure and grammatical features are used with some accuracy to aid meaning **3.1** Communication of meaning is clear but limited in ambition | **3F**There is variety in sentence structure **3E** Sentence construction is mostly secure **3D** A range of punctuation is used mostly with accuracy **3C** Most spelling is secure **3B** Control of tense and agreement is mostly secure **3A** Vocabulary beginning to develop  | **3.7** Clear awareness of purpose and format **3.6** Clear awareness of reader/audience **3.5** Register appropriately adapted to task **3.4** Content is developed with appropriate reasons **3.3** Ideas are organised **3.2** Some shape and structure gives clear sequence **3.1** Writing is mostly fluent | **3F** Sentences are varied **3E** Sentence construction is mostly secure **3D** Range of punctuation is used, mostly accurately **3C** Most spelling is secure **3B** Control of tense/agreement is mostly secure **3A** Vocabulary is beginning to develop and is used with some precision | 104 | 103 | 102 | 101 |
| 102 | 102 |
| Band 4*Clear* | **4.4** There is clear control and coherence in writing (plot and character show convincing detail and imagination) **4.3** The writing is clearly organised **4.2** Structure and grammatical features are clearly used to support cohesion and coherence **4.1**Communication of meaning is clear | **4F** Sentence structure is varied to achieve particular effects **4E** Sentence construction is clearly secure **4D** A range of punctuation is used with accuracy **4C** Spelling is secure **4B** Control of tense and agreement is secure **4A** Vocabulary is used carefully and with precision | **4.6** Consistent understanding of purpose and format **4.5** Secure awareness of reader/audience **4.4** Register consistently adapted to task **4.3** Content is well thought out and developed **4.2** Clear shape and structure **4.1** Writing has fluency and clarity | **4F** Sentences are varied with some effect **4E** Sentence construction is controlled and accurate **4D** Range of punctuation used accurately **4C** Spelling is secure **4B** Control of tense/agreement secure **4A** Vocabulary is used with precision |  | 104 | 103 | 103 |
| 104 | 103 |
| Band 5*Controlled and coherent, originality* | **5.4** The writing is coherent and controlled (plot and characters are developed with detail, originality and imagination) **5.3** The writing is clearly and imaginatively organised **5.2** Structure and grammatical features are used carefully to give the writing cohesion and coherence **5.1** Communication of meaning is precise | **5F** There is appropriate and effective variation of sentence structures **5E** Sentence construction is controlled and accurate **5D** A range of punctuation is used confidently **5C** Virtually all spelling is correct **5B** Control of tense and agreement is fully secure **5A** A wide range of appropriate vocabulary | **5.7** Confident, consistent purpose and format **5.6** Sustained awareness of reader/audience **5.5** Appropriate register confidently adapted to task **5.4** Content is effective and well judged **5.3** Ideas convincingly developed with relevant detail **5.2** Shape and structure used for effect **5.1** Writing is effective and engaging at this level | **5F** Appropriate and effective sentence variety **5E** Sentence construction is controlled and effective **5D** Range of punctuation used accurately/ confidently **5C**Virtually all spelling is accurate **5B** Control of tense/agreement secure **5A** Range of vocabulary is used effectively |  |  |  | 104 |
|  | 104 |

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| PP Provision | SEND Provision | Addressing the Gender Gap | Cultural Capital | Careers | NC Links |
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