

## Subject: English – Writing PO6

PO6 Technical accuracy: Use a range of vocabulary and sentences structures for clarity, purpose and effect, with accurate spelling and punctuation.	
<b>Exceptional performance</b>	<p><b>Exceptional performance</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> accurate sentence demarcation used with confidence. An appropriate range of punctuation is deployed to enhance and emphasise meaning, aid cohesion and create a wide range of effects.</li> <li>• <b>Consistently and independently</b> deploy a range of sentence structures to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader.</li> <li>• Writes fluently using Standard English in a range of wide and varied texts and contexts for a range of purposes and audiences.</li> <li>• Accurate, correct spelling is used throughout a substantial text including more ambitious or complex polysyllabic words.</li> </ul>
<b>Pathway 1</b>	<p><b>Upper Pathway 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> accurate sentence demarcation used with confidence. An appropriate range of punctuation is deployed to enhance and emphasise meaning, aid cohesion and create a wide range of effects.</li> <li>• Deploy a range of sentence structures to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader.</li> <li>• Writes fluently using Standard English in a range of wide and varied texts and contexts for a range of purposes and audiences.</li> <li>• Accurate, correct spelling is used including more ambitious or complex polysyllabic words.</li> </ul>
	<p><b>Lower Pathway 1:</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is consistently accurate. The full range of punctuation is used with some accuracy to clarify meaning, aid cohesion and consciously create some effects.</li> <li>• An increasing variety of sentence forms are used, including clauses within sentences. The significance and importance of conventional Standard English is understood. The use of standard and non-standard English when appropriate in their own writing is understood.</li> <li>• Knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose.</li> <li>• Most words are spelled correctly, including some complex polysyllabic words, and unfamiliar words. Spelling skills and strategies can be applied with increasing independence.</li> </ul>
<b>Pathway 2</b>	<p><b>Upper Pathway 2:</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly accurate. A variety of punctuation is used (apostrophe for omission and possession,, speech punctuation, commas to separate clauses, colon, semi-colon, hyphen, dash and parentheses) with some occasional slips.</li> <li>• <b>Attempts</b> to vary sentence length and structure in order to provide appropriate detail and create effects according to task, purpose and reader. Uses a wider range of connectives (<i>although, on the other hand</i>).</li> <li>• Understands the conventions of Standard English and how to use them. Some features of sentence structure used to build up detail or convey shades of meaning, e.g .variation in word order, modals in verb phrases. Understand and use appropriately the conventions of grammar.</li> <li>• Some accurate spelling of more complex words.</li> </ul>
	<p><b>Lower Pathway 2:</b></p> <ul style="list-style-type: none"> <li>• Sentence demarcation is usually accurate with occasional slips. Begins to use more varied punctuation (apostrophe for omission and possession, speech punctuation, commas to separate clauses, colon, semi-colon, hyphen, dash and parentheses)</li> <li>• Experiments with an increasing range of sentence structures and a variety of connectives have started to be used.</li> </ul>

## KS3 Assessment – Year 7 Progress Grid

Pathway 3		<ul style="list-style-type: none"><li>• Understands the conventions of Standard English and how to use them. Understands and use appropriately the conventions of grammar, with occasional errors.</li><li>• Some accurate spelling of more complex words.</li></ul>
	Upper Pathway 3:	<ul style="list-style-type: none"><li>• Evidence of <b>simple</b> sentence demarcation. Evidence of <b>simple</b> punctuation; some used consciously. (full-stop, commas in list, exclamation and question mark, speech marks)</li><li>• <b>Simple</b> range of sentence forms. Simple attempt to vary sentences (<i>starting with subordinate clause</i>). Use of some subordinating connectives ,e.g. if, when, because; .some variation.</li><li>• Generally accurate use of <b>simple</b> tense and verb forms. Occasional use of Standard English with <b>simple</b> control of grammatical agreement. Vocabulary is simple with some evidence of deliberate choices.</li><li>• Evidence of <b>accurate basic spelling</b> -most common grammatical function words, e.g. you, because, although; most adverbs with –ly formation.</li></ul>
	Lower Pathway 3:	<ul style="list-style-type: none"><li>• Evidence of <b>limited</b> and <b>occasional</b> sentence demarcation; some evidence of <b>conscious punctuation</b>. Comma splicing evident.</li><li>• <b>Limited</b> range of sentence forms. <b>Occasional</b> use of Standard English with <b>limited</b> control of grammatical agreement.</li><li>• <b>Limited accuracy</b> in basic spelling (e.g. words using vowel digraphs and trigraphs. adding the prefix –un, common exception words) Vocabulary is <b>limited</b>.</li></ul>