The Lancashire Assessment Programme – Secondary English

Writing Focus: Band A

Descriptor	Assessment Focus: Composing	Skills Set	Quality of Written Communication	Skills Set

Some attempt	**Across a range of writing**
	Content, form and register
	• Some attempt to choose and develop content with some detail.
	• Attempt to establish writer's viewpoint.
	• Main purpose of writing attempted but not always consistently maintained.
	• Main conventions of selected form attempted, sometimes appropriate to purpose.
	• Style generally matched to task, with some awareness of audience.
	Text structure and organisation
	• Ideas organised logically by clustering / linking related points or by time sequence.
	• Ideas are organised with attempts to use structural features.
		Content
		• How to collect, select and assemble information and ideas in a suitable planning format.
		• How to express a point of view.
		• Understand and apply the conventions of some common forms e.g. story, personal writing, letter etc.
		Organisation
		• How to organise the information and ideas into a coherent sequence.
		• How to recognise when to start a new section/paragraph and use a topic sentence to introduce it.
			Across a range of writing
			Sentences
			• Sentences demarcated accurately throughout the text.
			Punctuation
			• Speech marks to denote speech generally accurate, with some other speech punctuation.
			• Commas used in lists and occasionally to mark clauses, although not always accurately.
			• Syntax and punctuation within the sentence generally correct.
			Vocabulary
			• Some evidence of deliberate vocabulary choices.
			• Some expansion of general vocabulary to match topic.
			Spelling
			Correct spelling of:
			• Most common grammatical function words.
			• Most past and present tense inflections, plurals.
				Across a range of writing
				Sentences
				• How to break a sentence into clauses.
				Punctuation
				• The use of sub-ordinating conjunctions:
				  o Adverbial connectives.
				  o The use of conjunctions.
				  o The use of relative pronouns.
				  o Deciding whether a comma at a clause boundary will improve clarity.
				Vocabulary
				• How to make deliberate vocabulary choices to match topic and purpose.
				Spelling
				• Identifying words which pose a particular challenge and using effective strategies to learn them.

Simple Limited	**In most writing** **Content, form and register** • Simple appropriate ideas and content included, occasionally adding detail. • Attempt to adopt viewpoint, though often inconsistent. • Simple awareness of purpose, form and audience of writing. • Main features of selected conventions shown: e.g. simple linguistic devices. • Simple attempts at appropriate writing style; limited control of register. **Text structure and Organisation** • Limited attempt to organise ideas logically with related points placed next to each other. • Openings and closings usually signalled. • Simple internal structure e.g. some links between sentences.	**Content** • How to plan a piece of writing. • How to generate appropriate content for the task. • The conventions of the form (simple). **Organisation** • How to sequence material. • How to organise material in sections.	**In most writing** **Sentences** • Straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks. **Punctuation** • Some, limited, use of speech punctuation. • Comma splicing evident, particularly in narrative. **Vocabulary** • Simple, generally appropriate vocabulary used, limited in range. • Some words selected for effect or occasion. **Spelling** Correct spelling of: • Some common grammatical function words. • Common content/lexical words with more than one morpheme, including compound words.	**Sentences** • The concept of the sentence. • Deciding when to write a longer sentence. • Using conjunctions to join simple sentences. **Punctuation** • Avoiding the 'comma splice'. • Strategies for checking sentence demarcation. **Vocabulary** • The importance of extending personal vocabulary. • Using some words that will add interest and strengthen writing. **Spelling** • Inflected endings.