

English KS3 - WRITING SKILLS

Key to Colours

	Beginning 1	Beginning 2	Beginning 3	Developing 4	Developing 5	Developing 6	Approaching 7	Approaching 8	Approaching 9	Secure 10	Secure 11	Secure 12	Extending 13	Extending 14	Extending 15	Mastering 16	Mastering 17	Mastering 18
<b>Sentence Structure</b>	Can produce some simple words and phrases to convey meaning.	Some words are chosen because they relate to the topic.	Words are chosen because they relate to the topic.	Words are well chosen and match the topic.	Beginning to use some ambitious vocabulary.	Uses some interesting and ambitious words are chosen. Adjective and descriptive phrases are used appropriately.	Words are chosen because they have an effect on the reader.	Ambitious word choices are consistently used, including a wide range of adjectives.	Adverbs are used to develop sentences.	Interesting language is used to sustain and develop ideas and to engage the reader.	Beginning to use similes and metaphors in their writing.	Use personification and onomatopoeia.	Uses some figurative language effectively.	Uses a range of figurative language effectively.	Edits work on completion, looking for opportunities for adding more figurative language..	Can select from a wide range of ambitious and imaginative vocabulary and uses these precisely.	Language choices clearly support the purpose and the content covered is relevant.	Uses literary features accurately to create effect.
	Uses words to communicate meaning.	Beginning to write in a series of s,v,o sentences.	Writes s,v,o sentences consistently and correctly.	Beginning to show that they can use different ways to start a sentence. (Adverbs of time, manner and place)	Uses a range of opens well (adverbs, gerunds, -ed emotions - 'Shocked, he ran...')	Experiments with a range of different openers.	Can use a range of sentences opens confidently.	Varies the way sentences are opened to interest the reader.	Uses sophisticated sentence openers.	Uses noun phrases which are expanded by adding modifying adjectives.	Uses noun phrases which are expanded by adding modifying nouns.	Uses noun phrases which are expanded by adding modifying prepositional phrases.	Uses adverbs to indicate a degree of possibility.	Uses modal verbs to indicate a degree of possibility.	Uses relative clauses.	Can use the passive voice.	Can vary sentence structure to create a piece of formal writing.	Can vary sentence structure to create a piece of informal writing.
	Uses phrases to communicate meaning.	Beginning to use 'and' to join sentences.	Can join two sentences using 'and'.	Can use 'because' and 'but' to join sentences.	Can use connectives 'If', 'so', 'then', 'when'.	Can use connectives 'while', 'before', 'after', to join sentences.	Can use connectives 'even though', 'as well as', 'also' to join sentences.	Can use a range of sequencing connectives.	Can use adding connectives.	Can use reinforcing connectives.	Can use contrasting connectives.	Can use cause and effect connectives (therefore, thus, consequently).	Can use comparative connectives.	Changes the position of a connective so that it appears at the starts of a sentence and uses a comma accurately.	Varies the position of connectives within sentences.	Uses a wide range of connectives effectively within a sentence in different positions for effect.	Can edit work to use connectives more effectively within a sentence to engage the reader.	Can comment on the effect a connective has on the reader and suggest two alternatives for the sentence structure.
	Can give examples of a range of verbs.	Understands what a verb is and can recognise them in a simple sentence.	Can use the present continuous verb.	Consistently uses the simple past tense correctly.	Shows awareness of past and present tenses.	Uses the progressive forms of verbs in the present and past tense.	Use of past and present tenses are generally accurate.	Beginning to vary verbs and tenses. Sentences are mostly grammatically accurate.	Uses the present perfect form of verbs instead of the simple past.	Beginning to use subordination.	Verb choices are varied. Can use subordinating connectives.	Nouns, pronouns and tenses are consistently used accurately.	Beginning to add phrases and clauses that build on the main detail and information.	Can add phrases and clauses that build on the main detail and information.	Beginning to use phrases that add shades of meaning.	Can confidently use additional words and phrases to contribute to meaning.	Experiments using additional ambitious words and phrases in a sentence to engage the reader.	Can edit a piece of work, identifying opportunities where additional words, phrases and clauses can be used for impact.
