

	EMERGING	Novel	Drama	Poetry of War	SECURE	Novel	Drama	Poetry of War	DEEPENING	Novel	Drama	Poetry of War	MASTERY	Novel	Drama	Poetry of War
Argument	Personal tone with ideas becoming more linked together but argument still inconsistent				Appropriate tone with one main argument that is mostly maintained throughout with one or two lapses; ideas are generally ordered logically				Clear tone with one main argument that is maintained throughout - ideas are logically ordered				One clear argument that is maintained throughout - ideas are logically ordered and beginning to be transitioned between smoothly			
Relevance to the question	Generally answers the question and stays on topic				Clearly answers the question using relevant question phrasing				More thoughtful or detailed answer using relevant question phrasing				More thoughtful and developed answer using relevant question phrasing			
Choosing quotations and references	References are relevant and support student's ideas but may not be the most appropriate ones to use				References are concise, accurate and chosen to support the student's ideas				References are concise, well-chosen and embedded throughout the answer				References are concise, well-chosen and a range are embedded throughout to support the argument			
Identification of writers' methods	Attempts to identify writers' methods but not always accurately				Simple subject terminology is used accurately to identify writers' methods				A wider range of writers' methods are identified using accurate subject terminology				A wider range of writers' methods are identified using accurate and sophisticated subject terminology			
Inferring and analysing	Students are able to infer more subtle ideas and begin to explain how the effect is created				Key words or phrases are identified and how the effect is created is explained				Analysis identifies how the methods create effects with an attempt to identify different layers of meaning to support inference				Analysis clearly identifies how the methods create effects with different layers of deeper meaning to support inference			
Writer's ideas and intentions	An attempt to explain why the writer made these choices, linked to text				An explanation of why the writer made these choices is given using textual references to support				Reasons why a writer made creative choices are clearly explained or inferred and are supported by textual references				More subtle reasons why a writer made creative choices are clearly explained or inferred and are supported by textual references			
Big picture	Discussion of the text as a whole, themes or contextual factors is included and beginning to be linked to analysis and writer's intentions				Relevant discussion of the text as a whole, themes or contextual factors is linked to the analysis and writer's intentions				Knowledge of the text as a whole, themes or contextual factors informs interpretation and is used to explain how effects are created and why the writer has made certain choices				Specific knowledge of the text as a whole, themes or contextual factors informs interpretation and is used well to explain how effects are created and why the writer has made certain choices			
Structural awareness	Simple structural features are identified with attempts to explain their effect				Structural features identified with explanation of their effect				Students are able to identify structural features and explain their effect within a specific section or the text as a whole				Students are able to identify a range of structural features and explain their effect within a specific section or the text as a whole			
Evaluation	Simple evaluative comments made				Evaluative comments made with some detail				Evaluations are more developed with detail				Thoughtful evaluation with clear development			
Accuracy	Most common words are spelt correctly, attempt to use a wider range of punctuation, vocabulary is appropriately chosen and relevant 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 and all sentences make sense				Spelling is accurate and mostly ambitious, a wider range of punctuation is used accurately, well-chosen and occasionally ambitious vocabulary and all sentences make sense and meaning is conveyed				High level of accurate spelling, a wide range of punctuation is used accurately and for effect, ambitious vocabulary is used for effect and all sentences make sense and sophisticated meaning is conveyed			

	EMERGING	Dickens Lang and Power	SECURE	Dickens Lang and Power	DEEPENING	Dickens Lang and Power	MASTERY	Dickens Lang and Power
Communication	Communication is mostly clear		Communication is consistently clear and coherent		Communication is well-expressed and convincing		Writing is convincing with some compelling expression	
Ideas	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		A range of thoughtful ideas that are well developed with occasional originality	
Sentence structure	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		A wide range of thoughtful and occasionally ambitious sentence structures are used for effect	
Sentence starters	Some variation in sentence starters		A variety of sentence starters used throughout		A wider variety of sentence starters used throughout		A wide variety of creative sentence starters used throughout	
Paragraphs and discourse markers	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		A range of accurate paragraphs are used with a wider range of well-chosen discourse markers throughout	
Whole-text structure	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		A convincing whole text is achieved with a range of paragraphs and purposeful use of a wide range of discourse markers	
Text type and 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		A variety of features of the text type are used consistently accurately and thoughtfully throughout for effect with well-chosen tone	
Language devices	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		A wide range of imaginative and thoughtful language devices used for effect	
Vocabulary	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		Consistently ambitious vocabulary is used for effect	

