

English Writing KS3 Progress Ladder

Progress

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