

## Year 9 Writing

		<b>1-3</b>	<b>4-6</b>	<b>7-9</b>
	<p><b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</b></p>	<p>I can write using relevant ideas and content and I develop my material with some detail.</p> <p>My register (level of formality) is generally matched to purpose and audience and I begin to offer a clear point of view.</p> <p>I establish a clear sense of audience.</p> <p>I can write so that the main purpose of my writing is clear.</p> <p>I can write using the correct form and features of specific types of writing.</p> <p>I write with appropriate style keep to try to my reader interested.</p>	<p>I try to write with some imaginative ideas and content and I develop my material in detail.</p> <p>My register (level of formality) is sustained and matched to purpose and audience and I establish a convincing point of view which is mostly sustained throughout.</p> <p>I confidently establish a sense of audience and adapt my writing accordingly.</p> <p>I can write so that the purpose of my writing is established convincingly.</p> <p>I use a range of stylistic devices to achieve an effect.</p> <p>I write imaginatively using the correct form and I begin to apply features creatively.</p> <p><b>Grade 5/6</b></p>	<p>My ideas and content are distinctive and I craft my writing skilfully for deliberate effect.</p> <p>I can adapt my register (level of formality) to meet varied writing challenges with distinctive personal voice and style which is matched to intended effect.</p> <p>My writing is skilfully matched and adapted for my audience.</p> <p>My writing is skilfully matched and adapted to purpose.</p> <p>My writing has a creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges.</p> <p>I use a varied range of stylistic devices distinctively to achieve my intended effect.</p>

			<p>My ideas and content are imaginative and I develop my ideas with well-judged detail.</p> <p>I can vary my register (level of formality) for effect and with some control. I establish an individual voice or point of view which I can sustain throughout.</p> <p>My writing is convincingly matched and adapted for my audience.</p> <p>My writing is convincingly matched and adapted to purpose.</p> <p>I can make imaginative and generally successful adaptations of a wide range of forms and conventions to suit a variety of purposes and audiences.</p> <p>I make thoughtful use of stylistic devices for deliberate effect.</p>	
	<p><b>Organise information and ideas, using structural and grammatical features to support coherence</b></p>	<p>My writing is structured clearly and I can organise my sentences into appropriate paragraphs.</p> <p>I can manage the development of my writing, e.g. closings refer back to openings.</p> <p>My paragraphs clearly structure my main ideas across the text to support</p>	<p>My writing is clearly controlled and sequenced, e.g. differing length paragraphs, use of flashback in narrative, etc.</p> <p>I use a range of features to clearly signal the overall direction of the text for the reader.</p>	<p>My writing is imaginative, has a judicious structure of subject matter which is shaped for precise purpose and effect.</p> <p>I use a variety of devices creatively and ambitiously to craft and shape my writing for precise effect.</p>

	<p><b>and cohesion of texts</b></p>	<p>my purpose, e.g. clear chronological or logical links between paragraphs.</p> <p>Within my paragraphs/ sections, I can use a range of devices which support cohesion, e.g. secure use of pronouns, connectives, references back to text. I make good links between paragraphs throughout my writing</p>	<p>My construction of paragraphs clearly supports the meaning and purpose of my writing, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs.</p> <p>Within my paragraphs, I can use devices which contribute to the emphasis, cohesion and effect of my writing, e.g. adverbials as sentence starters. I make effective links between paragraphs in my writing.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>My writing uses information, ideas and events which are skilfully managed and beginning to be shaped to achieve my intended purpose and effect, e.g. development of character, plot, event, or sides of an argument, are paced across the text.</p> <p>I also use a variety of devices to deliberately engage the reader and achieve deliberate effects.</p>	<p>The content of my paragraphs has been judiciously chosen to craft the meaning and purpose of my writing.</p> <p>I shape and craft individual paragraphs for imaginative effect, e.g. last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue. The links between my paragraphs are imaginative and deliberately chosen for effect.</p>
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			<p>The content of my paragraphs has been consciously chosen to develop the meaning and purpose of my writing, e.g. paragraph length and complexity varied to match narrative pace or development of argument.</p> <p>Within my paragraphs, I use a range of cohesive devices effectively to achieve specific effects. The links between my paragraphs are sometimes imaginative/chosen for effect.</p>	
	<p><b>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)</b></p>	<p>I can use simple, compound and complex sentences in my writing to make my ideas clear but I sometimes make errors where ambitious structures are attempted.</p> <p>I regularly use connectives in my work to show the relationship between my ideas, e.g. although, on the other hand, meanwhile etc.</p> <p>I use a full range of punctuation accurately to demarcate sentences, including speech</p>	<p>I can use range of sentence structures in my writing to show my purpose and achieve an effect on my reader for example I can add in extra detail and change the word order of my sentences for effect.</p> <p>I can start my sentences with –ly and –ing words to emphasise my ideas.</p> <p>My sentences use the full range of punctuation and are consistently accurate with only occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semicolons, not always accurate.</p>	<p>My sentence structures are imaginative, precise and accurate, matched to my purpose and intended effect on the reader.</p> <p>I use a range of imaginative and varied discourse markers for precise effect.</p> <p>I use a wide range of punctuation to craft my writing.</p> <p>I write with wide ranging vocabulary used ambitiously, creatively and with precision.</p>

