

Year 7 Writing Skills	Emerging	Developing	Secure	Excelling
WS1 Write imaginative & thoughtful texts	<ul style="list-style-type: none"> I can demonstrate some appropriate ideas/content but sometimes there are repetitive or sparse. I can present a straightforward viewpoint. I am beginning to establish and maintain my writing. 	<ul style="list-style-type: none"> I can demonstrate relevant ideas and content. My writing is sometimes developed in detail with a clear viewpoint. 	<ul style="list-style-type: none"> I have developed ideas with a generally consistent viewpoint and the occasional elaboration. 	<ul style="list-style-type: none"> I have imaginative ideas that are appropriately shaped. I can use linguistic devices to achieve an effect.
WS2 Write texts appropriate to task, reader & purpose	<ul style="list-style-type: none"> I have a simple awareness of purpose. I demonstrate some attempt at using an appropriate style. I have a simple awareness of audience. 	<ul style="list-style-type: none"> My main features of writing are clear and appropriate to purpose, task and audience. I have an awareness of audience and purpose that is not always consistently maintained. 	<ul style="list-style-type: none"> My writing is clearly adapted with a consistent awareness of task, audience and purpose. 	<ul style="list-style-type: none"> My writing is consistently maintained and adapted for purpose, audience and format. I can use appropriate language throughout the text.
WS3 Organise ideas effectively	<ul style="list-style-type: none"> I make some attempt to group related points or organise by time sequence. My openings and closings are usually signalled. 	<ul style="list-style-type: none"> My ideas are generally structured in logical sequences. My ideas are organised simply with a fitting opening and closing, that are sometimes linked. 	<ul style="list-style-type: none"> I can use coherent paragraphing which is effectively managed across the text, e.g. closings refer back to openings. I have clear links between paragraphs with evidence of integrated discourse markers. 	<ul style="list-style-type: none"> My ideas are skilfully managed and shaped to achieve the intended purpose and effect. I can use a range of features that clearly signal the overall direction of the text.
WS4 Use paragraphs effectively	<ul style="list-style-type: none"> I have some use of paragraphs. I make some limited attempt to link paragraphs. I have some links between sentences within paragraphs. 	<ul style="list-style-type: none"> My paragraphs are grouped by content. I am clearly attempting to link paragraphs. I have clear links between sentences within paragraphs. 	<ul style="list-style-type: none"> My paragraphs are linked across the whole text to help organise my context. I can use a range of discourse markers between sentences. 	<ul style="list-style-type: none"> My paragraphs are clearly structured across the whole text and structural features are evident between paragraphs. Within my paragraphs, I can use a range of structural devices.
WS5 Use sentences accurately and effectively	<ul style="list-style-type: none"> I rely on simple and compound sentences (with occasional use of complex sentence, sometimes inaccurately). I have some use of common connectives and some use of subordination. 	<ul style="list-style-type: none"> I have some variety in length/structure of sentences (with increasing accuracy). I can use some subordinating connectives (e.g. if, when, because). I can use some variation of the pattern of words (generally accurate use of tense and verb forms) 	<ul style="list-style-type: none"> I can accurately use a variety of sentence types/forms/structures. I can accurately use subordinating connectives throughout (e.g. if, when, because). I can accurately use a variation of the pattern of words and accurate use of tense and verb forms. 	<ul style="list-style-type: none"> I can use a variety of sentence types/forms/structures which are crafted accurately for effect. I can use connectives to clarify the relationships between ideas (e.g. although, on the other hand, meanwhile). I can make accurate use of the pattern of words to build detail or convey meaning.
WS6 Punctuate sentences accurately	<ul style="list-style-type: none"> I can usually use basic punctuation accurately (including full stops, capital letters, question marks, exclamation marks and limited use of speech punctuation). I can use commas for lists. 	<ul style="list-style-type: none"> I can use some variety of punctuation (not always accurately). I can use commas for lists and occasionally to mark clauses (not always accurately). 	<ul style="list-style-type: none"> I can use a range of punctuation accurately (including some variation in punctuation use). I can generally use accurate commas to define clauses within sentences. 	<ul style="list-style-type: none"> I can use a full variety of punctuation accurately to craft sentences for effect (including colons, semi-colons and accurate speech punctuation). I can use a variety of punctuation to define clauses (with occasional errors in ambitious structures).

<p>WS7 Select effective vocabulary</p>	<ul style="list-style-type: none"> I can use simple, generally appropriate, vocabulary. I can make some attempt to use words for effect. 	<ul style="list-style-type: none"> I demonstrate some evidence of consciously chosen vocabulary. 	<ul style="list-style-type: none"> I can use a reasonably wide range of consciously chosen vocabulary. 	<ul style="list-style-type: none"> Uses a wide range of vocabulary for effect. Attempts to use ambitious vocabulary even though choices are not always appropriate.
<p>WS8 Use correct spelling</p>	<ul style="list-style-type: none"> I can usually get the correct spelling of high-frequency words. I can correctly spell some common grammatical function words. I am likely to make errors with: <ul style="list-style-type: none"> Inflected ending adverbs Plurals Phonetic attempts at vowel digraphs (e.g. prey, play, train / key, free, quay). 	<ul style="list-style-type: none"> I have some correct spelling of most grammatical function words, including adverbs with –ly formation. I am likely to make errors with: <ul style="list-style-type: none"> Homophones (their/they're/there) Occasional phonetically plausible spelling of content/ words. 	<ul style="list-style-type: none"> I generally have correct spelling of grammatical function and content words. I am likely to make errors with: <ul style="list-style-type: none"> Unstressed syllables (e.g. vulnerable, valuable, literature, interest, several) Double consonants in prefixes. 	<ul style="list-style-type: none"> I have correct spelling of: <ul style="list-style-type: none"> Grammatical function words (determiners, auxiliary verbs, prepositions, modal verbs and pronouns) Inflected words Most content lexical words. I make occasional errors with: <ul style="list-style-type: none"> Unstressed syllables (e.g. vulnerable, valuable, literature, interest, several) Double consonants in prefixes.