



Finham Park School



KS3 English: Writing Assessment Statements – Year 7

Working Towards <i>In some forms of writing <u>with guidance</u> / <u>support</u>:</i>		Working At <i>Across a range of writing, students will <u>begin to show</u>:</i>		Greater Depth <i>Across a range of writing, students will <u>usually show</u>:</i>	
1. I know how to draft and re-draft my work	<input type="checkbox"/>	1. I have some knowledge of register, form, audience and genre	<input type="checkbox"/>	1. I have knowledge of different perspectives and how to use them	<input type="checkbox"/>
2. I transcribe accurately	<input type="checkbox"/>	2. I know and use basic plot structures (including first and third person narratives) and planning strategies	<input type="checkbox"/>	2. I apply my understanding of register, form, audience and genre	<input type="checkbox"/>
3. I write my ideas fluently (composition)	<input type="checkbox"/>	3. I respond to task and attempt to select appropriate register	<input type="checkbox"/>	3. Most of my writing is suited to task and audience	<input type="checkbox"/>
4. I use model examples to help rehearse my writing (composition)	<input type="checkbox"/>	4. I write for the reader / audience	<input type="checkbox"/>	4. I use features of the form and style required of the piece	<input type="checkbox"/>
5. I can organise my work coherently, structuring it to guide the reader	<input type="checkbox"/>	5. My vocabulary choices are increasingly relevant with some attempts to use linguistic devices	<input type="checkbox"/>	5. I consistently use relevant and successful choices of vocab and linguistic devices	<input type="checkbox"/>
6. I use an increasingly wide range of vocabulary	<input type="checkbox"/>	6. I organise my work, though paragraphs might be the same length and I might repeat ideas	<input type="checkbox"/>	6. All my writing is clearly organised	<input type="checkbox"/>
7. I show an awareness of audience, purpose and context in my choices, including basic linguistic devices in my work	<input type="checkbox"/>	7. My sentences are usually marked, though not always accurately	<input type="checkbox"/>	7. My sentence demarcation is secure and generally accurate	<input type="checkbox"/>
8. I indicate grammar and punctuation in my work, using simple and compound sentences	<input type="checkbox"/>	8. I attempt to use a range of punctuation with some success	<input type="checkbox"/>	8. I use a range of punctuation, though not always accurately	<input type="checkbox"/>
9. I proofread my work	<input type="checkbox"/>	9. I attempt to use a variety of sentence forms with some control of agreement	<input type="checkbox"/>	9. I use a variety of sentence forms with control of agreement	<input type="checkbox"/>
10. I use consistent and correct tense	<input type="checkbox"/>	10. I show some accurate spelling across a mixture of vocabulary, with attempts to use more complex words	<input type="checkbox"/>	10. I have generally accurate spelling across variety of vocabulary	<input type="checkbox"/>



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KS3 English: Writing Assessment Statements – Year 8

Working Towards <i>Across a range of writing, students will <u>begin to show</u>:</i>		Working At <i>ross a range of writing, students will <u>usually show</u>:</i>		Greater Depth <i>Across a range of writing, students will <u>independently show</u>:</i>	
1. I have some knowledge of register, form, audience and genre	<input type="checkbox"/>	1. I have knowledge of different perspectives and how to use them	<input type="checkbox"/>	1. I have confident knowledge of different planning structures	<input type="checkbox"/>
2. I know and use basic plot structures (including first and third person narratives) and planning strategies	<input type="checkbox"/>	2. I apply my understanding of register, form, audience and genre	<input type="checkbox"/>	2. I know how to use and create different voices / perspectives	<input type="checkbox"/>
3. I respond to task and attempt to select appropriate register	<input type="checkbox"/>	3. Most of my writing is suited to task and audience	<input type="checkbox"/>	3. I have confident knowledge of genre and form conventions	<input type="checkbox"/>
4. I write for the reader / audience	<input type="checkbox"/>	4. I use features of the form and style required of the piece	<input type="checkbox"/>	4. Most of my writing is matched to purpose, audience and form	<input type="checkbox"/>
5. My vocabulary choices are increasingly relevant with some attempts to use linguistic devices	<input type="checkbox"/>	5. I consistently use relevant and successful choices of vocab and linguistic devices	<input type="checkbox"/>	5. My vocabulary is consciously used for effect	<input type="checkbox"/>
6. I organise my work, though paragraphs might be the same length and I might repeat ideas	<input type="checkbox"/>	6. All my writing is clearly organised	<input type="checkbox"/>	6. I consciously use a range of successful linguistic devices	<input type="checkbox"/>
7. My sentences are usually marked, though not always accurately	<input type="checkbox"/>	7. My sentence demarcation is secure and generally accurate	<input type="checkbox"/>	7. Most of my writing is clearly organised with linked points	<input type="checkbox"/>
8. I attempt to use a range of punctuation with some success	<input type="checkbox"/>	8. I use a range of punctuation, though not always accurately	<input type="checkbox"/>	8. My sentence demarcation is consistently accurate, with a variety of forms used for effect	<input type="checkbox"/>
9. I attempt to use a variety of sentence forms with some control of agreement	<input type="checkbox"/>	9. I use a variety of sentence forms with control of agreement	<input type="checkbox"/>	9. I use a range of punctuation is used, mostly with success	<input type="checkbox"/>
10. I show some accurate spelling across a mixture of vocabulary, with attempts to use more complex words	<input type="checkbox"/>	10. I have generally accurate spelling across variety of vocabulary	<input type="checkbox"/>	10. I generally have accurate spelling across an increasingly sophisticated use of vocab	<input type="checkbox"/>



