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| | | Sentence Structure, Spelling and Punctuation |
| Grade 9 | **Content*** + - * shows sophisticated understanding of the purpose and format of the task
* shows sustained awareness of the reader / intended audience
* appropriate register is confidently adapted to purpose /audience
* content is ambitious, pertinent and sophisticated

**Organisation*** ideas are convincingly developed and supported by a range of
* relevant details
* there is sophistication in the shape and structure of the writing
* communication has ambition and sophistication
 | * + - * there is appropriate and effective variation of sentence structures
* virtually all sentence construction is controlled and accurate
* a range of punctuation is used confidently and accurately
* virtually all spelling, including that of complex irregular words, is correct
* control of tense and agreement is totally secure
* a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
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| Grade 8 | **Content*** shows consistent understanding of the purpose and format of the task
* shows secure awareness of the reader/intended audience
* register is appropriately and consistently adapted to purpose/audience
* content is well-judged and detailed

**Organisation*** ideas are organised and coherently developed with supporting
* detail
* there is clear shape and structure in the writing (paragraphs
* are used effectively to give sequence and organisation)
* communication has clarity, fluency and some ambition
 | * sentence structure is varied to achieve particular effects
* control of sentence construction is secure
* a range of punctuation is used accurately
* spelling, including that of irregular words, is secure
* control of tense and agreement is secure

vocabulary is ambitious and used with precision |
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| Grade 7 | **Content*** shows clear understanding of the purpose and format of the task
* shows clear awareness of the reader / intended audience
* content is developed and appropriate reasons are given in support of opinions / ideas in not-fiction and
* In narrative, plot and characterisation show some detail and expansion.

**Organisation*** ideas are organised into coherent arguments **or**,
* narrative has shape and direction.
* there is some shape and structure in the writing (paragraphs
* are used to give sequence and organisation)
* communication has clarity and fluency, but limited ambition.
 | * there is variety in sentence structure
* control of sentence construction is mostly secure
* a range of punctuation is used, mostly accurately
* most spelling, including that of irregular words, is correct
* control of tense and agreement is mostly secure
* vocabulary is beginning to develop and is used with some precision
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| Grade 6 | **Content*** n non-fiction, shows some awareness of the purpose, audience and format of the task and in narrative, some control of plot and characterisation.
* some reasons are given in support of opinions and ideas
* limited development of ideas in non-fiction.
* Narrative is beginning to have some shape and development.

**Organisation** * Some sequencing of ideas into paragraphs (structure or direction may be uncertain.
* Some attempt to establish simple links between paragraphs
 | * some variety of sentence structure
* there is some control of sentence construction- they accurately demarcated.
* some control of a range of punctuation
* the spelling is usually accurate including homophones and common misspellings.
* control of tense and agreement is generally secure
* there is some range of vocabulary
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| 3-4 | **Content*** In non-fiction, a basic awareness of the purpose and format and audience of the task. In narrative, a basic sense of plot and characterisation.
* Simple linguistic devices evident.
* some attempt to adapt register to purpose / audience (e.g.
* degree of formality)
* some relevant content despite uneven coverage of the topic, may be thin and brief.

**Organisation*** simple sequencing of ideas (paragraphs may be used to show

obvious divisions or group ideas into some order)* Within paragraphs, developing clarity as some links between sentences.
 | * some variety of sentence structure
* there is some control of sentence construction
* some control of a range of punctuation
* the spelling is usually accurate
* control of tense and agreement is generally secure
* there is some range of vocabulary
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| Grade 1-2 | **Content*** You are able to write in some order through there is limited awareness of reader.
* No linguistic features evident.

**Organisation*** Clusters related points sometimes logically. Random paragraph structure.
* Writing is mostly focused on the topic including relevant opening and/or conclusion.
 | * limited range of sentence structure
* control of sentence construction is limited
* there is some attempt to use punctuation (sentences are usually correctly demarcated.)
* some spelling is accurate
* control of tense and agreement is limited
* limited range of vocabulary
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| Grade U | **Content*** Writing lacks meaning and clarity
* No awareness of audience and purpose
* Opening/closing may be muddled or off topic

**Organisation*** Ideas lack coherence and might be unconnected
* No paragraphs
 | * makes some attempt to use capital letter and full stops to demarcate boundaries
* attempts to use other punctuation with limited success
* Comma splicing evident
* Monosyllabic words and common polysyllabic words spelt correctly
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