

The Elements of Writing

“*Becoming is better than being.*” – Carol S. Dweck

	Accuracy and Control Demonstrate accuracy and control of grammar, punctuation and spelling.	Organisation Organise coherent whole texts by sequencing and structuring ideas.	Language and Style Use language to achieve different effects and match styles of writing.
Mastery (4)	<ul style="list-style-type: none"> Wide range of punctuation is used with an exceptional level of accuracy Uses the full range of appropriate sentence forms for effect Uses Standard English consistently and appropriately Exceptional level of accuracy in spelling, including ambitious vocabulary 	<ul style="list-style-type: none"> Imaginatively structured and cohesive writing, which incorporates and develops a range of connected and complex ideas Fluently linked paragraphs Varied and inventive use of structural features, where appropriate (e.g. switches in tense and setting, flashbacks, foreshadowing etc.) 	<ul style="list-style-type: none"> Ideas are convincing and compelling throughout Style is assuredly matched to purpose, form and audience. Language is manipulative, subtle and increasingly abstract Extensive and ambitious vocabulary with sustained and effective crafting of language devices
Secure (3)	<ul style="list-style-type: none"> Range of punctuation is used, mostly with success Uses a variety of sentence forms for effect Regularly uses Standard English appropriately Generally accurate spelling, including complex and irregular words 	<ul style="list-style-type: none"> Thoughtfully structured and developed containing a range of engaging and complex ideas <p>Consistently coherent use of paragraphs, with effective use of connectives and topic sentences</p> <ul style="list-style-type: none"> Varied and effective structural features (e.g. switches in tense and setting, flashbacks, foreshadowing etc.) 	<ul style="list-style-type: none"> Communication is consistently clear and effective Style is consistently matched to purpose, form and audience Increasingly sophisticated vocabulary and phrasing, consciously chosen for effect with a range of appropriate language devices
Developing (2)	<ul style="list-style-type: none"> Some control of a range of punctuation Attempts a variety of sentence forms Some use of Standard English Some accurate spelling of more complex words 	<ul style="list-style-type: none"> Writing explores a range of connected ideas Mostly coherent paragraphs with range of connectives and topic sentences Some effective use of structural features 	<ul style="list-style-type: none"> Communication is mostly successful Some sustained attempt to match purpose, form and audience Vocabulary clearly chosen for effect on occasion and some successful use of linguistic devices
Emerging (1)	<ul style="list-style-type: none"> Limited evidence of conscious punctuation Simple range of sentence forms Occasional use of Standard English Accurate basic spelling 	<ul style="list-style-type: none"> Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate Attempts to use structural features 	<ul style="list-style-type: none"> Communicates with occasional success Attempts to match purpose, form and audience Begins to vary vocabulary with some use of linguistic devices