

Year 7 writing assessment criteria

	AO5	AO6
Accomplished  Skilled	<p>Vocabulary and tone suited for the audience or purpose throughout some of the text</p> <p>Engaging opening and ending</p> <p>Some evidence of a structured opening and ending</p> <p>Use of simple topic sentences (opening sentences to your paragraph)</p> <p>Paragraphs show some cohesion within and between</p> <p>Use of subordinating conjunctions</p> <p>Varied openers (4 or more)</p> <p>At least 4 linguistic devices</p>	<p>Mostly accurate use of capital letters, full stops and commas</p> <p>At least 4 types of punctuation used, mainly accurately</p> <p>A variety of complex, compound and simple sentences used</p> <p>Evidence of more complex words used</p> <p>Mostly accurate use of tenses</p> <p>Some minor spelling errors in more complex words</p>
Competent	<p>Show awareness of who you are writing for throughout most of the text (tone and vocabulary)</p> <p>Clear opening and ending</p> <p>Some evidence of topic sentences (opening sentences to your paragraph)</p> <p>Evidence of more than one paragraph with some clear link (cohesion – prepositions)</p> <p>Wider range of conjunctions</p> <p>At least 3 different openers including either –ing, -ed, -ly</p> <p>At least 3 linguistic devices</p>	<p>Some accurate use of full stops and capital letters</p> <p>Some evidence of commas but not correctly used</p> <p>Mainly simple sentences used, with some attempt at compound and complex sentences</p> <p>Simple words spelled correctly</p> <p>More varied words used</p> <p>Some use of Standard English</p> <p>Some accurate use of tenses</p>
Improving	<p>Show some awareness of who you are writing for at some points in your writing (appropriate tone, vocabulary)</p> <p>Simple opening and ending</p> <p>Evidence of more than one paragraph</p> <p>Some variation in conjunctions</p> <p>Some variation on openers</p> <p>One or two linguistic devices</p>	
Emerging	<p>No or little awareness of writing for an audience or purpose</p> <p>No evidence of structural features</p> <p>One long paragraph</p> <p>One or two points but no clear connection</p> <p>Repetition of the same conjunction</p> <p>Repetition of the same opener</p> <p>One or two basic linguistic devices</p> <p>Some awareness of purpose</p>	<p>Some use of full stops, capital letters and commas</p> <p>Some evidence of punctuation but not correctly used</p> <p>Mainly simple sentences</p> <p>Basic words used</p> <p>Some simple words spelled correctly</p> <p>Little use of Standard English</p> <p>Tenses not controlled</p>

## Reading literature Year 7

Level	Typical features
<p><b>Accomplished</b></p> <p><b>Skilled</b></p>	<p>I can make a range of relevant comments that show I understand the question</p> <p>I use relevant examples effectively, to back up my points</p> <p>I can explain why the writer may have used these</p> <p>I can make relevant comments on the methods used by the writer</p> <p>I can use a range of relevant subject terminology</p> <p>I can talk about the effects of the writer's words and techniques on reader</p> <p>I show some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</p>
<p>Competent</p>	<p>I can make some of comments that relate to the question</p> <p>I can find relevant quotations to back up each point</p> <p>I am able to comment on the examples I have used</p> <p>I can talk about the words and techniques used by the writer</p> <p>I have included subject terminology such as 'word' or 'phrase'</p> <p>I have shown I am aware of implicit ideas/contextual factors</p>
<p>Improving</p>	<p>I can make some comments about the characters or plot</p> <p>I can find some relevant words from the text to show my understanding (quotations)</p> <p>I can use quotation marks effectively to show these words are taken from the text</p> <p>I can use the author's name and know they have used certain words/phrases to create an effect.</p> <p>I might include one example of some basic terminology</p> <p>I can make simple comments on explicit ideas/contextual factors</p>
<p><b>Emerging</b></p>	<p>I can write sentences about the text</p> <p>I can find words from the text (quotations)</p> <p>I can use the author's name</p>

Year 8 writing assessment criteria

	AO5	AO6
Accomplished	Vocabulary and tone suited for the audience or purpose throughout the text	Mostly accurate use of capital letters, full stops and commas
Skilled	Evidence of some clear structural choices (flashback, cyclical structure) Use of effective topic sentences Paragraphs consistently show cohesion within and between Use of at least 5 subordinating connectives Use of at least 5 different types of openers effectively At least 5 different linguistic devices including metaphor and personification	At least 4 types of punctuation used, mainly accurately A variety of complex, compound and simple sentences used Evidence of more complex words used Mostly accurate use of tenses Some minor spelling errors in more complex words
Competent	Vocabulary and tone suited for the audience or purpose throughout some of the text Engaging opening and ending Some evidence of a structured opening and ending Use of simple topic sentences (opening sentences to your paragraph) Paragraphs show some cohesion within and between Use of subordinating conjunctions Varied openers (4 or more) At least 4 linguistic devices	
Improving	Show awareness of who you are writing for throughout most of the text (tone and vocabulary) Clear opening and ending Some evidence of topic sentences (opening sentences to your paragraph) Evidence of more than one paragraph with some clear link (cohesion – prepositions) Wider range of conjunctions At least 3 different openers including either –ing, -ed, -ly At least 3 linguistic devices	Some accurate use of full stops and capital letters Some evidence of commas but not correctly used Mainly simple sentences used, with some attempt at compound and complex sentences Simple words spelled correctly More varied words used Some use of Standard English Some accurate use of tenses
Emerging	Show some awareness of who you are writing for at some points in your writing (appropriate tone, vocabulary) Simple opening and ending Evidence of more than one paragraph Some variation in conjunctions Some variation on openers One or two linguistic devices	

## Reading literature Year 8

Level	Typical features
<p><b>Accomplished</b></p> <p><b>Skilled</b></p>	<p>I can produce a clear and well-structured response to the task, with a range of relevant points</p> <p>I use a range relevant examples effectively, to back up my points</p> <p>I can clearly explain the methods used by the writer and their impact</p> <p>I can use a range of relevant subject terminology appropriately</p> <p>I understand the of effects of writer's methods on the reader</p> <p>I show a clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</p>
<p><b>Competent</b></p>	<p>I can make a range of relevant comments that show I understand the question</p> <p>I use relevant examples effectively, to back up my points</p> <p>I can explain why the writer may have used these</p> <p>I can make relevant comments on the methods used by the writer</p> <p>I can use a range of relevant subject terminology</p> <p>I can talk about the effects of the writer's words and techniques on reader</p> <p>I show some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</p>
<p>Improving</p>	<p>I can make some of comments that relate to the question</p> <p>I can find relevant quotations to back up each point</p> <p>I am able to comment on the examples I have used</p> <p>I can talk about the words and techniques used by the writer</p> <p>I have included subject terminology such as 'word' or 'phrase'</p> <p>I have shown I am aware of implicit ideas/contextual factors</p>
<p>Emerging</p>	<p>I can make some comments about the characters or plot</p> <p>I can find some relevant words from the text to show my understanding (quotations)</p> <p>I can use quotation marks effectively to show these words are taken from the text</p> <p>I can use the author's name and know they have used certain words/phrases to create an effect.</p> <p>I might include one example of some basic terminology</p> <p>I can make simple comments on explicit ideas/contextual factors</p>