












KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 7 READING

 Developing	 Secure	 Expert	 Expert +
<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that sometimes makes sense. I can find examples from the text. They might be direct quotes or in my own words. I might have explained how they link to my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that usually makes sense. I can find examples from the text. They might be direct quotes or in my own words. I can use them to support my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I have found examples from the text. They might be direct quotes or in my own words. I have explained in some detail how they support my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I might have made links between different places in the text. I have found apt examples from the text. They might be direct quotes or in my own words. I have explained in increasing detail how they support my ideas.
<p>Infer -</p> <ul style="list-style-type: none"> I can sometimes work out what a text means by finding explicit and implicit information. My inferences are often correct, but I might repeat information or not explain how I know. My ideas might be organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can work out and explain what a text means by finding explicit and implicit information. My inferences are often correct, and I use evidence from the text to support them. My ideas are usually organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can use my inference skills to develop my explanation of what a text means. I might look across the whole text. My inferences are mostly correct, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can use my inference skills to make detailed comment on what a text means. I might identify different layers of meaning, and look across the whole text. My inferences are detailed and insightful, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs.
<p>Language -</p> <ul style="list-style-type: none"> I can identify some language choices and make a simple comment on why the writer has made them. I am aware that a writer has made deliberate choices. I might use language terminology, but not always accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make comments on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by commenting on things in the text. I might use language terminology accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by explaining things in the text. I might generally use language terminology accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made, making links across the text to explore the effect on the reader. I can make judgements on how successful a writer has been in making their choices. I use appropriate language terminology.
<p>Context -</p> <ul style="list-style-type: none"> I can make simple comment on the way the reader's or writer's context affects the meaning of texts. 	<p>Context -</p> <ul style="list-style-type: none"> I can comment on the way the reader's or writer's context affects the meaning of texts. 	<p>Context -</p> <ul style="list-style-type: none"> I can make some explanation of how context influences a text and contributes to meaning. 	<p>Context -</p> <ul style="list-style-type: none"> I can make some detailed discussion of how context influences a text and affects meanings.

KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 7 WRITING

Developing		Secure		Expert		Expert +	
<p>Accuracy -</p> <ul style="list-style-type: none"> I can use basic punctuation and capital letters inconsistently. I can use commas in lists, but less securely in marking phrases and clauses. My spelling of simple words is usually accurate. 	<input type="checkbox"/>	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use basic punctuation and capital letters with some accuracy. I can use commas to mark phrases and clauses. My spelling of more complex words is sometimes accurate. 	<input type="checkbox"/>	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences. My syntax and range of punctuation within sentences is mostly accurate. My spelling of more complex words is generally accurate. 	<input type="checkbox"/>	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences for effect. My syntax and wider range of punctuation within sentences is mostly accurate. My spelling in general is highly accurate. 	<input type="checkbox"/>
<p>Ideas -</p> <ul style="list-style-type: none"> My main purpose is clear and my style is generally appropriate. It might be consistently maintained. My ideas are relevant. I have tried to write in detail. My viewpoint is straightforward and usually consistent. 	<input type="checkbox"/>	<p>Ideas -</p> <ul style="list-style-type: none"> My main purpose, register and style for a piece of writing is appropriate. Some of my ideas are developed in detail. My viewpoint is straightforward and mostly consistent. 	<input type="checkbox"/>	<p>Ideas -</p> <ul style="list-style-type: none"> My purpose of writing is clear and consistently maintained. The appropriate style and tone is clearly established. My ideas are developed with some imaginative detail. My viewpoint is clear, straightforward and consistent. 	<input type="checkbox"/>	<p>Ideas -</p> <ul style="list-style-type: none"> I have imaginatively used register and style, adapting conventions and techniques to suit my purpose. My level of formality is appropriate for purpose and audience. I can use a range of stylistic devices to achieve effect, sometimes successfully. My individual voice is convincing and mostly consistent. 	<input type="checkbox"/>
<p>Sentences -</p> <ul style="list-style-type: none"> I can use some variety in length, subject and structure of sentences. I can use some simple connectives. My tenses are mostly accurate. 	<input type="checkbox"/>	<p>Sentences -</p> <ul style="list-style-type: none"> I can use a range of sentence starters to create specific effects. I can regularly use simple connectives, with some use of a wider range of more complex connectives. My tenses are consistently accurate. 	<input type="checkbox"/>	<p>Sentences -</p> <ul style="list-style-type: none"> I can use an increasing variety of lengths and structures to provide greater clarity and emphasis. I can accurately use a wide range of connectives. My tenses are consistently accurate and I can show variation in tense and verb forms. 	<input type="checkbox"/>	<p>Sentences -</p> <ul style="list-style-type: none"> I can use a controlled and effective variety of sentence forms. I can confidently and subtly use a range of sentence features. I can show creative use of tense and verb forms. 	<input type="checkbox"/>
<p>Structure -</p> <ul style="list-style-type: none"> I can possibly use simple paragraphs. They might be grouped by points or time sequence, and with some linking and a fitting opening/closing. My ideas are generally sequenced logically. The overall direction of my writing might be clearly signalled. 	<input type="checkbox"/>	<p>Structure -</p> <ul style="list-style-type: none"> I can show awareness of when I need to start new paragraphs, and use appropriate topic sentences. I can sustain and develop ideas logically. 	<input type="checkbox"/>	<p>Structure -</p> <ul style="list-style-type: none"> I can structure my ideas clearly into appropriate paragraphs with clear links between them. I can sustain, develop and link ideas effectively across my writing. 	<input type="checkbox"/>	<p>Structure -</p> <ul style="list-style-type: none"> My ideas are clearly controlled and sequenced for greater effect. A range of links between paragraphs are increasingly effective. I can sustain and develop my ideas increasingly effectively both within and across the text. 	<input type="checkbox"/>
<p>Vocabulary -</p> <ul style="list-style-type: none"> I can make deliberate vocabulary choices. My vocabulary might be chosen for effect. I can show some expansion of general vocabulary to match the topic. 	<input type="checkbox"/>	<p>Vocabulary -</p> <ul style="list-style-type: none"> I can choose my vocabulary to suit audience, purpose and level of formality. My vocabulary is clearly chosen for clarity and effect. I can show a reasonably ambitious expansion of vocabulary to match topic. 	<input type="checkbox"/>	<p>Vocabulary -</p> <ul style="list-style-type: none"> My vocabulary is clearly chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and increasing effect. I can show a reasonably ambitious vocabulary, which is mostly appropriate. 	<input type="checkbox"/>	<p>Vocabulary -</p> <ul style="list-style-type: none"> My vocabulary appropriately chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and successful effect. My range of vocabulary is generally varied and increasingly ambitious, though my choices are not always apt. 	<input type="checkbox"/>





KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 8 READING

Developing	 Secure	 Expert	 Expert +
<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that sometimes makes sense. I can find examples from the text. They might be direct quotes or in my own words. I might have explained how they link to my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that usually makes sense. I can find examples from the text. They might be direct quotes or in my own words. I can use them to support my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I have found examples from the text. They might be direct quotes or in my own words. I have explained in some detail how they support my ideas. 	<p>Understand -</p> <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I might have made links between different places in the text. I have found apt examples from the text. They might be direct quotes or in my own words. I have explained in increasing detail how they support my ideas.
<p>Infer -</p> <ul style="list-style-type: none"> I can sometimes work out what a text means by finding explicit and implicit information. My inferences are often correct, but I might repeat information or not explain how I know. My ideas might be organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can work out and explain what a text means by finding explicit and implicit information. My inferences are often correct, and I use evidence from the text to support them. My ideas are usually organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can use my inference skills to develop my explanation of what a text means. I might look across the whole text. My inferences are mostly correct, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs. 	<p>Infer -</p> <ul style="list-style-type: none"> I can use my inference skills to make detailed comment on what a text means. I might identify different layers of meaning, and look across the whole text. My inferences are detailed and insightful, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs.
<p>Structure -</p> <ul style="list-style-type: none"> I can identify some structural choices and make a simple comment on why the writer has made them. I am aware that a writer has made deliberate choices. I might use structure terminology, but not always accurately. 	<p>Structure -</p> <ul style="list-style-type: none"> I can consider and make comments on how effectively texts are structured and laid out. I am aware that a writer has made deliberate choices. I might use structure terminology accurately. 	<p>Structure -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively texts are structured and laid out. I am aware that a writer has made deliberate choices. I might generally use structure terminology accurately. 	<p>Structure -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively texts are structured and laid out. commenting how a range of features at text level contribute to the effects. I am aware that a writer has made deliberate choices. I use structure appropriate terminology.
<p>Language -</p> <ul style="list-style-type: none"> I can identify some language choices and make a simple comment on why the writer has made them. I am aware that a writer has made deliberate choices. I might use language terminology, but not always accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make comments on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by commenting on things in the text. I might use language terminology accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by explaining things in the text. I might generally use language terminology accurately. 	<p>Language -</p> <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made, making links across the text to explore the effect on the reader. I can make judgements on how successful a writer has been in making their choices. I use appropriate language terminology.
<p>Context -</p> <ul style="list-style-type: none"> I can make simple comment on the way the reader's or writer's context affects the meaning of texts. 	<p>Context -</p> <ul style="list-style-type: none"> I can comment on the way the reader's or writer's context affects the meaning of texts. 	<p>Context -</p> <ul style="list-style-type: none"> I can make some explanation of how context influences a text and contributes to meaning. 	<p>Context -</p> <ul style="list-style-type: none"> I can make some detailed discussion of how context influences a text and affects meanings.

KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 8 WRITING

Developing	<input type="checkbox"/> Secure	<input type="checkbox"/> Expert	<input type="checkbox"/> Expert +
