

## Attainment target 3: Writing

### Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

### Level 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

### Level 6

Pupils' writing is fluent and often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils experiment with a range of sentence structures and varied vocabulary to create effects. Spelling, including that of irregular words, is generally accurate. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into well-developed, linked paragraphs.

### Level 8

Pupils show creativity in the way they select specific features or expressions to convey effects and to interest the reader. Their narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. Their use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Their writing shows a clear grasp of the use of punctuation and paragraphing.

### Exceptional performance

Pupils' writing is original, has shape and impact, shows control of a range of styles and maintains the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. A variety of grammatical constructions and punctuation is used accurately, appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

## Level 7

Pupils' writing is confident and shows appropriate and imaginative choices of style in a range of forms. Characters and settings are developed in their narrative writing. Their non-fiction writing is coherent and gives clear points of view, taking account of different perspectives. Grammatical features and vocabulary are used accurately and effectively. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.



## 2.3 Writing

### Composition

Pupils should be able to:

- a write clearly and coherently, including an appropriate level of detail
- b write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- c generate and harness new ideas and develop them in their writing
- d adapt style and language appropriately for a range of forms, purposes and readers
- e maintain consistent points of view in fiction and non-fiction writing
- f use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- g structure their writing to support the purpose of the task and guide the reader
- h use clearly demarcated paragraphs to organise meaning
- i use complex sentences to extend, link and develop ideas
- j vary sentence structure for interest, effect and subtleties of meaning
- k consider what the reader needs to know and include relevant details
- l use formal and impersonal language and concise expression
- m develop logical arguments and cite evidence
- n use persuasive techniques and rhetorical devices
- o form their own view, taking into account a range of evidence and opinions
- p present material clearly, using appropriate layout, illustrations and organisation
- q use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
- r summarise and take notes
- s write legibly, with fluency and, when required, speed.

### EXPLANATORY NOTES

**Writing:** On paper and on screen as appropriate.

**Varied linguistic and literary techniques:** These include the use of imagery and figurative language (simile, metaphor, personification and symbolism), sound patterns (onomatopoeia, alliteration and assonance), hyperbole, litotes, levels of formality or colloquial language.

**Structure their writing:** This includes using features of whole-text cohesion that clearly signal the overall direction of the text to the reader (eg opening paragraphs that introduce themes, clear links between paragraphs and closings that refer back to openings).

**Use clearly demarcated paragraphs to organise meaning:** This includes cohesion within and between paragraphs: constructing paragraphs to support meaning and purpose between paragraphs (eg chronologically, logically or thematically) and using a range of devices that support cohesion within paragraphs (eg pronouns, connectives, references back to text, and adverbials as sentence starters).

**Vary sentence structure:** This could include varying sentence lengths and subjects, using a range of sentence features to clarify or emphasise meaning (eg adverbials such as *Reluctantly, he...* or *Five days later, it...*, or complex noun or prepositional phrases), varying word order and using a range of connectives to clarify the relationships between ideas (eg *although, on the other hand*).

**Persuasive techniques and rhetorical devices:** These could include rhetorical questions, irony, repetition, lists of three, contrast, antithesis, direct address, emotive language, analogy, euphemism, innuendo, use of evidence (eg statistics, quotations and examples).

**Drafting, editing, proofreading:** On paper and on screen, using dictionaries, thesauruses and spellcheckers.

### 3.3 Writing

In their writing pupils should:

- a develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain
- b analyse and evaluate subject matter, supporting views and opinions with evidence
- c present ideas and views logically and persuasively
- d explain or describe information and ideas relevantly and clearly.

The forms for such writing should be drawn from different kinds of:

- e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports.

### 3.4 Language structure and variation

The study of English should include, across speaking and listening, reading and writing:

- a the principles of sentence grammar and whole-text cohesion, and the use of this knowledge in pupils' writing
- b variations in written standard English and how it differs from standard and non-standard spoken language
- c the significance of standard English as the main language of public communication nationally and globally
- d influences on spoken and written language, including the impact of technology.

#### EXPLANATORY NOTES

##### The principles of sentence grammar and whole-text cohesion:

These should include:

- word classes and their grammatical functions
- the structure of phrases and clauses and how they can be combined to make complex sentences (eg through coordination and subordination)
- paragraph structure and how to form different paragraphs
- the structure of whole texts, including cohesion, openings and conclusions in different types of writing (eg through the use of verb tenses and reference chains)
- the use of appropriate grammatical terminology to reflect on the meaning and clarity of individual sentences.

### 4.3 Writing

The curriculum should provide opportunities for pupils to:

- a develop independence in writing
- b produce extended writing to develop their ideas in depth and detail
- c play with language and explore different ways of discovering and shaping their own meanings
- d move beyond their current situation and take on different roles and viewpoints
- e evaluate and respond constructively to their own and others' writing
- f draw on their reading and knowledge of linguistic and literary forms when composing their writing
- g develop writing skills through work that makes cross-curricular links with other subjects
- h work in sustained and practical ways with writers where possible to learn about the art, craft and discipline of writing
- i write for contexts and purposes beyond the classroom.

Using inventive approaches to making meaning, **taking risks, playing with language** and using it to create new effects

#### EXPLANATORY NOTES

**Move beyond their current situation:** In non-fiction writing this could include anticipating how issues might affect others and presenting views that may not be their own. In fiction writing this could include imagining and creating contexts, situations and settings outside their experiences and using empathy to help create different characters that act and react believably.

**Cross-curricular links with other subjects:** These include using writing skills developed in English in other subjects (eg using knowledge of common grammar rules and roots of words when writing in another language) or using work in other subjects to provide a purposeful context for writing in English (eg drawing on experiences of a landscape encountered on a geography field trip to inspire poetry).

**Work in sustained and practical ways with writers:** This could include participating in a series of workshops or having ongoing interactions with writers via the internet. The writers could include writers of fiction, poetry, journalism and biography. They may be experienced writers but not necessarily professionals.

**Contexts and purposes beyond the classroom:** These could include writing letters on issues of local/national importance to newspapers or people in authority; publishing and distributing pupils' work in print or on the web; writing and distributing information/guidance/advice on a particular issue; or developing and distributing campaign literature relating to a local or national issue.