



KS4 Target	<p style="text-align: center;"><b>W1</b></p> <p style="text-align: center;"><b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</b></p>	<p style="text-align: center;"><b>W2</b></p> <p style="text-align: center;"><b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</b></p>	<p style="text-align: center;"><b>W3</b></p> <p style="text-align: center;"><b>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</b></p>
<b>1</b>	<p><b>SEN:</b> Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols.</p> <p><b>EAL:</b> Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.</p>		
<b>2</b> in some writing, usually with support	<p><i>basic information and ideas conveyed through appropriate word choice, e.g. relate to topic</i></p> <ul style="list-style-type: none"> <li>some descriptive language, e.g. colour, size, simple emotion</li> <li>some indication of basic purpose, particular form or awareness of reader, e.g. story, label, message</li> <li>mostly simple vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>some formulaic phrases indicate start/end of text, e.g. once upon a time, one day, the end</li> <li>events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered with simple connections</li> </ul>	<ul style="list-style-type: none"> <li>reliance on simple phrases and clauses and some sentence-like structures formed by chaining clauses together</li> <li>some awareness of use of full stops and capital letters</li> <li>usually correct spelling of simple high-frequency words</li> </ul>
<b>3</b> in some writing	<ul style="list-style-type: none"> <li>mostly relevant ideas and content and some apt word choices that create interest</li> <li>brief comments, questions about actions or events suggest viewpoint</li> <li>basic purpose established, some appropriate features of the form used and some attempts to adopt appropriate style</li> <li>simple vocabulary with some adventurous word choices</li> </ul>	<ul style="list-style-type: none"> <li>some basic sequencing of ideas or materials and openings/closings are sometimes signalled</li> <li>ideas in sections grouped by content, some linking by simple pronouns</li> </ul>	<ul style="list-style-type: none"> <li>some variation in sentence openings, mainly simple sentences with 'and' used to connect clauses, past and present tense generally consistent</li> <li>clause structure mostly correct, use of capital letters and full stops generally accurate and some accurate use of question marks, exclamation marks and commas in lists</li> <li>usually correct spelling of high-frequency words</li> </ul>
<b>4</b> across a range of writing	<ul style="list-style-type: none"> <li>some appropriate content ideas and content included and some attempt to elaborate on basic information or events</li> <li>attempt to adopt viewpoint, though often not maintained</li> <li>purpose established at a general level, main features of the form sometimes used and some attempts at appropriate style, with attention to reader</li> <li>simple, appropriate vocabulary and some words selected for effect</li> </ul>	<ul style="list-style-type: none"> <li>some attempts to organise ideas with related points next to each other, openings and closing usually signalled and some attempt to sequence ideas logically</li> <li>some internal structure within sections of the text and within those paragraphs/ sections there are some links between sentences and the movement between the paragraphs/sections is sometimes abrupt or disjointed</li> </ul>	<ul style="list-style-type: none"> <li>reliance mainly on simple sentences (some variation with support), 'and', 'so' and 'but' used in terms of connectives and some limited variation in use of tense but not always secure</li> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, questions and exclamation marks with some limited use of speech punctuation, comma splicing evident</li> <li>correct spelling of commonly used words</li> </ul>
<b>5</b> across a range of writing	<ul style="list-style-type: none"> <li>Relevant ideas and content chosen, some attempt to elaborate on information and events</li> <li>Straightforward viewpoint generally established though not always maintained</li> <li>Main purpose of the writing is clear but not always consistently maintained, main features of the form sometimes used with awareness of the reader</li> <li>Some evidence of deliberate vocabulary choices and some words selected for effect</li> </ul>	<ul style="list-style-type: none"> <li>Ideas organised with related points next to each other or by attempting to put them in time sequence, there is a simple opening and closing and some attempt to sequence ideas logically</li> <li>The text is structured into clear sections and within them there is a limited range of connections between sentences and the movement between the sections/ paragraphs is sometimes abrupt or disjointed</li> </ul>	<ul style="list-style-type: none"> <li>Some variety in length or structure of sentences, 'and', 'so' and 'but' used in terms of connectives and some limited variation in use of tense</li> <li>straightforward sentences usually demarcated accurately with full stops, capital letters, questions and exclamation marks with use of speech punctuation and comma splicing evident</li> <li>correct spelling of commonly used words including adverbs</li> </ul>
