

	W1 - Articulate experience and express thoughts and ideas appropriately and personally.	W2 - Organise and structure ideas and opinions for deliberate effect.	W3 - Use a range of vocabulary and sentence structures appropriate to context.	W4 - Use register and style appropriate to context.	W5 - Make accurate use of spelling, punctuation and grammar .
Assured <u>Y7</u> - 9A* <u>Y8</u> - 9A* <u>Y9</u> - 9A*, 8A*	Writing is assured and fluent, conveying meaning with subtlety and flair .	Writing is effectively structured to fully engage the reader.	There is a wide range of impressive vocabulary and a variety of sentence structures used for precise effect .	The register and style is precisely matched to audience and purpose, with a clearly personal style emerging.	Spelling, punctuation and grammar is almost flawless , with only occasional lapses in very complex situations.
Sophisticated <u>Y7</u> - 9A* <u>Y8</u> - 9A*, 8A* <u>Y9</u> - 8A	Writing is sophisticated and fluent , conveying meaning with some subtlety.	Writing is carefully structured for the benefit of the reader.	There is a wide range of vocabulary and a variety of sentence structures used for effect.	The register and style is matched to audience and purpose, perhaps with a personal style emerging.	Spelling, punctuation and grammar is extremely accurate , with only occasional lapses in more complex situations.
Articulate <u>Y7</u> - 9A*, 8A <u>Y8</u> - 8A <u>Y9</u> - 7A, 6B	Writing is clear, conveying meaning with care , and evident thought about the task.	Writing is secure in structure, organised in logical paragraphs to help engage the reader.	There is a range of appropriate vocabulary and a variety of sentence structures used effectively.	The register and style is appropriate to audience and purpose.	Spelling, punctuation and grammar is mostly accurate , with only some lapses.
Effective <u>Y7</u> - 8A <u>Y8</u> - 7A, 6B <u>Y9</u> - 5B, 5C	Writing is informative and sometimes effective in style.	Writing is generally well structured, with some visible sequence .	There is a range of vocabulary, chosen with evident care. There is variation in sentence structures.	The register and style is mostly appropriate to audience and purpose, perhaps with some lapses.	Spelling, punctuation and grammar is generally accurate , though with some errors.
Developing <u>Y7</u> - 7A, 6B <u>Y8</u> - 5B, 5C <u>Y9</u> - 4C, 3D	Writing is sometimes awkward, but the meaning is always clear .	Writing may be disorganised, or following a simple structure ; it is not clearly structured for effect.	Vocabulary is limited, with simple word choices. Sentences are often simple or run on.	There may be an attempt to engage an appropriate audience, but it is sometimes inaccurate or imprecise.	Quite frequent errors in spelling of homophones or similar difficult patterns, complex punctuation and grammar.
Beginning <u>Y7</u> - 5B, 5C <u>Y8</u> - 4C, 3D <u>Y9</u> - 3E, 2E	Writing is often awkward. At times meaning may not be clear, but some ideas are relevant .	Writing is disorganised, with little sense of structure, though it may follow a simple chronology .	Vocabulary is limited , with regular repetition or simple word choices. Sentences are sometimes difficult to follow.	There is some grasp of the intended audience.	There are frequent errors in spelling, punctuation and grammar, these are regularly serious errors .
Emerging <u>Y7</u> - 4C, 3D <u>Y8</u> - 3E, 2E <u>Y9</u> - 2F, 1F	Writing is sometimes difficult to follow, but ideas have some relevance .	Writing is disorganised , lacking paragraphs and evident structure.	Vocabulary is very limited , with regular repetition or odd word choices. Sentence separation is often inaccurate.	There is no evident grasp of the intended audience.	There may be frequent errors in spelling, punctuation and grammar, which at times hinder meaning .