

## English Writing (Year 9)

	<b>Emerging</b> – a student whose understanding of the Y9 Writing skills is still emerging will be able to:	<b>Developing</b> – a student who is developing their Y9 Writing skills will be able to:	<b>Secure</b> – a student who is secure in the skills in the Y9 Writing curriculum will be able to:	<b>Mastered</b> – a student who has mastered the skills in the Y9 Writing curriculum will be able to:
<b>Produce interesting texts suited to purpose and audience</b>	My style is relevant to the audience and the purpose of my writing is clear. I have relevant ideas suitable for the style I'm writing in that I develop with some detail, description or examples to interest the reader.	I can competently create texts that are effective in terms of audience and purpose. I can create a competent voice/POV in my writing to suit a range of different audiences and purposes.	I can confidently create increasingly imaginative and convincing texts adapted to a wide range of audiences and purposes. The tone and style of my writing is convincing and matches the audience and purpose of my writing.	I can create imaginative and very successful texts, securely and consciously crafted to meet the needs of challenging audiences and purposes.
<b>Structure and Organisation</b>	The order of my ideas and my writing is usually clear and logical. I can use clear paragraphs to help organise the content of my writing. I can use connectives to link my paragraphs to make the direction of my ideas and my writing clear to the reader.	My writing is competently structured into appropriate and coherent paragraphs. I can competently use a variety of effective discourse markers. I can organise my writing with an effective opening, development and ending.	I can structure my writing in imaginative ways for deliberate effect (eg flashback, time shifts, and extended metaphor). I can use a wide range of effective discourse markers fluently integrated into my writing.	I can consistently produce texts that are consciously and imaginatively structured for effect.
<b>Varied sentence structure</b>	I can vary my sentence structures and openings to interest the reader (eg subordinate clauses).	I can competently use a variety of sentence structures to maintain the reader's interest.	I can use a wide range of sentence structures/types and linguistic devices to suit my purpose and maintain the reader's interest.	I can use a varied and ambitious range of sentence structures/types, consciously chosen to suit my audience and purpose.

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<b>Sentence accuracy</b>	I can punctuate most of my sentences clearly and I am beginning to use some simple punctuation for effect (exclamation mark).	I can punctuate my sentences competently and I can use a variety of punctuation for effect.	I can use a wide range of effective punctuation convincingly.	I can use a wide range of ambitious punctuation, with only occasional errors, to help craft writing.
<b>Vocabulary and Spelling</b>	I can spell many common words accurately although I sometimes make errors with unfamiliar words. I can use more adventurous and relevant vocabulary for effect.	I can spell the majority of common words accurately, including some complex words. I can use ambitious vocabulary competently.	I can spell most complex words correctly. I can use a wide range of ambitious vocabulary convincingly.	I can spell complex words correctly, with only occasional errors. I can use vocabulary that is consciously chosen for effect.