

The Lancashire Assessment Programme – Secondary English

Writing Focus: Band B				
Descriptor	Assessment Focus: Composing	Skills Set	Quality of Written Communication	Skills Set
Developed Relevant	<p>Across a range of writing Content, form and register</p> <ul style="list-style-type: none"> Writing is developed and generally relevant. Using conventions of a variety of forms, when needed, to suit purpose and audience. Relevant individual voice or point of view established and mostly developed throughout. Level of formality used for purpose and audience generally appropriate. A range of stylistic devices used to achieve effects. <p>Text structure and organisation</p> <ul style="list-style-type: none"> Material is controlled and sequenced, taking account of the reader's likely reaction. A range of features signal overall direction of the text for the reader. Construction of paragraphs supports meaning and purpose, usually coherent paragraphs with range of discourse markers. Within paragraphs, cohesive devices contribute to emphasis and effect. 	<p>Content</p> <ul style="list-style-type: none"> The differences between formal and informal writing. How to apply the conventions of a range of more sophisticated forms e.g. discursive writing, literary criticism, speeches etc. How to match writing to audience and purpose. How to generate and sustain ideas in their writing. <p>Organisation</p> <ul style="list-style-type: none"> How to group sentences into paragraphs of continuous text that are clearly focused and well developed. How to create cohesion between paragraphs. 	<p>Across a range of writing Sentences</p> <ul style="list-style-type: none"> Secure use of a variety of sentence types to achieve purpose and contribute to overall effect. Uses Standard English appropriately. <p>Punctuation</p> <ul style="list-style-type: none"> Syntax and a range of punctuation are generally accurate in a variety of sentence types, with occasional errors in ambitious structures. <p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary chosen generally appropriate to purpose and audience. Range of vocabulary generally varied and often ambitious, even though choices not always apt. <p>Spelling</p> <ul style="list-style-type: none"> Generally correct spelling throughout, including some ambitious, uncommon words. 	<p>Sentences</p> <ul style="list-style-type: none"> Using a variety of sentence types for clarity and effect, varying length, structure and verb forms as appropriate. <p>Punctuation</p> <ul style="list-style-type: none"> An extended range of punctuation including semicolons, colons, dashes, ellipsis and bullet points. <p>Vocabulary</p> <ul style="list-style-type: none"> Formal/informal register. Deliberately selecting words to contribute to overall effect. <p>Spelling</p> <ul style="list-style-type: none"> Strategies for learning ambitious uncommon words. Words with a complex construction.
Clear Consistent	<p>Across a range of writing Content, form and register</p> <ul style="list-style-type: none"> Ideas and material clearly expressed with appropriate detail. Clear viewpoint established. Main purpose of writing is clearly maintained with regular use of conventions of the selected form. Appropriate style and register maintains reader's interest throughout. <p>Text structure and organisation</p> <ul style="list-style-type: none"> Material is structured clearly, with sentences organised into appropriate paragraphs. Overall direction of the text supported by clear links between paragraphs. Paragraphs clearly structure main ideas across text to support purpose, e.g. clear chronological or logical links between paragraphs. 	<p>Content</p> <ul style="list-style-type: none"> A range of approaches to planning that pupils are encouraged to try out, so that they discover: <ul style="list-style-type: none"> The approaches that work best for them. That certain approaches work best for some kinds of writing task. How to generate and develop ideas in their writing. How to match writing to the intended audience. How to apply the conventions of a wider range of forms. <p>Organisation</p> <ul style="list-style-type: none"> How to plan for paragraphs in their writing. How to organise sentences in a paragraph where the content is not chronological. 	<p>Across a range of writing Sentences</p> <ul style="list-style-type: none"> A variety of sentence lengths and types provide clarity and emphasis. Wider range of connectives used. Some features of sentence structure used to build up detail/convey meaning. Consistent use of Standard English with control of agreement. <p>Punctuation</p> <ul style="list-style-type: none"> A range of punctuation used accurately to demarcate sentences. Syntax and punctuation within the sentence generally accurate. <p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary chosen for effect. Reasonably wide vocabulary used. <p>Spelling</p> <ul style="list-style-type: none"> Correct spelling of grammatical function words. 	<p>Sentences</p> <ul style="list-style-type: none"> Using a variety of sentence types for clarity and effect, varying length, structure and verb forms as appropriate. <p>Punctuation</p> <ul style="list-style-type: none"> An extended range of punctuation including semicolons, colons, dashes, ellipsis and bullet points. <p>Vocabulary</p> <ul style="list-style-type: none"> Formal/informal register. Deliberately selecting words to contribute to overall effect. <p>Spelling</p> <ul style="list-style-type: none"> Strategies for learning ambitious uncommon words. Words with a complex construction.