<b>6</b> across a range of writing	<ul style="list-style-type: none"> <li>relevant ideas and content chosen, some ideas and material developed in detail</li> <li>straightforward viewpoint generally established and maintained,</li> <li>main purpose of writing is clear but not always consistently maintained and main features of selected form are clear and appropriate to purpose</li> <li>some evidence of deliberate vocabulary choices and some expansion of general vocabulary to match topic</li> </ul>	<ul style="list-style-type: none"> <li>ideas organised by clustering related points or by time sequence, they are organised in a simple way with a fitting opening and closing, and overall the material is in a generally logical sequence</li> <li>paragraphs/sections help to organise content and within them there is a limited range of connections between sentences, and there are some attempts to make simple links between the paragraphs/sections but it is not always maintained</li> </ul>	<ul style="list-style-type: none"> <li>some variety in length or structure of sentences, some use of subordinating connective (if, when, because) and some generally accurate variation in tense</li> <li>sentences demarcated accurately throughout the text, speech marks generally accurate and commas used in lists and sometimes to mark clauses, although not always accurately</li> <li>correct spelling of commonly used words including adverbs and most past and present tense inflections</li> </ul>
<b>7</b> across a range of writing	<ul style="list-style-type: none"> <li>Relevant ideas and material developed with some imaginative detail and they are appropriately shaped for selected form</li> <li>Clear viewpoint established, generally consistent, with some elaboration</li> <li>Main purpose is clear and consistently maintained, features of selected form established and appropriate style clearly established to maintain reader's interest</li> <li>Vocabulary chosen for effect and a reasonably wide vocabulary used, though not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>material is structured clearly, with sentences organised into appropriate paragraphs, development of material is effectively managed and the overall direction of the text is supported by clear links between paragraphs</li> <li>Paragraphs clearly structure main ideas and support purpose, within the paragraphs a range of devices support cohesion and links between the paragraphs generally maintained throughout</li> </ul>	<ul style="list-style-type: none"> <li>a range of sentences lengths and structures provides clarity and emphasis, wide range of connectives used to clarify ideas and some features of sentence structure used to build up detail or convey meaning</li> <li>full range of punctuation used accurately plus syntax and punctuation within sentences generally accurate though some errors where ambitious structures are attempted</li> <li>correct spelling of commonly used words, past and present tense inflections, most derivational suffixes and prefixes and most content words</li> </ul>
<b>8</b> across a range of writing	<ul style="list-style-type: none"> <li>imaginative treatment of materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully</li> <li>convincing, individual voice or point of view established and mostly sustained throughout</li> <li>level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully</li> <li>vocabulary chosen generally appropriate to purpose and audience - generally varied and often ambitious, even though choices are not always apt</li> </ul>	<ul style="list-style-type: none"> <li>material is controlled and sequenced, showing awareness of the reader</li> <li>some features signal the overall direction of the text for the reader</li> <li>paragraphs support the main ideas and the purpose of the text</li> <li>within paragraphs, cohesive features contribute to effect</li> </ul>	<ul style="list-style-type: none"> <li>controlled use of a variety of simple and complex sentences to achieve purpose</li> <li>full range of punctuation used accurately plus syntax and punctuation within sentences generally accurate though some errors where ambitious structures are attempted</li> <li>generally accurate spelling throughout with some inaccuracies in some ambitious words</li> </ul>
<b>9</b> across a range of writing	<ul style="list-style-type: none"> <li>imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience</li> <li>convincing, individual voice or point of view established and mostly sustained throughout</li> <li>level of formality used for purpose and audience generally appropriate and a range of stylistic devices successfully used to achieve effect</li> <li>vocabulary chosen generally appropriate to purpose and audience - generally varied and often ambitious</li> </ul>	<ul style="list-style-type: none"> <li>material is clearly controlled and sequenced, taking account of the reader's likely reaction</li> <li>a range of features clearly signal overall direction of the text for the reader</li> <li>construction of paragraphs clearly supports meaning and purpose</li> <li>within paragraphs, cohesive devices contribute to emphasis and effect</li> </ul>	<ul style="list-style-type: none"> <li>controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</li> <li>syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures</li> <li>generally correct spelling throughout, including some ambitious, uncommon words</li> </ul>