

## English Writing (Year 8)

	<b>Emerging</b> – a student whose understanding of the Y8 Writing skills is still emerging will be able to:	<b>Developing</b> – a student who is developing their Y8 Writing skills will be able to:	<b>Secure</b> – a student who is secure in the skills in the Y8 Writing curriculum will be able to:	<b>Mastered</b> – a student who has mastered the skills in the Y8 Writing curriculum will be able to:
<b>Produce interesting texts suited to purpose and audience</b>	The main style and purpose of my writing is usually clear. I usually vary the style and tone of my writing to suit my purpose and audience.	My style is relevant to the audience and the purpose of my writing is clear.  I have relevant ideas suitable for the style I'm writing in that I develop with some detail, description or examples to interest the reader.	I can competently create texts that are effective in terms of audience and purpose.  I can create a competent voice/POV in my writing to suit a range of different audiences and purposes.	I can confidently create increasingly imaginative and convincing texts adapted to a wide range of audiences and purposes.  The tone and style of my writing is convincing and matches the audience and purpose of my writing.
<b>Structure and Organisation</b>	My writing is usually organised with a clear beginning and ending.  I usually organise my writing and my ideas into different paragraphs.  I usually use different connectives to organise my ideas (eg I don't just use 'and', 'then' or 'but').	The order of my ideas and my writing is usually clear and logical.  I can use clear paragraphs to help organise the content of my writing.  I can use connectives to link my paragraphs to make the direction of my ideas and my writing clear to the reader.	My writing is competently structured into appropriate and coherent paragraphs.  I can competently use a variety of effective discourse markers.  I can organise my writing with an effective opening, development and ending.	I can structure my writing in imaginative ways for deliberate effect (eg flashback, time shifts, and extended metaphor).  I can use a wide range of effective discourse markers fluently integrated into my writing.
<b>Varied sentence structure</b>	I can usually vary sentence structures by using different openings and lengths for effect (eg adverbs: slowly, the door opened).	I can vary my sentence structures and openings to interest the reader (eg subordinate clauses).	I can competently use a variety of sentence structures to maintain the reader's interest.	I can use a wide range of sentence structures/types and linguistic devices to suit my purpose and maintain the reader's interest.

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<b>Sentence accuracy</b>	I can usually use some sentence punctuation accurately but I make mistakes punctuating complex sentences and using commas.	I can punctuate most of my sentences clearly and I am beginning to use some simple punctuation for effect (exclamation mark).	I can punctuate my sentences competently and I can use a variety of punctuation for effect.	I can use a wide range of effective punctuation convincingly.
<b>Vocabulary and Spelling</b>	I can usually spell most common words accurately. I can usually use examples of vocabulary for effect.	I can spell many common words accurately although I sometimes make errors with unfamiliar words. I can use more adventurous and relevant vocabulary for effect.	I can spell the majority of common words accurately, including some complex words. I can use ambitious vocabulary competently.	I can spell most complex words correctly. I can use a wide range of ambitious vocabulary convincingly.