



Assessment grid			
Subject:	English	Year:	7
		Topic/module/theme: Non-Fiction Writing	
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: Clearer sense of audience and purpose.	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: More consistent use of language to suit audience and purpose.	Enrichment/extension Features of work may include: Clear and consistent writing throughout.
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure Competency statements: <i>Simple, limited</i> Content <ul style="list-style-type: none"> Occasional sense of audience Occasional sense of purpose Simple vocabulary Organisation <ul style="list-style-type: none"> Limited or no evidence of structural features One or two unlinked ideas No paragraphs, or paragraphing not organised logically 	Secure Competency statements: <i>Some success</i> Content <ul style="list-style-type: none"> Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Attempts to use structural features Some linked and relevant ideas Writes in paragraphs with some discourse markers, not always appropriate 	Secure Competency statements: <i>Becoming consistent, clear</i> Content <ul style="list-style-type: none"> Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> Some use of structural features Increasing variety of linked and relevant ideas Linked, sequential paragraphs
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps <ul style="list-style-type: none"> Student's writing may show a developing awareness of the English language. 	Significant gaps <ul style="list-style-type: none"> Student's response may show limited awareness of purpose and audience. 	Significant gaps <ul style="list-style-type: none"> Student's response may show inconsistencies.

Notes: KS4 target direction 4 is based on a student working at grade G3, which translates to Lower Level 1 on GCSE Language Paper, Writing mark scheme.

KS4 target direction 6 is based on a student working at grade F3, which translates to Lower Level 2 on GCSE Language Paper, Writing mark scheme.

KS4 target direction 8/9 is based on a student working at grade E1, which translates to Upper Level 2 on GCSE Language Paper, Writing mark scheme.