

WRITING ASSESSMENT GRID

A05					A06			
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and					Pupils must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and			
Grade	Descriptor	Communication	Effect	Organisation	Spelling	Punctuation	Grammar	
8 to 9	Top 20%	All skills demonstrated at Grade 7 with added flair and sophistication. Perfection!						
7	Content is convincing, crafted and compelling. Organisation is structured, developed, complex and varied.	Communication is convincing and compelling throughout.	Tone, style and register are assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract. Extensive and ambitious vocabulary with sustained crafting of linguistic devices.	Highly structure and developed writing, incorporating a range of intergrated and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers. Varied and inventive use of structural features.	High level of accuracy in spelling, including ambitious vocabulary. Extensive and ambitious use of vocabulary.	Sentence demarcation is secure and accurate. Full range of punctuation is used purposefully for creative effect with complete accuracy.	Demonstrates flair and originality across a full range of sentence forms for deliberate effect. Uses Standard English fluently and appropriately with originality in the use of complex grammatical structures.	
6	Content is increasingly convincing and crafted. Organisation is structured, developed, complex and varied.	Communication is convincing.	Tone, style and register consistently match purpose, form and audience. Extensive vocabulary with evidence of conscious crafting of linguistic devices.	Structured and developed writing with a range of engaging complex ideas. Consistently coherent use of paragraphs with integrated discourse markers. Varied and effective structural features.	High level of accuracy in spelling, including ambitious vocabulary. Extensive and ambitious use of vocabulary. Occasional lapses.	Sentence demarcation is consistently secure and consistently accurate. Full range of punctuation is used with high level of accuracy and for effect.	Uses a full range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with secure control of complex grammatical structures.	
5	Content is consistently clear and chosen for effect. Organisation is engaging and connected.	Communication is consistently clear and effective.	Tone, style and register are matched to purpose form and audience. Vocabulary and phrasing is chosen for effect with a range of appropriate linguistic devices.	Writing is engaging, using a range of detailed connected ideas. Coherent paragraphs with integrated discourse markers. Effective use of structural features.	Accurate spelling of complex words. Confident use of vocabulary for effect. Expect some lapses in more ambitious vocabulary.	Sentence demarcation is accurate. Range of punctuation is used more confidently (: ; used purposefully).	Uses a variety of sentence forms for effect. Uses Standard English appropriately with mostly controlled grammatical structures of increasing accuracy.	
4	Content is mostly clear and chosen for effect. Organisation is mostly engaging and connected.	Communication is clear.	Tone, style and register are generally matched to purpose, form and audience. Vocabulary is clearly chosen for effect with successful use of linguistic devices.	Writing is engaging, with a range of connected ideas. Usually coherent paragraphs with a range of discourse markers. Usually effective use of structural features.	Generally accurate spelling including complex and irregular words. Increasingly effective use of vocabulary.	Sentence demarcation is mostly secure and mostly accurate. Range of punctuation (including : ; speech, ? And brackets) is used, mostly with success.	Uses a variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures.	
3	Content is mostly successful and controlled. Organisation is linked/relevant and paragraphed.	Communication is mostly successful.	Some sustained attempt to match purpose, form and audience. Some control of register. Conscious use of vocabulary with some use of linguistic devices.	Increasing variety of linked and relevant ideas. Some use of paragraphs and some use of discourse markers. Some use of structural features.	Accurate spelling of more complex words. More varied use of vocabulary.	Sentence demarcation is mostly secure with mainly accurate use of full stops, exclamation marks, question marks and ellipsis.	Simple and compound sentence structures used accurately. Starting to use complex forms. Use of Standard English increasing in accuracy.	
2	Content shows some success and control. Organisation shows some links/relevance and paragraphs.	Communicates with some success.	Attempts to match purpose, form and audience. Attempts to control register. Begins to vary vocabulary with some use of linguistic devices.	Some linked and relevant ideas. Attempts to write in paragraphs with some discourse markers (not always appropriate). Attempts to use structural features.	Some accurate spelling of more complex words. Some varied use of vocabulary.	Sentence demarcation is sometimes accurate with some use of commas and other basic punctuation.	Attempts a variety of sentence forms. Some use of Standard English with some control of agreement.	
1	Content is simple. Organisation is simple and limited.	Simple communication of ideas	Simple awareness of purpose, form and audience. Limited control of register. Simple vocabulary. Simple linguistic devices.	One or two relevant ideas, simply linked. Random paragraph structure. Evidence of simple structural features.	Accurate basic spelling. Simple use of vocabulary.	Occasional use of sentence demarcation. Some evidence of conscious punctuation.	Simple range of sentence forms, Occasional use of Standard English with limited control of agreement.	
Below	Working towards to simple content and organisation.	Communicates limited meaning	Occasional sense of purpose, form and/or audience. Simple vocabulary.	One or two unlinked ideas. No paragraphs. Limited or no evidence of structural features.	Phonetic spelling of simple vocabulary and attempts phonetic spelling of more varied vocabulary.	Awareness of full stops and capital letters.	Joins sentences with simple connectives e.g. and.	