KS3 English Writing Progress Grid Year 7

	Greater than expected progress.		Expected progress		Less than expected progress	
	Students will be able to know / understand / do:		Students will be able to know / understand / do:		Students will be able to know / understand / do:	
	Mid-year	End of year	Mid-year	End of year	Mid-year	End of Year
Extended learner	Spelling is generally correct throughout and begins to spell ambitious vocabulary. Use a range of punctuation that is consistently accurate with minimal errors. Has some control over a variety of sentence types to link to meaning and effect. Begin to use ambitious vocabulary and clear devices that start to match the audience and purpose. Can create a strong, imaginative viewpoint that is convincing and generally appropriate. Use appropriate conventions to suit the audience and purpose but it is not always successful throughout. Use precisely chosen paragraphs to secure my writing and achieve the purpose and effect.	Spelling is correct throughout however there are may be some errors with ambitious vocabulary. Uses a full range of punctuation correctly and accurately. Uses a controlled variety of sentence types that at times emphasise meaning and effect. Uses a range of generally appropriate devices for effect and uses ambitious vocabulary that generally matches audience and purpose. Can create an effective point of view that is mostly sustained throughout. Adapts a variety of conventions to suit audiences and purposes. Uses paragraphs that support meaning and organise the text for effect with some cohesive devices.	Can correctly spell a range of complex and common words throughout. Range of punctuation is generally accurate including the use of commas to mark clauses. Uses a variety of sentence types for effect to add emphasis and use of a wide range of connectives is consistent. Consistently show the use of a wide range of vocabulary and devices effectively, but choices don't always match the audience and purpose. Can create an imaginative view point that is established with clear details given. Starts to use appropriate conventions to suit the audience and purpose and engages the reader. Use paragraphs to help achieve the purpose and effect. Begins to use some cohesive devices.	Spelling is generally correct throughout and begins to spell ambitious vocabulary. Use a range of punctuation that is consistently accurate with minimal errors. Has some control over a variety of sentence types to link to meaning and effect. Begin to use ambitious vocabulary and clear devices that start to match the audience and purpose. Can create a strong, imaginative viewpoint that is convincing and generally appropriate. Use appropriate conventions to suit the audience and purpose but it is not always successful throughout. Use precisely chosen paragraphs to secure my writing and achieve the purpose and effect.	Can demonstrate generally accurate spelling, but there are some errors with more complex words. Begins to use a range of punctuation including the use of commas to mark clauses but some errors occur. Uses a variety of sentence lengths and structure for effect and a range of connectives. Use a wider range of vocabulary and devices and some are used well for effect. Can create a solid viewpoint that creates some imaginative detail. Starts to use simple conventions to suit the audience and purpose. Use appropriate paragraphs with allows for more detail and effect.	Can correctly spell a range of complex and common words throughout. Range of punctuation is generally accurate including the use of commas to mark clauses. Uses a variety of sentence types for effect to add emphasis and use of a wide range of connectives is consistent. Consistently show the use of a wide range of vocabulary and devices effectively, but choices don't always match the audience and purpose. Can create an imaginative view point that is established with clear details given. Starts to use appropriate conventions to suit the audience and purpose and engages the reader. Use paragraphs to help achieve the purpose and effect. Begins to use some cohesive devices.