		<p>punctuation, brackets and hyphens.</p> <p>I choose my vocabulary to have an effect on my reader and I use a reasonably wide vocabulary although I don't always choose the best word.</p> <p>I use correct spelling of most common words including most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.</p>	<p>I use a range of vocabulary appropriate to purpose and audience which is generally varied and often ambitious, even though my choices may not always be apt.</p> <p>I use generally correct spelling throughout, including some ambitious, uncommon words or words with complex sound/symbol relationships.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>I use different sentence types, including embedded clauses, to achieve my purpose and desired effect, with rare loss of control.</p> <p>I use a range of features to shape/craft sentences that have impact and contribute to the overall development of the text.</p> <p>I use a wide range of punctuation with a high level of accuracy. My vocabulary (generally varied and ambitious) is consistently, often</p>	<p>I have a high level of accuracy in spelling throughout my writing.</p>
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			<p>imaginatively, well matched to my purpose and audience.</p> <p>I have a competent level of accuracy in spelling throughout my writing.</p>	
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## Year 9 Reading

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	<p><b>Lang: Identify and interpret explicit/implicit information and ideas</b></p> <p><b>Select and synthesise evidence from different texts</b></p> <p><b>Lit: Read, understand and respond to texts</b></p> <p><b>Use textual references, including quotations, to support and illustrate interpretations</b></p>	<p>I can identify and synthesise most accurate points clearly, including those selected from different places in the text.</p> <p>I can make inferences (read between the lines) and deductions and support them using accurate quotation or quotations from different places in the text.</p> <p>I can show I understand clear differences within and between texts.</p> <p>My inferences are usually accurate.</p>	<p>I can identify specific points, including summarising and synthesizing information from different sources or different places in the same text.</p> <p>I can make specific inferences and deductions about texts incorporating apt textual reference and quotation (sometimes at word level) to support my main ideas or argument.</p> <p>My inferences are securely based in textual evidence and I can identify different layers of meaning, with some attempt to explore these meanings in detail.</p> <p>My inferences consider wider implications of information, events or ideas in the text so I can explain how small details in a text contribute to the overall meaning.</p> <p><b>Grade 5/6</b></p>	<p>I read with a perceptive opinion which helps me to develop a coherent and often sensitive interpretation of text(s) by drawing on imaginative insights which are well supported by judiciously chosen textual reference.</p> <p>I have an insightful appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.</p>

			<p>I can identify precise ideas, including summarising and synthesizing information from different sources or different places in the same text.</p> <p>I read and carefully select precise evidence at word and sentence level in a text to support my detailed inferences and interpretations.</p> <p>I sometimes draw on knowledge of other sources to develop or clinch an argument when discussing my inferences and interpretations.</p> <p>My analysis begins to develop an insightful interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence.</p>	
	<p><b>Lang: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject</b></p>	<p>I can comment on structural choices, showing some general awareness of the writer's craft.</p> <p>I can identify various features relating to organisation at text level, including form, with some explanation, e.g. <i>'each section starts with a question as if he's answering the crowd'</i>.</p>	<p>I can analyse by exploring in some detail how structural choices support the writer's theme or purpose.</p> <p>I can examine how a range of specific features relating to organisation at text level contribute to the effects achieved.</p>	<p>I have an insightful appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.</p> <p>My responses to the overall effect of the text shows my precise understanding and evaluation of the writer's purposes and viewpoints</p>

