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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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