


Year 7 Writing Assessment Objectives

Name: Arthur Reed

Descriptor	W1: The Art of Communication	W2: The Art of Structure and Form	W3: The Art of the Sentence	W4: The Art of the Word
<p>Extended</p> <p>++</p> <p>19-20</p>	<input checked="" type="checkbox"/> Extended use of imagination <input checked="" type="checkbox"/> Convincing point of view <input checked="" type="checkbox"/> Extended understanding of register <input checked="" type="checkbox"/> Extended range of techniques used <input checked="" type="checkbox"/> Extended understanding of purpose <input checked="" type="checkbox"/> Confident style	<input checked="" type="checkbox"/> Sequence of ideas clearly controlled <input checked="" type="checkbox"/> Skilful organisation <input checked="" type="checkbox"/> Aware of effect upon reader <input checked="" type="checkbox"/> Carefully constructed paragraphs <input checked="" type="checkbox"/> Extended and deliberate use of devices within paragraphs	<input checked="" type="checkbox"/> Extended use of a variety of simple and complex sentences <input checked="" type="checkbox"/> Extended use of connectives <input checked="" type="checkbox"/> Extensive range of punctuation <input checked="" type="checkbox"/> Extensive variety of sentence structures	<input checked="" type="checkbox"/> Extended choice of vocabulary <input checked="" type="checkbox"/> Extended range of vocabulary <input checked="" type="checkbox"/> Often ambitious vocab <input checked="" type="checkbox"/> Correct spelling of common words <input checked="" type="checkbox"/> Correct spelling of ambitious vocab
<p>Secure +</p> <p>16-18</p> 	<input type="checkbox"/> Secure ideas <input type="checkbox"/> Secure imaginative detail <input type="checkbox"/> Secure development of ideas <input type="checkbox"/> Secure viewpoint <input type="checkbox"/> Purpose is secure and consistent <input type="checkbox"/> Secure use of features <input type="checkbox"/> Secure use of style	<input type="checkbox"/> Secure structure <input type="checkbox"/> Secure organisation of sentences into paragraphs <input type="checkbox"/> Secure layout <input type="checkbox"/> Secure awareness of effect on reader <input type="checkbox"/> Paragraphs securely structured <input type="checkbox"/> Links between paragraphs secure	<input type="checkbox"/> Secure variety of sentence lengths <input type="checkbox"/> Secure range of connectives <input type="checkbox"/> Secure range of punctuation <input type="checkbox"/> Secure speech punctuation <input type="checkbox"/> Secure punctuation within sentences <input type="checkbox"/> Commas mark clauses	<input type="checkbox"/> Vocab securely chosen for effect <input type="checkbox"/> Reasonably wide ranging, although not always apt <input type="checkbox"/> Common words spelt securely <input type="checkbox"/> Complex words spelt with few errors
<p>Approaching</p> <p>-</p> <p>13-15</p>	<input type="checkbox"/> Mostly relevant ideas and content chosen <input type="checkbox"/> Ideas mostly developed in detail <input type="checkbox"/> Generally straightforward viewpoint <input type="checkbox"/> Main purpose clear although not always maintained <input type="checkbox"/> Ideas are mostly clear and apt <input type="checkbox"/> Style generally apt	<input type="checkbox"/> Ideas clustered <input type="checkbox"/> Fitting opening and closing <input type="checkbox"/> Mostly organised into sections <input type="checkbox"/> Paragraphs generally linked	<input type="checkbox"/> Length and structure of sentences nearly secure <input type="checkbox"/> Some use of connectives <input type="checkbox"/> Punctuation generally accurate <input type="checkbox"/> Question marks <input type="checkbox"/> Speech marks <input type="checkbox"/> Commas in lists <input type="checkbox"/> Commas sometimes used to mark clauses	<input type="checkbox"/> Mostly deliberate vocab choice <input type="checkbox"/> Vocab generally matched to topic <input type="checkbox"/> Common words generally spelt correctly <input type="checkbox"/> Attempt at complex words but spelling often inaccurate
<p>Developing</p> <p>--</p> <p>10-12</p>	<input type="checkbox"/> Some development of ideas and content <input type="checkbox"/> Some development of style <input type="checkbox"/> Some attempt to show purpose	<input type="checkbox"/> Some limited attempt to organise ideas <input type="checkbox"/> Some attempt to sequence ideas logically <input type="checkbox"/> Some paragraphs <input type="checkbox"/> Lacks structure	<input type="checkbox"/> Relies on simple sentences <input type="checkbox"/> Most common connectives used <input type="checkbox"/> Usually uses full stops and capital letters accurately <input type="checkbox"/> limited speech punctuation	<input type="checkbox"/> Simple vocab <input type="checkbox"/> Some apt vocab <input type="checkbox"/> Common words sometimes spelt correctly <input type="checkbox"/> More complex words not often used
<p>Emerging</p> <p><i>Barriers to Learning?</i></p>	<input type="checkbox"/> Ideas emerging <input type="checkbox"/> Underdeveloped <input type="checkbox"/> Sense of purpose emerging <input type="checkbox"/> Emerging sense of style	<input type="checkbox"/> Emerging awareness of need to organise ideas <input type="checkbox"/> Emerging logic to structure <input type="checkbox"/> No paragraphs	<input type="checkbox"/> Full stops and capital letters not used <input type="checkbox"/> No connectives used	<input type="checkbox"/> Emerging awareness of vocab <input type="checkbox"/> Common words misspelt <input type="checkbox"/> No complex vocabulary

Arthur Reid

Hello FTW.

In our school we have an environmental club known as Planet Princethorpe, working hard to make a difference ~~that~~ for our world. You can all make a difference. Join Princethorpe eco-team, and try to make the world a better place. There are so many things damaging our earth and Princethorpe can't fix all of them. But if we do something small, it could still make a change.

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Even if you don't join the club, there are still so many things you can do, like pick up plastic from the floor and simply put it in a bin. You could refill your water bottle when it empties, instead of just buying a drink. You could fix things when they break, instead of throwing away. You could turn off lights and screens when you leave a room. You could hand down old clothes to siblings, instead of buying them new ones. There are so many things you can do for our planet, you'd think you could save it by yourself!

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Although, some things are harder to put back in place. There is a hole in the ozone layer, a crisis of deforestation, deserts where trees once grew, strange chemicals in the air, pollution all over the globe, and rubbish, just dumped in the sea. We only have ten years to change our ways, before it becomes impossible to put things right.

Planet Princethorpe, not only wants, but needs you, to save our precious earth. Our world isn't like a broken pencil, which you can just sharpen again. YOU can make a difference. YOU can make a change.

Arthur Reid

You can be a ~~man~~ ^{hero} ~~hero~~, helping to save our world
so please join Planet Princthorpe, and you can change
the world.

Thank you.

A confident and skilled piece of persuasive writing. Very well done, Arthur.

Small targets: check your understanding of the difference between of and off. Keep an eye on random capital letter use.

20/20