Secure learner	Can correctly spell a range of complex and common words throughout. Range of punctuation is generally accurate including the use of commas to mark clauses. Uses a variety of sentence types for effect to add emphasis and use of a wide range of connectives is consistent. Consistently show the use of a wide range of vocabulary and devices effectively, but choices don't always match the audience and purpose. Can create an imaginative view point that is established with clear details given. Starts to use appropriate conventions to suit the audience and purpose and engages the reader. Use paragraphs to help achieve the purpose and effect. Begins to use some cohesive devices.	Spelling is generally correct throughout and begins to spell ambitious vocabulary. Use a range of punctuation that is consistently accurate with minimal errors. Has some control over a variety of sentence types to link to meaning and effect. Begin to use ambitious vocabulary and clear devices that start to match the audience and purpose. Can create a strong, imaginative viewpoint that is convincing and generally appropriate. Use appropriate conventions to suit the audience and purpose but it is not always successful throughout. Use precisely chosen paragraphs to secure my writing and achieve the purpose and effect.	Can demonstrate generally accurate spelling, but there are some errors with more complex words. Begins to use a range of punctuation including the use of commas to mark clauses but some errors occur. Uses a variety of sentence lengths and structure for effect and a range of connectives. Use a wider range of vocabulary and devices and some are used well for effect. Can create a solid viewpoint that creates some imaginative detail. Starts to use simple conventions to suit the audience and purpose. Use appropriate paragraphs with allows for more detail and effect.	Can correctly spell a range of complex and common words throughout. Range of punctuation is generally accurate including the use of commas to mark clauses. Uses a variety of sentence types for effect to add emphasis and use of a wide range of connectives is consistent. Consistently show the use of a wide range of vocabulary and devices effectively, but choices don't always match the audience and purpose. Can create an imaginative view point that is established with clear details given. Starts to use appropriate conventions to suit the audience and purpose and engages the reader. Use paragraphs to help achieve the purpose and effect. Begins to use some cohesive devices.	Can correctly spell the most commonly formed words and begin to spell more complex words correctly. Can use speech punctuation correctly and the use of commas for lists. Use a variety of sentence lengths and structure and begin to consider the effect. Use a range of vocabulary and devices for effect, but they are not always appropriate for purpose. Give relevant ideas in some detail with a straightforward viewpoint that is established and maintained. Use of purpose and style is clear and begins to engage the reader. Use paragraphs well to organise the content with some simple cohesive devices used.	Can demonstrate generally accurate spelling, but there are some errors with more complex words. Begins to use a range of punctuation including the use of commas to mark clauses but some errors occur. Uses a variety of sentence lengths and structure for effect and a range of connectives. Use a wider range of vocabulary and devices and some are used well for effect. Can create a solid viewpoint that creates some imaginative detail. Starts to use simple conventions to suit the audience and purpose. Use appropriate paragraphs with allows for more detail and effect.
Emerging learner	Can demonstrate generally accurate spelling, but there are some errors with more complex words. Begins to use a range of punctuation including the use of commas to mark clauses but some errors occur. Uses a variety of sentence lengths and structure for effect and a range of connectives. Use a wider range of vocabulary and devices and some are used well for effect. Can create a solid viewpoint that creates some imaginative detail. Starts to use simple conventions to suit the audience and purpose. Use appropriate paragraphs with allows for more detail and effect.	Can correctly spell a range of complex and common words throughout. Range of punctuation is generally accurate including the use of commas to mark clauses. Uses a variety of sentence types for effect to add emphasis and use of a wide range of connectives is consistent. Consistently show the use of a wide range of vocabulary and devices effectively, but choices don't always match the audience and purpose. Can create an imaginative view point that is established with clear details given. Starts to use appropriate conventions to suit the audience and purpose and engages the reader. Use paragraphs to help achieve the purpose and effect. Begins to use some cohesive devices.	Can correctly spell the most commonly formed words and begin to spell more complex words correctly. Can use speech punctuation correctly and the use of commas for lists. Use a variety of sentence lengths and structure and begin to consider the effect. Use a range of vocabulary and devices for effect, but they are not always appropriate for purpose. Give relevant ideas in some detail with a straightforward viewpoint that is established and maintained. Use of purpose and style is clear and begins to engage the reader. Use paragraphs well to organise the content with some simple cohesive devices used.	Can demonstrate generally accurate spelling, but there are some errors with more complex words. Begins to use a range of punctuation including the use of commas to mark clauses but some errors occur. Uses a variety of sentence lengths and structure for effect and a range of connectives. Use a wider range of vocabulary and devices and some are used well for effect. Can create a solid viewpoint that creates some imaginative detail. Starts to use simple conventions to suit the audience and purpose. Use appropriate paragraphs with allows for more detail and effect.	Can correctly spell common terms but a few basic errors are made. Use capital letters, full stops, question marks and exclamation marks correctly. Can use connectives to build sentences and develop use of compound sentences. Can use simple, appropriate vocabulary but it is sometimes limited begin to use some words for effect. Elaborate on information and start to show a viewpoint. Use the main features of form to match the purpose. Can organise related ideas to be next to each other and make simple links to attempt to create paragraphs.	Can correctly spell the most commonly formed words and begin to spell more complex words correctly. Can use speech punctuation correctly and the use of commas for lists. Use a variety of sentence lengths and structure and begin to consider the effect. Use a range of vocabulary and devices for effect, but they are not always appropriate for purpose. Give relevant ideas in some detail with a straightforward viewpoint that is established and maintained. Use of purpose and style is clear and begins to engage the reader. Use paragraphs well to organise the content with some simple cohesive devices used.