	EMERGING	Dickens	Lang and Power	SECURE	Dickens	Lang and Power	DEEPENING	Dickens	Lang and Power	MASTERY	Dickens	Lang and Power
Grammar and syntax	Meaning is understood in most sentences			All sentences make sense			All sentences make sense and meaning is conveyed clearly			A range of accurate sentence grammar is used		
	Tenses are accurate for half the writing			Tenses are mostly accurate, with rare lapses			Tenses are used accurately throughout			Tenses are accurate throughout and may be used for effect		
Punctuation	Capital letters and full stops are sometimes accurate			Capital letters and full stops are generally accurate			Capital letters and full stops are mostly accurate			Capital letters and full stops are almost always accurate with rare lapses in complex constructions		
	Commas are sometimes used accurately			Commas are generally used accurately with some lapses			Commas are mostly used accurately throughout with rare lapses			Commas are consistently used accurately throughout with no lapses		
	There is an attempt to use a wider range of punctuation			A wider range of punctuation is used mostly accurately			A wider range of punctuation is used accurately			A wide range of punctuation is used consistently accurately and for effect		
	Apostrophes are sometimes used accurately			Apostrophes are generally used accurately but with some lapses			Apostrophes are mostly used accurately with occasional lapses			Apostrophes are used accurately throughout with very rare lapses		
	Basic speech punctuation is used with attempts at supporting punctuation			Speech punctuation is used sometimes accurately with frequent lapses			Speech punctuation is used generally accurately throughout with occasional lapses			Speech punctuation is used mostly accurately , with very rare lapses		
	Basic speech punctuation is used with attempts at supporting punctuation			Speech punctuation is used sometimes accurately with frequent lapses			Speech punctuation is used generally accurately throughout with occasional lapses			Speech punctuation is used mostly accurately , with very rare lapses		
Spelling	Most common words are spelt correctly with occasional homophone errors			Spelling is mostly accurate except for more difficult words (not phonetic or less common words)			Spelling is accurate including some ambitious words			High level of accurate spelling including complex and ambitious words		
Plan, proofread, and edit	There is some evidence that work has been planned and proofread with simple edits attempted			There is evidence that work has been planned well and proofread with some edits made			There is evidence that work has been planned thoroughly and most of the work has been proofread with meaningful corrections made			There is evidence that work has been planned thoughtfully and all of the work has been proofread with thoughtful improvements		

	EMERGING	Macbeth	SECURE	Macbeth	DEEPENING	Macbeth	MASTERY	Macbeth
Communication – Voice, content, vocabulary and language	<ul style="list-style-type: none"> Some idea(s) expressed clearly. Ideas are well-considered in relation to the task. Some use of suitable vocabulary. A range of rhetorical devices used appropriate to task. 		<ul style="list-style-type: none"> Idea(s) are mainly expressed clearly. Idea(s) are developed in more detail and becoming creative. Clear use of suitable vocabulary. A range of rhetorical devices used appropriately to task for some effect. 		<ul style="list-style-type: none"> Idea(s) are clearly expressed fluently. Idea(s) are creative, engaging and developed. A range of suitable vocabulary used throughout. A range of well-chosen and thoughtful rhetorical devices are used for effect. 		<ul style="list-style-type: none"> Idea(s) are clearly expressed fluently with strong voice projection. Idea(s) are creative, engaging and developed with time well-managed. A range of suitable and sophisticated vocabulary used throughout. A range of well-chosen and thoughtful rhetorical devices are used for effect and with occasional originality. 	
Body Language	Some confidence shown in idea(s) with some use of appropriate eye contact.		Confidence mainly shown in idea(s) with appropriate use of eye contact.		Consistent confidence is shown in idea(s) with appropriate eye contact and facial expression considered .		Confident tone used throughout and is shown through appropriate eye contact, facial expression and throughout use of gesture.	
Structure	Some effective structure of ideas.		Ideas are clearly structured throughout.		Ideas are well-considered and clearly structured throughout.		Ideas are well-considered, convincing and clearly structured for effect and purpose.	
Audience & Purpose	Some response to questions and showing listening skills.		A clear response to questions and listening skills are evident .		A developed response to questions in some detail and assuredly listens to others.		A developed and original response to questions in detail, listens to audience and has an awareness of audience and purpose.	