

# English Writing KS3 Progress Ladder

Progress

<p><b>Content is convincing, crafted and compelling. Organisation is structured, developed, complex and varied.</b></p>	<p>Assuredly match tone, style and register to purpose, form and audience. Employ extensive and ambitious vocabulary, with sustained crafting of linguistic devices, for subtle, manipulative effects.</p>	<p>Create highly structured and developed writing, incorporating a range of engaging complex ideas. Fluently link paragraphs and seamlessly integrate discourse markers. Inventively use varied structural features.</p>	<p>Spell with a high level of accuracy, including ambitious vocabulary. Ambitiously use an extensive range of vocabulary for effect.</p>	<p>Use sentence demarcation with consistent accuracy showing secure understanding. Purposefully and precisely use a full range of punctuation for creative effect.</p>	<p>Demonstrate flair and originality in your use of a full range of sentence forms for deliberate effect. Fluently and aptly use standard English with originality in the use of complex grammatical structures.</p>	<p>Repeatedly respond to independent self-assessment.</p>
<p><b>Content is increasingly convincing and crafted. Organisation is structured, developed, complex and varied.</b></p>	<p>Consistently match tone, style and register to purpose, form and audience. Use extensive vocabulary, with evidence of conscious crafting of linguistic devices.</p>	<p>Structure and develop your writing with a range of engaging complex ideas. Make consistent use of coherent paragraphs with integrated discourse markers. Vary your use of effective structural features.</p>		<p>Use a full range of appropriate sentence forms for effect. Aptly use standard English with secure control of complex grammatical structures.</p>		
<p><b>Content is consistently clear and chosen for effect. Organisation is engaging and connected.</b></p>	<p>Generally match tone, style and register to purpose, form and audience. Use a range of vocabulary and appropriate linguistic devices for effect.</p>	<p>Use a range of detailed, connected ideas to make your writing engaging. Create coherent paragraphs with integrated discourse markers. Make effective use of structural features.</p>	<p>Spell with accuracy, including complex and irregular words. Make confident use of vocabulary for effect.</p>	<p>Use sentence demarcation with high levels of accuracy. Purposefully use a wide range of punctuation, with confidence, for effect.</p>	<p>Accurately use a range of simple and complex sentence forms for effect. Aptly use standard English with mostly controlled and increasingly accurate grammatical structures.</p>	<p>Respond to independent self-assessment.</p>
<p><b>Content is mostly clear and chosen for effect. Organisation is mostly engaging and connected.</b></p>	<p>Sometimes match tone, style and register to purpose, form and audience. Clearly choose vocabulary for effect with successful use of some linguistic devices.</p>	<p>Use a range of connected ideas to make your writing engaging. Create coherent paragraphs with a range of discourse markers. Begin to make effective use of structural features.</p>	<p>Spell with general accuracy, including complex and irregular words. Make increasingly effective use of vocabulary.</p>	<p>Use sentence demarcation with moderate levels of accuracy. Successfully use a range of punctuation most of the time e.g. : ; ( ) “ ”</p>	<p>Accurately use a variety of simple and complex sentence forms for effect. Mostly use standard English appropriately with mostly controlled grammatical structures.</p>	<p>Respond to teacher led self-assessment.</p>
<p><b>Content is mostly successful and controlled. Organisation is linked/ relevant and paragraphed.</b></p>	<p>Often match purpose, form and audience. Show some control of register, with conscious use of vocabulary and linguistic devices.</p>	<p>Link an increasing variety of relevant ideas. Write in paragraphs and use of discourse markers. Make some use of structural features.</p>	<p>Spell more complex words with accuracy. Make more varied use of vocabulary.</p>	<p>Use sentence demarcation with general accuracy. Accurately use full stops, exclamation marks, question marks and ellipsis most of the time.</p>	<p>Accurately use simple and compound sentence structures with accuracy and begin to use complex sentence structures. Use standard English.</p>	<p>Respond to others' feedback.</p>
<p><b>Content shows some success and control. Organisation shows some links/relevance and paragraphs.</b></p>	<p>Attempt to match purpose, form and audience. Attempt to control register. Begin to vary vocabulary with some use of linguistic devices.</p>	<p>Attempt to link some relevant ideas. Attempt to write in paragraphs with some discourse markers. Attempt to use structural features.</p>	<p>Spell more complex words with some accuracy. Attempt to vary your use of vocabulary.</p>	<p>Use sentence demarcation with some accuracy. Use of commas and other basic punctuation sometimes.</p>	<p>Attempt to vary sentence structures. Make some use of standard English with some control of agreement.</p>	<p>Try once.</p>
<p><b>Content is simple. Organisation is simple and limited.</b></p>	<p>Show simple awareness of purpose, form and audience. Show limited control of register, with simple vocabulary and simple linguistic devices.</p>	<p>Simply link one or two, relevant ideas. Show evidence of simple structure and organisation.</p>	<p>Accurately spell basic words and use simple vocabulary.</p>	<p>Occasionally use sentence demarcation. Start to consciously use punctuation.</p>	<p>Use a simple range of sentence forms. Make occasional use of standard English with limited control of agreement.</p>	
	<p><b>LANGUAGE</b></p>	<p><b>STRUCTURE</b></p>	<p><b>SPELLING &amp; VOCABULARY</b></p>	<p><b>PUNCTUATION</b></p>	<p><b>GRAMMAR</b></p>	<p><b>PERSISTENCE</b></p>