Accuracy - <ul style="list-style-type: none"> I can use basic punctuation and capital letters inconsistently. I can use commas in lists, but less securely in marking phrases and clauses. My spelling of simple words is usually accurate. 	<input type="checkbox"/> Accuracy - <ul style="list-style-type: none"> I can use basic punctuation and capital letters with some accuracy. I can use commas to mark phrases and clauses. My spelling of more complex words is sometimes accurate. 	<input type="checkbox"/> Accuracy - <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences. My syntax and range of punctuation within sentences is mostly accurate. My spelling of more complex words is generally accurate. 	<input type="checkbox"/> Accuracy + <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences for effect. My syntax and wider range of punctuation within sentences is mostly accurate. My spelling in general is highly accurate.
Ideas - <ul style="list-style-type: none"> My main purpose is clear and my style is generally appropriate. It might be consistently maintained. My ideas are relevant. I have tried to write in detail. My viewpoint is straightforward and usually consistent. 	<input type="checkbox"/> Ideas - <ul style="list-style-type: none"> My main purpose, register and style for a piece of writing is appropriate. Some of my ideas are developed in detail. My viewpoint is straightforward and mostly consistent. 	<input type="checkbox"/> Ideas - <ul style="list-style-type: none"> My purpose of writing is clear and consistently maintained. The appropriate style and tone is clearly established. My ideas are developed with some imaginative detail. My viewpoint is clear, straightforward and consistent. 	<input type="checkbox"/> Ideas - <ul style="list-style-type: none"> I have imaginatively used register and style, adapting conventions and techniques to suit my purpose. My level of formality is appropriate for purpose and audience. I can use a range of stylistic devices to achieve effect, sometimes successfully. My individual voice is convincing and mostly consistent.
Sentences - <ul style="list-style-type: none"> I can use some variety in length, subject and structure of sentences. I can use some simple connectives. My tenses are mostly accurate. 	<input type="checkbox"/> Sentences - <ul style="list-style-type: none"> I can use a range of sentence starters to create specific effects. I can regularly use simple connectives, with some use of a wider range of more complex connectives. My tenses are consistently accurate. 	<input type="checkbox"/> Sentences - <ul style="list-style-type: none"> I can use an increasing variety of lengths and structures to provide greater clarity and emphasis. I can accurately use a wide range of connectives. My tenses are consistently accurate and I can show variation in tense and verb forms. 	<input type="checkbox"/> Sentences - <ul style="list-style-type: none"> I can use a controlled and effective variety of sentence forms. I can confidently and subtly use a range of sentence features. I can show creative use of tense and verb forms.
Structure - <ul style="list-style-type: none"> I can possibly use simple paragraphs. They might be grouped by points or time sequence, and with some linking and a fitting opening/closing. My ideas are generally sequenced logically. The overall direction of my writing might be clearly signalled. 	<input type="checkbox"/> Structure - <ul style="list-style-type: none"> I can show awareness of when I need to start new paragraphs, and use appropriate topic sentences. I can sustain and develop ideas logically. 	<input type="checkbox"/> Structure - <ul style="list-style-type: none"> I can structure my ideas clearly into appropriate paragraphs with clear links between them. I can sustain, develop and link ideas effectively across my writing. 	<input type="checkbox"/> Structure - <ul style="list-style-type: none"> My ideas are clearly controlled and sequenced for greater effect. A range of links between paragraphs are increasingly effective. I can sustain and develop my ideas increasingly effectively both within and across the text.
Vocabulary - <ul style="list-style-type: none"> I can make deliberate vocabulary choices. My vocabulary might be chosen for effect. I can show some expansion of general vocabulary to match the topic. 	<input type="checkbox"/> Vocabulary - <ul style="list-style-type: none"> I can choose my vocabulary to suit audience, purpose and level of formality My vocabulary is clearly chosen for clarity and effect. I can show a reasonably ambitious expansion of vocabulary to match topic. 	<input type="checkbox"/> Vocabulary - <ul style="list-style-type: none"> My vocabulary is clearly chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and increasing effect. I can show a reasonably ambitious vocabulary, which is mostly appropriate. 	<input type="checkbox"/> Vocabulary - <ul style="list-style-type: none"> My vocabulary appropriately chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and successful effect. My range of vocabulary is generally varied and increasingly ambitious, though my choices are not always apt.

KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 9 READING

Developing		Secure		Expert		Expert +	
Understand - <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that sometimes makes sense. I can find examples from the text. They might be direct quotes or in my own words. I might have explained how they link to my ideas. 	<input type="checkbox"/>	Understand - <ul style="list-style-type: none"> I can pick out key information and put across my ideas about what the text means in a way that usually makes sense. I can find examples from the text. They might be direct quotes or in my own words. I can use them to support my ideas. 	<input type="checkbox"/>	Understand - <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I have found examples from the text. They might be direct quotes or in my own words. I have explained in some detail how they support my ideas. 	<input type="checkbox"/>	Understand - <ul style="list-style-type: none"> I can pick out key information from different places in the text, and clearly put across my ideas about what the text means. I might have made links between different places in the text. I have found apt examples from the text. They might be direct quotes or in my own words. I have explained in increasing detail how they support my ideas. 	<input type="checkbox"/>
Infer - <ul style="list-style-type: none"> I can sometimes work out what a text means by finding explicit and implicit information. My inferences are often correct, but I might repeat information or not explain how I know. My ideas might be organised into structured paragraphs. 	<input type="checkbox"/>	Infer - <ul style="list-style-type: none"> I can work out and explain what a text means by finding explicit and implicit information. My inferences are often correct, and I use evidence from the text to support them. My ideas are usually organised into structured paragraphs. 	<input type="checkbox"/>	Infer - <ul style="list-style-type: none"> I can use my inference skills to develop my explanation of what a text means. I might look across the whole text. My inferences are mostly correct, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs. 	<input type="checkbox"/>	Infer - <ul style="list-style-type: none"> I can use my inference skills to make detailed comment on what a text means. I might identify different layers of meaning, and look across the whole text. My inferences are detailed and insightful, and I use well-chosen evidence from the text to support them. My ideas are consistently organised into structured paragraphs. 	<input type="checkbox"/>
Structure - <ul style="list-style-type: none"> I can identify some structural choices and make a simple comment on why the writer has made them. I am aware that a writer has made deliberate choices. I might use structure terminology, but not always accurately. 	<input type="checkbox"/>	Structure - <ul style="list-style-type: none"> I can consider and make comments on how effectively texts are structured and laid out. I am aware that a writer has made deliberate choices. I might use structure terminology accurately. 	<input type="checkbox"/>	Structure - <ul style="list-style-type: none"> I can consider and make judgements on how effectively texts are structured and laid out. I am aware that a writer has made deliberate choices. I might generally use structure terminology accurately. 	<input type="checkbox"/>	Structure - <ul style="list-style-type: none"> I can consider and make judgements on how effectively texts are structured and laid out. commenting how a range of features at text level contribute to the effects. I am aware that a writer has made deliberate choices. I use structure appropriate terminology. 	<input type="checkbox"/>
Language - <ul style="list-style-type: none"> I can identify some language choices and make a simple comment on why the writer has made them. I am aware that a writer has made deliberate choices. I might use language terminology, but not always accurately. 	<input type="checkbox"/>	Language - <ul style="list-style-type: none"> I can consider and make comments on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by commenting on things in the text. I might use language terminology accurately. 	<input type="checkbox"/>	Language - <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made. I am aware that a writer has made deliberate choices, and I show this by explaining things in the text. I might generally use language terminology accurately. 	<input type="checkbox"/>	Language - <ul style="list-style-type: none"> I can consider and make judgements on how effectively language choices are made, making links across the text to explore the effect on the reader. I can make judgements on how successful a writer has been in making their choices. I use appropriate language terminology. 	<input type="checkbox"/>
Viewpoint - <ul style="list-style-type: none"> I can work out the main purpose and viewpoint in a text. and make simple comments on them. I can make a simple comment on how the purpose and viewpoint affect the reader. 	<input type="checkbox"/>	Viewpoint - <ul style="list-style-type: none"> I can recognise the main purpose and viewpoint in a text. My explanation might be limited. I can make some limited explanation of how the purpose and viewpoint affect the reader. 	<input type="checkbox"/>	Viewpoint - <ul style="list-style-type: none"> I can clearly identify the main purpose and viewpoint in a text. My explanation might be clear. I can make some explanation of how the purpose and viewpoint affect the reader. 	<input type="checkbox"/>	Viewpoint - <ul style="list-style-type: none"> I can clearly identify the main purpose and viewpoint in a text. I can provide precise evidence and explain in detail. I can show a clear awareness of effect on the reader with increasingly detailed explanation. 	<input type="checkbox"/>
Connect - <ul style="list-style-type: none"> I can make simple connections within and between texts, and identify similarities and differences. I can make a vague comment on the impact on the reader. 	<input type="checkbox"/>	Connect - <ul style="list-style-type: none"> I can make connections within and between texts, and explain the similarities and differences. I can make some comment on the impact on the reader. 	<input type="checkbox"/>	Connect - <ul style="list-style-type: none"> I can make connections within and between texts, and explain the similarities and differences in increasing detail. I can begin to make judgements about the impact on the reader. 	<input type="checkbox"/>	Connect - <ul style="list-style-type: none"> I can make connections within and between texts, and explain the similarities and differences in detail. I can make judgements about the impact on the reader. 	<input type="checkbox"/>
Context - <ul style="list-style-type: none"> I can make simple comment on the way the reader's or writer's context affects the meaning of texts. 	<input type="checkbox"/>	Context - <ul style="list-style-type: none"> I can comment on the way the reader's or writer's context affects the meaning of texts. 	<input type="checkbox"/>	Context - <ul style="list-style-type: none"> I can make some explanation of how context influences a text and contributes to meaning. 	<input type="checkbox"/>	Context - <ul style="list-style-type: none"> I can make some detailed discussion of how context influences a text and affects meanings. 	<input type="checkbox"/>

