

	EMERGING	Novel	Poetry	SECURE	Novel	Poetry	DEEPENING	Novel	Poetry	MASTERY	Novel	Poetry
Argument	Very informal and personal tone with <b>unrelated</b> paragraphs and very inconsistent argument			Personal tone with ideas becoming more <b>linked</b> together but argument still inconsistent			<b>Appropriate</b> tone with one main argument that is <b>mostly</b> maintained throughout with one or two lapses; ideas are <b>generally ordered logically</b>			Clear tone with <b>one main argument</b> that is <b>maintained</b> throughout - ideas are <b>logically ordered</b>		
Relevance to the question	<b>Attempts</b> to answer the question but <b>not all is relevant</b>			<b>Generally</b> answers the question and stays on topic			<b>Clearly</b> answers the question using <b>relevant question phrasing</b>			More thoughtful or detailed answer using <b>relevant question phrasing</b>		
Choosing quotations and references	References are used in an <b>attempt</b> to support some ideas, but may not be relevant or copied correctly			References are <b>relevant</b> and support student's ideas but may <b>not be the most appropriate</b> ones to use			References are <b>concise, accurate</b> and chosen to <b>support</b> the student's ideas			References are <b>concise, well-chosen</b> and <b>embedded</b> throughout the answer		
Identification of writers' methods	Occasional attempts are made to identify basic <b>writers' methods</b>			Attempts to identify <b>writers' methods</b> but <b>not always accurately</b>			Simple <b>subject terminology</b> is used accurately to identify <b>writers' methods</b>			A wider range of <b>writers' methods</b> are identified using <b>accurate subject terminology</b>		
Inferring and analysing	Obvious <b>inferences</b> are made from references			Students are able to infer <b>more subtle</b> ideas and <b>begin to explain how</b> the effect is created			<b>Key words or phrases</b> are identified and <b>how</b> the effect is created is explained			Analysis identifies <b>how</b> the methods create effects with an attempt to identify different layers of meaning to support <b>inference</b>		
Writer's ideas and intentions	<b>Some</b> awareness of the <b>writer</b> making <b>deliberate</b> choices but <b>lacking detail or depth</b>			An <b>attempt</b> to explain <b>why</b> the <b>writer</b> made these choices, linked to text			An <b>explanation</b> of <b>why</b> the <b>writer</b> made these choices is given using textual references to support			<b>Reasons why</b> a writer made creative choices are <b>clearly</b> explained or inferred and are supported by textual references		
Big picture	Some <b>awareness</b> of the text as a whole, themes or contextual factors - these may not be explicitly relevant or accurate			Discussion of the text as a whole, themes or contextual factors is included and <b>beginning to be linked to analysis and writer's intentions</b>			Relevant discussion of the text as a whole, themes or contextual factors is <b>linked to</b> the analysis and <b>writer's intentions</b>			Knowledge of the text as a whole, themes or contextual factors informs interpretation and is used to explain <b>how effects are created</b> and <b>why</b> the writer has made certain choices		
Structural awareness	Simple <b>structural features</b> are identified with little to no comment			Simple <b>structural features</b> are identified with attempts to explain their effect			<b>Structural features identified</b> with explanation of their effect			Students are able to identify <b>structural features</b> and explain their effect within a specific section or the <b>text as a whole</b>		
Accuracy	Basic phonetic words are spelt correctly, an attempt to use punctuation, simple vocabulary used and meaning is understood in some sentences			Most common words are spelt correctly, an attempt to use a wider range of punctuation, vocabulary is appropriately chosen and meaning is understood in most sentences			Spelling is mostly accurate, a wider range of punctuation is used mostly accurately, a wider vocabulary is deliberately chosen for the task and all sentences make sense			Spelling is accurate including some ambitious words, a wider range of punctuation is used accurately, well-chosen and occasionally ambitious vocabulary is used for effect and all sentences make sense and meaning is conveyed		