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KS3 English: Writing Assessment Statements – Year 9

Working Towards <i>Across a range of writing, students will usually show:</i>		Working At <i>Across a range of writing, students will independently show:</i>		Greater Depth <i>Across a range of writing, students will clearly show:</i>	
1. I have knowledge of different perspectives and how to use them	<input type="checkbox"/>	1. I have confident knowledge of different planning structures	<input type="checkbox"/>	1. I know how to use creative ways to structure responses (twists or inventive use of conventions)	<input type="checkbox"/>
2. I apply my understanding of register, form, audience and genre	<input type="checkbox"/>	2. I know how to use and create different voices / perspectives	<input type="checkbox"/>	2. I sustain an argument / idea across an extended piece	<input type="checkbox"/>
3. Most of my writing is suited to task and audience	<input type="checkbox"/>	3. I have confident knowledge of genre and form conventions	<input type="checkbox"/>	3. I have knowledge of a wide range of texts to use as a starting point for writing	<input type="checkbox"/>
4. I use features of the form and style required of the piece	<input type="checkbox"/>	4. Most of my writing is matched to purpose, audience and form	<input type="checkbox"/>	4. I make obvious attempts to engage the reader or audience through most of the piece	<input type="checkbox"/>
5. I consistently use relevant and successful choices of vocab and linguistic devices	<input type="checkbox"/>	5. My vocabulary is consciously used for effect	<input type="checkbox"/>	5. I use a more extensive and complex vocab chosen for different styles and consciously craft linguistic devices	<input type="checkbox"/>
6. All my writing is clearly organised	<input type="checkbox"/>	6. I consciously use a range of successful linguistic devices	<input type="checkbox"/>	6. My writing is structured and developed with a range of more complex ideas	<input type="checkbox"/>
7. My sentence demarcation is secure and generally accurate	<input type="checkbox"/>	7. Most of my writing is clearly organised with linked points	<input type="checkbox"/>	7. My sentence demarcation is always accurate	<input type="checkbox"/>
8. I use a range of punctuation, though not always accurately	<input type="checkbox"/>	8. My sentence demarcation is consistently accurate, with a variety of forms used for effect	<input type="checkbox"/>	8. I use a wide range of punctuation with a high level of accuracy	<input type="checkbox"/>
9. I use a variety of sentence forms with control of agreement	<input type="checkbox"/>	9. I use a range of punctuation is used, mostly with success	<input type="checkbox"/>	9. I use a full range of appropriate sentence forms for effect	<input type="checkbox"/>
10. I have generally accurate spelling across variety of vocabulary	<input type="checkbox"/>	10. I generally have accurate spelling across an increasingly sophisticated use of vocab	<input type="checkbox"/>	10. I have a high level of accuracy in spelling across an extensive and ambitious vocabulary	<input type="checkbox"/>

CURRICULUM INTENT: “An exploration of humanity. Communicate powerfully: read critically, write passionately and speak purposefully.”