<b>Punctuation</b>	Separates words using finger spaces.	Beginning to use full stops in their writing.	Sometimes uses a capital letter and full stop in their writing.	Beginning to use capital letters for places, days of the week, months of the year.	Sentences are usually demarcated with a full stop and capital letter. Beginning to use '?' but not accurately.	Uses ! with some accuracy.	Uses an apostrophe to show where letters are missing.	Uses commas to separate items in a list.	Uses inverted commas to punctuate direct speech.	Uses inverted commas and other punctuation to indicate direct speech.	Uses the apostrophe to mark plural possession.	Uses commas after fronted adverbials.	Uses commas to indicate parenthesis.	Uses brackets and dashes to indicate parenthesis.	Uses commas to clarify meaning or avoid ambiguity.	Can use a colon to introduce a list.	Can use a semicolon within lists.	Can use a hyphen to avoid ambiguity.
<b>Composition</b>	Can write their own name with correct upper and lower case letters. Most of their work can be read by an adult without help.	Can write simple statements. Can sometimes use words to describe.	Can use some describing words.	Can write a series of sentences with meaning.	Can communicate ideas and meaning confidently in a series of sentences.	Writing shows evidence of a viewpoint.	Can produce work which is imaginative and clear. Can adopt a viewpoint.	Can produce imaginative writing which is interesting to read. Shows evidence of attention to the reader.	Can create interest or humour through detail. Writing is developing a sense of pace.	Can write in a lively, coherent style. Viewpoint is consistent and beginning to be maintained throughout.	Can produce thoughtful and considered writing.	Can maintain a clear and consistent viewpoint.	Can produce writing that is varied, interesting and thoughtful with a consistent, controlled viewpoint. Is able to use the viewpoint of others to support their opinion.	Shows a clear, consistent and established viewpoint supported with clear reasoning.	Writing includes thorough coverage of all points and is well balanced.	A strong viewpoint is established and maintained.	Viewpoint is well controlled through a piece of writing.	Viewpoint is convincing.
	Composes a sentence orally/ in sign before writing it.	Sequences sentences in chronological order to recount an event or experience.	Re-reads what they have written to check that it makes sense.	Writes narratives about personal experiences and those of others, both real and fictional.	Able to orally, or through sign, rehearse structured sentences or sequences of sentences.	Writes for different purposes, including real events.	Discusses models of writing, noting its structure, grammatical features and the use of vocabulary.	Composes sentences with evidence of the use of some different structures. Proof reads work to check for grammatical errors.	Writes a narrative with clear structure, setting, character and plot. Proof reads work to check for errors.	Composes sentences using a range of sentence structures. Can orally/ through sign rehearse a sentence or a sequence of sentences.	Writes a narrative with a clear structure, setting and plot.	Develops characters through the use of action and direct speech in their writing and punctuates it correctly.	Uses the correct features and sentence structure when writing to inform, explain or describe.	Uses the correct features and sentence structure when writing to analyse, review or comment.	Can identify and comment on the audience and purpose of the writing.	Chooses appropriate form and register for the audience and purpose of the writing.	Sustains and develops ideas logically in narrative and non-narrative writing.	
	Leaves spaces between words.	Knows how the prefix 'un' can be added to words to change meaning.	Uses the suffix 's', 'es', 'ed', and 'ing' within their writing.	Plans and discusses the content of writing and records their ideas.	Proof reads to check for errors in spelling, grammar and punctuation.	Evaluate own writing independently, with friends or with an adult.	Uses a range of sentences with more than one clause by using a range of conjunctions.	Uses the perfect form of verbs to mark the relationship of time and cause.	Writes a non-narrative using simple organisational features such as headings and subheadings. Proof reads work to check for errors.	Improves writing by changing grammar and vocabulary to improve consistency.	Uses a range of sentence structures.	Uses appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	Uses grammar and vocabulary to create an impact on the reader.	Adds well chosen detail to impact the reader.	Starts sentences in different ways.	Uses a range of sentence starters to create specific effects.	Uses grammatical structures and features and chooses vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.	Uses character, dialogue and action to advance events in narrative writing.
	Can suggest one or two ideas during group writing.	Beginning to produce own ideas for writing.	Can produce own ideas for writing.	Can develop some of their ideas.	Can write at length, providing enough detail to interest the reader.	Can write at least one side of A4, giving an appropriate amount of detail.	Can elaborate on information about ideas and characters.	Beginning to provide details about characters, setting descriptions, feelings and emotions.	Develops ideas, character descriptions, setting descriptions, feelings and emotions.	Beginning to develop ideas using adverbial and expanded phrases before and after nouns.	Uses interesting strategies to move a story forward. Uses stylistic features to engage the reader.	Can develop ideas and descriptions through a range of stylistic devices.	Stylistic devices maintain interest.	Can use a range of narrative elements with confidence. Can use a variety of strategies and techniques confidently and appropriately to engage the reader.	Establishes the viewpoint as a writer through commenting on characters and events.	Uses developed noun phrases to add detail to sentences. Uses commas to mark phrases and clauses.	Uses the passive voice to present information with a different emphasis.	Can summarise a text, conveying key information in writing.