	EMERGING	Novel	Non-Fiction	Tempest	SECURE	Novel	Non-Fiction	Tempest	DEEPENING	Novel	Non-Fiction	Tempest	MASTERY	Novel	Non-Fiction	Tempest
Communication	Communication is simple and may be unclear in places				Communication is mostly clear				Communication is consistently clear and coherent				Communication is well-expressed and convincing			
Ideas	Relevant idea(s) in response to the task				Ideas are well-considered in relation to the task				Ideas are developed in more detail and becoming more creative				Ideas are creative, engaging and well-developed			
Sentence structure	Writing is in simple and compound sentences, using connectives 'and', 'but' and 'so'				Writing is in simple and compound sentences with some attempts at complex sentences, which may have some inaccuracies				Writing displays accurate use of simple, compound and complex sentences with some attempts to use sentence structures for effect				A range of sentence structures are used accurately throughout with some effect			
Sentence starters	Little variety in sentence starters				Some variation in sentence starters				A variety of sentence starters used throughout				A wider variety of sentence starters used throughout			
Paragraphs and discourse markers	There is perhaps an attempt to paragraph work (though it may not always be accurate) and simple connectives are sometimes used to link ideas together (e.g. because, so)				Paragraphs are used (though they may not always be accurate) with some use of discourse markers, (e.g. firstly, however)				Accurate paragraphs are included using a range of discourse markers to guide the reader				A range of accurate paragraphs are used with thoughtful use of a wider range of discourse markers throughout			
Whole-text structure	There is an attempt at organising information in the text				The writing is mostly structured in a sensible order though there may be lapses				There is a clear whole-text structure with an obvious start, middle and end				There is a clear whole-text structure with attempts to use structural devices			
Text type and tone	Generic features of the text type are attempted with an attempt at a relevant tone				Generic features of the text type are used mostly correctly with a relevant choice of tone				Generic features of the text type are accurate and growing more thoughtful with an appropriate choice of tone				Features of the text type are used accurately and thoughtfully throughout with a deliberate choice of tone			
Language devices	An attempt at using language devices appropriate to task				A range of language devices appropriate to task are used				A range of language devices appropriate to task are used for some effect				A range of well-chosen and thoughtful language devices are used for effect			
Vocabulary	Simple vocabulary used				Vocabulary is appropriately chosen and relevant				A wider vocabulary is deliberately chosen for the task				Well-chosen and occasionally ambitious vocabulary is used for effect			

	EMERGING	Novel	Non-fiction	Tempest	SECURE	Novel	Non-fiction	Tempest	DEEPENING	Novel	Non-fiction	Tempest	MASTERY	Novel	Non-fiction	Tempest
Grammar and syntax	Meaning is understood in <b>some sentences</b>				Meaning is understood in <b>most sentences</b>				<b>All sentences</b> make sense				<b>All sentences</b> make sense and meaning is conveyed clearly			
	There is an attempt to maintain the same <b>tense</b>				<b>Tenses</b> are accurate for half the writing				<b>Tenses</b> are mostly accurate, with rare lapses				<b>Tenses</b> are used accurately throughout			
Punctuation	There is an attempt to use <b>capital letters and full stops sometimes</b>				<b>Capital letters and full stops</b> are sometimes accurate				<b>Capital letters and full stops</b> are generally accurate				<b>Capital letters and full stops</b> are mostly accurate			
	There is an attempt to use <b>commas</b> , which may not be accurate				<b>Commas</b> are sometimes used accurately				<b>Commas</b> are generally used accurately with some lapses				<b>Commas</b> are mostly used accurately throughout with rare lapses			
