

English Writing (Year 9)

	Emerging – a student whose understanding of the Y9 Writing skills is still emerging will be able to:	Developing – a student who is developing their Y9 Writing skills will be able to:	Secure – a student who is secure in the skills in the Y9 Writing curriculum will be able to:	Mastered – a student who has mastered the skills in the Y9 Writing curriculum will be able to:
<p>Writing: Content Produce interesting texts suited to purpose and audience (AO5 – ENG LANG) Structure and Organisation (AO5 – ENG LANG)</p>	<p>Style is relevant to the audience and the purpose of writing is clear. Relevant ideas suitable for the style that are developed with some detail, description or examples to interest the reader. Order of ideas and writing is usually clear and logical. Uses clear paragraphs to help organise the content of writing. Uses connectives to link paragraphs to make the direction of ideas and writing clear to the reader.</p>	<p>Competently creates texts that are effective in terms of audience and purpose. Creates a competent voice/POV in the writing to suit a range of different audiences and purposes. Writing is competently structured into appropriate and coherent paragraphs. Competently uses a variety of effective discourse markers. Organises writing with an effective opening, development and ending.</p>	<p>Confidently creates increasingly imaginative and convincing texts adapted to a wide range of audiences and purposes. Tone and style of the writing is convincing and matches the audience and purpose of the writing. Writing is structured in imaginative ways for deliberate effect (eg flashback, time shifts, and extended metaphor). Uses a wide range of effective discourse markers fluently integrated into the writing.</p>	<p>Confidently creates increasingly imaginative and convincing texts adapted to a wide range of audiences and purposes. Tone and style of the writing is convincing and matches the audience and purpose of the writing. Writing is structured in imaginative ways for deliberate effect (eg flashback, time shifts, and extended metaphor). Uses a wide range of effective discourse markers fluently integrated into the writing.</p>
<p>Writing: Spelling, Punctuation and Grammar - SPaG Varied sentence structure (AO6 – ENG LANG) Sentence accuracy (AO6 – ENG LANG)</p>	<p>Varies sentence structures and openings to interest the reader (eg subordinate clauses). Punctuates most of sentences clearly and is beginning to use some simple</p>	<p>Competently uses a variety of sentence structures to maintain the reader’s interest. Punctuates sentences competently and uses a</p>	<p>Uses a wide range of sentence structures/types and linguistic devices to suit the purpose and maintain the reader’s interest. Uses a wide range of effective punctuation convincingly.</p>	<p>Uses a varied and ambitious range of sentence structures/types, consciously chosen to suit the audience and purpose. Uses a wide range of ambitious punctuation, with</p>

<p>Vocabulary and Spelling (AO6 – ENG LANG)</p>	<p>punctuation for effect (exclamation mark). Spells many common words accurately although sometimes make errors with unfamiliar words. Uses more adventurous and relevant vocabulary for effect.</p>	<p>variety of punctuation for effect. Spells the majority of common words accurately, including some complex words. Uses ambitious vocabulary competently.</p>	<p>Spells most complex words correctly. Uses a wide range of ambitious vocabulary convincingly.</p>	<p>only occasional errors, to help craft writing. Spells complex words correctly, with only occasional errors. Uses vocabulary that is consciously chosen for effect.</p>
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