

English Writing Age-Related Assessment Criteria

		Year 5	Year 6	Year 7	Year 8
Knowledge	Ideas/style A01	Develop ideas and characters and create interest through detail. Describe feelings, settings and emotions. Develop a sense of pace.	Produce thoughtful and considered writing (using simple explanation, opinion, justification and deduction).	Use stylistic features to engage the reader (e.g. vivid description, emotive language, development of ideas). Maintain a clear and consistent viewpoint. Use interesting strategies to move a text forward.	Maintain interest through stylistic choices (appealing vocabulary, variety of expression, detail, description). Show writing that is clear, established and consistent, with viewpoint supported with clear reasoning.
	Ideas/style A02	Adapt form and style for purpose and audience with increasing confidence. Use the main features of the genre appropriately and consistently.	Organise ideas appropriately for purpose and reader and write in a range of styles confidently and independently.	Show appropriate style clearly established with awareness of the reader and to maintain reader's interest.	Show that readership has begun to inform choices (points which are of most interest to the reader included.) Develop ideas that show a clear understanding of the purpose of the text.
Skills	Organisation A03	Sequence information and material in a logical style. Related ideas organised together but overall direction of writing not always clearly signalled.	Demonstrate organisation is supported by paragraphs (mostly accurate) and that main ideas in the paragraph are developed.	Use the correct structure for paragraphing to make writing clear and coherent.	Demonstrate that endings echo beginnings and begin to refer forwards and backwards in a text.
	Paragraphs A04	Use some generalising words for style (sometimes, never, always, after). Link ideas and relate events including past, present and future (afterwards, eventually).	Make attempts to organise sections with elaborated sentences in paragraphs. Some variation of links within paragraphs between sentences.	Develop ideas in paragraphs in an interesting and creative way. Link paragraphs, mostly, consistently.	Use paragraphs that link to support purpose (clear chronological or logical links between and within paragraphs). Start to vary structure and length of paragraphs.
	Sentences A05	Extend sentences using connectives. Vary sentence openings. Vary verb forms and tenses. Use sentences that are mostly grammatically correct.	Begin to use grammatically complex structures, adverbial phrases and subordinating clauses in a variety of places. Use more sophisticated sentence openers. Use nouns, pronouns and tenses accurately	Use phrases and clauses to add detail, use connectives to give emphasis, subordinating clauses mostly accurately and be consistent with verb tense. Use openers in opposition to opening a sentence (Even though, Although, On the other hand etc.)	Use complex sentence structures appropriately, use a wider range of openers and connectives (meanwhile, conversely, consequently).
	Punctuation A06	Show they are experimenting with a wider range of punctuation with increasing accuracy (, “ “ ! ‘)	Show that most sentences are demarcated correctly including commas to mark phrases and clauses, if not used always used accurately.	Show almost all sentences are demarcated with punctuation at level 4 (. ? , ! ... “ “ ‘). Use commas to mark phrases and clauses mostly accurately. Begin to use higher level punctuation () - ; :	Use a range of punctuation accurately and consistently to clarify structure and create effect.
Concepts	Vocabulary A07	Use adjectives and adverbs for description. Choose some words for effect.	Develop ideas using adverbial and expanded phrases before and after the nouns. Use language choices that support the purpose and are interested and varied. Begin to use figurative language.	Use a range of strategies, for example advising assertively in factual writing, use figurative language, if not always accurately.	Choose language that clearly supports the purpose of the writing.

