

Subject: English – Writing P05

PO5 Content and organisation: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
Exceptional performance	<p>Exceptional performance</p> <p>Communication is consistently clear and effective with a sustained attempt to match purpose, form and audience. Vocabulary is consciously and carefully chosen from within and beyond their own vocabulary, sometimes creating precise and more subtle meanings according to task, purpose and reader. A range of effective linguistic devices are used in particular contexts or for specific tasks.</p> <p>Writing is shaped and crafted within individual paragraphs. Ideas are structured to achieve particular literary or rhetorical effects. Ideas are clearly and explicitly linked to a clear sense of task, purpose and audience.</p>
	<p>Pathway 1</p> <p>Upper Pathway 1:</p> <p>Communication is clear and effective with a sustained attempt to match purpose, form and audience. Vocabulary is consciously and carefully chosen from within and beyond their own vocabulary, sometimes creating precise and more subtle meanings according to task, purpose and reader. A range of effective linguistic devices are used in particular contexts or for specific tasks.</p> <p>Writing is shaped and crafted within individual paragraphs. Ideas are structured to achieve particular literary or rhetorical effects. Ideas are clearly and explicitly linked to a clear sense of task, purpose and audience.</p>
Pathway 2	<p>Lower Pathway 1:</p> <p>Communication is clear and effective with a more sustained attempt to match purpose, form and audience. A wide range of vocabulary is occasionally consciously chosen for effect both independently and by using strategies and resources to extend their available choices. There are an increasing number of linguistic devices used, drawing upon a repertoire of linguistic and literary techniques (simile, metaphor, imagery etc).</p> <p>Writing is structured using a range of cohesive devices and developed with an increasing variety of linked relevant ideas. There is an awareness of how to develop and connect ideas within and between paragraphs. Pupils may experiment with different ways of presenting texts with the needs of the reader in mind.</p>
	<p>Upper Pathway 2:</p> <p>Communication is successful with an attempt to match purpose, form and audience. Vocabulary demonstrates some variety and precision (e.g. to clarify meaning and create specific effects, drawing on their own word knowledge and a range of reference sources). There is some use of linguistic devices and these are deployed for deliberate effect on the reader.</p> <p>Writing is structured with an attempt to use different ways of generating, organising and shaping ideas. Paragraphs are used appropriately with some range of linking words (<i>pronouns, connectives etc.</i>) and phrases. The ideas in the text are organised and sequenced clearly and effectively e.g. the conclusion refers back to the introduction.</p> <p>Lower Pathway 2:</p> <p>Communication is mostly successful with an attempt to match purpose, audience and form. Begins to vary vocabulary with some use of linguistic devices</p> <p>Some linked and relevant ideas. Writes in paragraphs with discourse markers. Attempts so use structural features.</p>

KS3 Assessment – Year 7 Progress Grid

Pathway 3	Upper Pathway 3:	Communicates with simple success with a simple awareness of purpose, form and audience. Vocabulary is basic and there is simple use of linguistic devices. Writing is structured with some evidence of simple features to generate, organise or shape ideas (<i>fitting opening and conclusion</i>). One or two relevant ideas are simply linked. Paragraphs are randomly used. There is evidence of a simple sequence of ideas such as main idea followed by supported following sentences. Simple use of connectives within the paragraph.
	Lower Pathway 3:	Communicates with some meaning with an occasional sense of purpose, form and audience. Vocabulary is limited and there is no evidence of linguistic devices. Writing is structured with limited or no evidence of use of ways of generating, organising and shaping ideas. One or two unlinked ideas are used. Paragraphs are not used. There is limited sequencing of ideas.