	<p><b>terminology to support their views</b></p> <p><b>Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</b></p>	<p>I can comment on various features of a writer’s use of language, with some explanation, e.g. <i>‘when it gets to the climax they speak in quick, short sentences which makes it more tense’</i>.</p> <p>My comments show awareness of the effect of the writer’s language choices, e.g. <i>“‘inked up” is a good way of describing how the blackberries go a bluey black colour as they ripen’</i>.</p> <p>I make clear use of subject terminology.</p>	<p>I can give some detailed explanation of how language is used for specific effect(s).</p> <p>I sometimes draw together comments on how the writer’s language choices contribute to the overall effect on the reader, e.g. <i>‘all the images of flowers make the events seem less horrific and makes it even sadder’</i>.</p> <p>I make accurate use of subject terminology</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>I offer some insightful responses on the extent to which structural choices support writer’s theme or purpose, e.g. <i>using plots and sub-plots</i>.</p> <p>I show appreciation of a writer’s skill when he/she uses a range of features to organise the writing at text level.</p> <p>I am beginning to develop precise, insightful analysis of how language is used for precise effect(s), e.g. showing</p>	<p>and how these are articulated throughout the text.</p>
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			<p>how language use reflects a character's changing emotional state.</p> <p>I show appreciation of how the writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the greater effectiveness of imagery in poem A than poem B.</p> <p>I make accurate and insightful use of subject terminology</p>	
	<p><b>Lang:</b>  <b>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b></p>	<p>I can explain the main purpose of a text, often through a general overview, e.g. <i>'the writer is strongly against war and wants to persuade the reader to agree'</i>.</p> <p>I can identify the viewpoint in texts, with some explanation.</p> <p>I have some understanding of the effect on the reader and can offer some explanation.</p>	<p>My evidence for examining the main purpose of a text is specifically located at word/sentence level or traced through a text, e.g. <i>commenting on repetition of 'Brutus was an honourable man'</i>.</p> <p>I can examine a writer's viewpoint and my explanation of it is developed through close reference to the text.</p> <p>I can examine the effect of a text on the reader, with some explicit explanation as to how that effect has been created.</p> <p style="text-align: center;"><b>Grade 5/6</b></p>	<p>I can make sustained analysis/evaluation of the text(s) which shows appreciation of how it relates to the writer's purpose and viewpoints across the whole text.</p> <p>My analysis explores the meanings produced through precise selection of techniques and devices.</p>

			<p>My responses begin to develop convincing or insightful comment on writer's purpose.</p> <p>My responses begin to develop some convincing or insightful comment on how viewpoint is established or managed across a text.</p> <p>My responses begin to develop an appreciation of a writer uses specific techniques and devices for effect.</p>	
	<p><b>Lit: Show understanding of the relationships between texts and the contexts in which they were written.</b></p>	<p>My comments identify similarities and differences between texts, or versions, with some explanation, e.g. <i>narrative conventions in traditional tales or stories from different cultures, ballads, and newspaper reports.</i></p> <p>I can give some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. <i>how a novel relates to when/where it was written.</i></p>	<p>I begin to examine textual conventions or features as <i>used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing.</i></p> <p>I can make some detailed discussion of how the contexts in which texts are written and read affect meaning.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. <i>how some features of a</i></p>	<p>I can sustain an analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s).</p> <p>My analysis explores the meanings produced.</p>

			<p><i>contemporary text show influence of earlier examples of that genre.</i></p> <p>I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</p>	
	<p><b>Lang: Evaluate texts critically and support this with appropriate textual references</b></p> <p><b>Lit: Maintain and develop an informed personal response.</b></p>	<p>I can respond clearly to the task giving my opinion and reasons why I think this.</p> <p>I can make some evaluative comment(s) on effect(s) on the reader.</p> <p>I show some understanding of writer's methods.</p> <p>I can select some appropriate textual reference(s) or quotations.</p>	<p>I can make a clear and accurate personal response to the focus of the task.</p> <p>I can clearly evaluate the effect(s) on the reader.</p> <p>I show a clear understanding of writer's methods.</p> <p>I select apt textual references including quotations.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>I am beginning to develop a convincing personal response to the focus of the task.</p> <p>I can evaluate precisely and in some detail the effect(s) on the reader.</p>	<p>I can present a convincing personal response to the focus of the task.</p> <p>I can evaluate in detail the effect(s) on the reader.</p> <p>I show an insightful understanding of writer's methods.</p> <p>I can select a judicious range of textual detail, including references from single word to whole text level.</p>

			<p>I am beginning to show some insightful understanding of writer's methods.</p> <p>I can select a range of well-chosen and precise textual detail.</p>	
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