

Assessment grid			
Subject:	English	Year:	8.1
		Topic/module/theme: Creative Writing London	
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 ⑩ Simple awareness of register/audience ⑩ Simple awareness of purpose ⑩ Simple vocabulary; simple linguistic devices Organisation ⑩ Evidence of simple structural features ⑩ One or two relevant ideas, simply linked ⑩ Random paragraph structure	Secure Competency statements: <i>Some success</i> Content ⑩ Some sustained attempt to match register to audience ⑩ Some sustained attempt to match purpose ⑩ Conscious use of vocabulary with some use of linguistic devices Organisation ⑩ Some use of structural features ⑩ Increasing variety of linked and relevant ideas ⑩ Some use of paragraphs and some use of discourse markers	Secure Competency statements: <i>Becoming consistent, clear</i> Content ⑩ Register is generally matched to audience ⑩ Generally matched to purpose ⑩ Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation ⑩ Usually effective use of structural features • Writing is engaging, with a range of connected ideas ⑩ Usually coherent paragraphs with range of discourse markers



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 F1, which translates to Upper Level 1 on GCSE Language Paper, Writing mark scheme.

KS4 target direction 6 is based on a student working at grade D3, which translates to Upper Level 2 on GCSE Language Paper, Writing mark scheme.

KS4 target direction 8/9 is based on a student working at grade C1, which translates to Lower Level 3 on GCSE Language Paper, Writing mark scheme.