	There is an attempt to use <b>punctuation</b> other than full stops and commas				There is an attempt to use a wider range of punctuation				A wider range of punctuation is used <b>mostly accurately</b>				A wider range of punctuation is used <b>accurately</b>			
	There is an attempt to use <b>apostrophes</b>				<b>Apostrophes</b> are sometimes used accurately				<b>Apostrophes</b> are generally used accurately but with <b>occasional</b> lapses				<b>Apostrophes</b> are mostly used accurately with lapses in more complex constructions			
	There is an attempt to use <b>speech punctuation</b>				<b>Basic speech punctuation</b> is used with attempts at supporting punctuation				<b>Speech punctuation</b> is used sometimes accurately with frequent lapses				<b>Speech punctuation</b> is used generally accurately throughout with occasional lapses			
Spelling	Basic phonetic words are <b>spelt</b> correctly (but likely mistakes with homophones)				Most common words are <b>spelt</b> correctly with occasional homophone errors				<b>Spelling</b> is mostly accurate except for more difficult words (not phonetic or less common words)				<b>Spelling</b> is accurate including some ambitious words			
Plan, proofread, and edit	There is little evidence that work has been planned and there is an attempt to <b>correct or improve work</b> but it may not be successful				There is <b>some</b> evidence that work has been planned and <b>proofread</b> with <b>simple</b> edits attempted				There is evidence that work has been planned well and <b>proofread</b> with <b>some</b> edits made				There is evidence that work has been planned thoroughly and <b>most</b> of the work has been <b>proofread</b> with <b>meaningful</b> corrections made			

	EMERGING	Fiction	SECURE	Fiction	DEEPENING	Fiction	MASTERY	Fiction
Communication – Voice, content, vocabulary and language	<ul style="list-style-type: none"> <li>• <b>Attempts</b> to express idea(s).</li> <li>• <b>Relevant</b> idea(s) in <b>response</b> to task.</li> <li>• <b>Attempts</b> to include suitable vocabulary.</li> <li>• <b>Attempt</b> at using rhetorical devices appropriate to task.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Some</b> idea(s) expressed clearly.</li> <li>• Ideas are <b>well-considered</b> in relation to the task.</li> <li>• <b>Some</b> use of suitable vocabulary.</li> <li>• A <b>range</b> of rhetorical devices used appropriate to task.</li> </ul>		<ul style="list-style-type: none"> <li>• Idea(s) are <b>mainly</b> expressed clearly.</li> <li>• Idea(s) are developed in more <b>detail</b> and becoming <b>creative</b>.</li> <li>• <b>Clear</b> use of suitable vocabulary.</li> <li>• A <b>range</b> of rhetorical devices used appropriately to task for <b>some effect</b>.</li> </ul>		<ul style="list-style-type: none"> <li>• Idea(s) are <b>clearly</b> expressed fluently.</li> <li>• Idea(s) are <b>creative, engaging</b> and <b>developed</b>.</li> <li>• A <b>range</b> of suitable vocabulary used throughout.</li> <li>• A <b>range</b> of <b>well-chosen</b> and <b>thoughtful</b> rhetorical devices are used for <b>effect</b>.</li> </ul>	
Body Language	<b>Attempts</b> to show confidence in idea(s) with <b>occasional</b> use of appropriate eye contact.		<b>Some</b> confidence shown in idea(s) with <b>some</b> use of appropriate eye contact.		Confidence <b>mainly</b> shown in idea(s) with <b>appropriate</b> use of eye contact.		<b>Consistent</b> confidence is shown in idea(s) with <b>appropriate</b> eye contact and facial expression <b>considered</b> .	
Structure	An <b>attempt</b> to organise ideas.		<b>Some effective</b> structure of ideas.		Ideas are <b>clearly structured</b> throughout.		Ideas are <b>well-considered</b> and <b>clearly structured</b> throughout.	
Audience & Purpose	An <b>attempt</b> to <b>listen</b> and <b>respond</b> to questions and an <b>awareness of audience</b> and <b>purpose</b> .		<b>Some</b> response to questions and <b>showing</b> listening skills.		A <b>clear</b> response to questions and listening skills are <b>evident</b> .		A <b>developed</b> response to questions in some <b>detail</b> and <b>assuredly</b> <b>listens</b> to others.	