Can sequence five events in a story that I have been told.	Story writing is starting to show a clear beginning and ending.	Beginning to use some time words to sequence their writing.	Shows some awareness of linking ideas using strategies to create flow. Uses time related words to sequence ideas.	Uses a range of time related words and phrases to sequence their writing.	Produces work that is organised and shows a simple opening and ending. Develops and extends ideas logically. Uses headings and subheadings.	Structures and organises writing clearly with a clear beginning, middle and ending. Ideas are organised into sections or related text.	Sequences material in a logical style.	Ideas and events are logically sequenced. Writing includes a clear introduction and conclusion with ordered points inbetween.	Overall organisation is supported by paragraphs. Main ideas within each paragraph are developed, making attempts to link paragraphs.	Structure of writing is made clear through the use of paragraphs. Main ideas within paragraphs are developed in interesting and creative ways.	Paragraphs are developed with relevant detail. The main ideas within paragraphs are linked.	Begins to vary the length of paragraphs. Paragraphs are linked to support detail.	Paragraphs vary in length and structure. Links between and within paragraphs are maintained consistently.	Builds cohesion between paragraphs.	Write in paragraphs that clearly signal a change in subject, time, place or event.	Uses a variety of organisational devices correct to the text type	Uses a variety of presentational devices correct to the text type	
<b>Spelling</b>	Identifies known phonemes in unfamiliar words.	Begins to use alternative phonemes to narrow down possibilities for accurate spelling.	Names all the letters of the alphabet in order.	Segments spoken words into phonemes and records these as graphemes (learners who can access sounds only - see audiograms of individual learners)	Spells longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.	Identifies phonemes in unfamiliar words.	Spells words with additional prefixes and suffixes and understands how to add them to root words.	Beginning to use the first two or three letters of a word to check its spelling in a dictionary.	Identifies the root in longer words.	Spells words with prefixes and can add them to root words.	Spells words with suffixes and can add them to root words.	Confidently uses the first two or three letters of a word to check spelling and meaning in a dictionary.	Can form verbs with prefixes.	Understands the rules for adding prefixes and suffixes.	Uses a thesaurus.	Use any dictionary or thesaurus.	Converts verbs into nouns by adding a suffix.	Uses a range of spelling strategies.
	Uses syllables to divide words when spelling.	Use the spelling rule for adding 's', 'es' for verbs in the 3rd person singular.	Uses letter names to show alternative spellings of the same phoneme.	Spells words with alternative spellings, including a few common homophones.	Uses their knowledge of alternative phonemes to narrow down possibilities for accurate spelling.	Uses syllables to divide words when encountering unfamiliar words.	Recognises and spells homophones.	Spells words correctly which are in a family.	Spells the commonly mis-spelt words from the Y3 /4 word list.	Recognises a range of homophones.	Accurately spells a range of homophones.	Accurately spells the commonly mis-spelt words from the Yr 3 /4 list.	Can convert nouns or adjectives into verbs by adding a suffix.	Spells words with silent letters.	Spells half the commonly mis-spelt words from the Yr 5 /6 list.	Spells all the commonly mis-spelt words from the Yr 5 /6 list.	Distinguishes between homophones which are often confused.	Distinguishes between a range of words which are often confused.
<b>Handwriting</b>	Sits correctly at a table, holding a pencil comfortably and correctly.	Writes lower letters correctly. Spacing may be irregular	Forms capital letters correctly and the digits 0 - 9.	Forms lower case letters of the correct size relative to each other.	Begins to use some of the diagonal and horizontal strokes needed to join letters. Beginning to know which letters are best left unjoined.	Uses spacing between words that reflects the size of the letters.	Uses capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Understands which letters should be left unjoined.	Consistently uses the diagonal and horizontal strokes that are needed to join letters.	Down strokes of letters are parallel and equidistant.	Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Handwriting is legible and consistent.	Beginning to choose the handwriting that is best suited for a task.	Can confidently choose the handwriting that is best suited for a task.	Chooses an appropriate style of handwriting when given a choice.	Can adapt handwriting within a text for effect.	Can comment on a piece of handwriting, suggesting methods for improvement.	Consistently produces handwriting that is clear, fluent and perfectly matched to the task.