KS3 ENGLISH ASSESSMENT STATEMENTS – YEAR 9 WRITING

Developing	Secure	Expert	Expert +
<p>Accuracy -</p> <ul style="list-style-type: none"> I can use basic punctuation and capital letters inconsistently. I can use commas in lists, but less securely in marking phrases and clauses. My spelling of simple words is usually accurate. 	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use basic punctuation and capital letters with some accuracy. I can use commas to mark phrases and clauses. My spelling of more complex words is sometimes accurate. 	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences. My syntax and range of punctuation within sentences is mostly accurate. My spelling of more complex words is generally accurate. 	<p>Accuracy -</p> <ul style="list-style-type: none"> I can use a full range of punctuation accurately to demarcate sentences for effect. My syntax and wider range of punctuation within sentences is mostly accurate. My spelling in general is highly accurate.
<p>Ideas -</p> <ul style="list-style-type: none"> My main purpose is clear and my style is generally appropriate. It might be consistently maintained. My ideas are relevant. I have tried to write in detail. My viewpoint is straightforward and usually consistent. 	<p>Ideas -</p> <ul style="list-style-type: none"> My main purpose, register and style for a piece of writing is appropriate. Some of my ideas are developed in detail. My viewpoint is straightforward and mostly consistent. 	<p>Ideas -</p> <ul style="list-style-type: none"> My purpose of writing is clear and consistently maintained. The appropriate style and tone is clearly established. My ideas are developed with some imaginative detail. My viewpoint is clear, straightforward and consistent. 	<p>Ideas -</p> <ul style="list-style-type: none"> I have imaginatively used register and style, adapting conventions and techniques to suit my purpose. My level of formality is appropriate for purpose and audience. I can use a range of stylistic devices to achieve effect, sometimes successfully. My individual voice is convincing and mostly consistent.
<p>Sentences -</p> <ul style="list-style-type: none"> I can use some variety in length, subject and structure of sentences. I can use some simple connectives. My tenses are mostly accurate. 	<p>Sentences -</p> <ul style="list-style-type: none"> I can use a range of sentence starters to create specific effects. I can regularly use simple connectives, with some use of a wider range of more complex connectives. My tenses are consistently accurate. 	<p>Sentences -</p> <ul style="list-style-type: none"> I can use an increasing variety of lengths and structures to provide greater clarity and emphasis. I can accurately use a wide range of connectives. My tenses are consistently accurate and I can show variation in tense and verb forms. 	<p>Sentences -</p> <ul style="list-style-type: none"> I can use a controlled and effective variety of sentence forms. I can confidently and subtly use a range of sentence features. I can show creative use of tense and verb forms.
<p>Structure -</p> <ul style="list-style-type: none"> I can possibly use simple paragraphs. They might be grouped by points or time sequence, and with some linking and a fitting opening/closing. My ideas are generally sequenced logically. The overall direction of my writing might be clearly signalled. 	<p>Structure -</p> <ul style="list-style-type: none"> I can show awareness of when I need to start new paragraphs, and use appropriate topic sentences. I can sustain and develop ideas logically. 	<p>Structure -</p> <ul style="list-style-type: none"> I can structure my ideas clearly into appropriate paragraphs with clear links between them. I can sustain, develop and link ideas effectively across my writing. 	<p>Structure -</p> <ul style="list-style-type: none"> My ideas are clearly controlled and sequenced for greater effect. A range of links between paragraphs are increasingly effective. I can sustain and develop my ideas increasingly effectively both within and across the text.
<p>Vocabulary -</p> <ul style="list-style-type: none"> I can make deliberate vocabulary choices. My vocabulary might be chosen for effect. I can show some expansion of general vocabulary to match the topic. 	<p>Vocabulary -</p> <ul style="list-style-type: none"> I can choose my vocabulary to suit audience, purpose and level of formality. My vocabulary is clearly chosen for clarity and effect. I can show a reasonably ambitious expansion of vocabulary to match topic. 	<p>Vocabulary -</p> <ul style="list-style-type: none"> My vocabulary is clearly chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and increasing effect. I can show a reasonably ambitious vocabulary, which is mostly appropriate. 	<p>Vocabulary -</p> <ul style="list-style-type: none"> My vocabulary appropriately chosen to suit audience, purpose and level of formality. My vocabulary is chosen for clarity and successful effect. My range of vocabulary is generally varied and increasingly ambitious, though my choices are not always apt.

