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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 |
| 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 |