

**Assessment grid**

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

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.