

KS3 English Learning Plans: Writing

Learning Plan	Communication of ideas	Structure and Organisation	Sentences	Punctuation	Spelling	Vocabulary
TPS 6	Your writing is sophisticated and impressive , exploiting stylistic techniques for very deliberate effects. Your writing has a distinctive personal voice which matches the purpose and audience.	You use paragraphs in a sophisticated way, positioning your reader appropriately. Your paragraph lengths and structures are designed to impressively manipulate your reader's emotions.	You use varied and sophisticated sentence structures to impressive effect.	You use punctuation in a sophisticated way to heighten the impact of your writing, including colons, semi-colons, hyphens, parenthesis, ellipsis, inverted commas	You have a sophisticated control over even highly irregular spellings, meaning there are virtually no errors in your spelling at all.	You use a confident range of vocabulary, which is generally varied, often ambitious, and usually precise. You are confident using the correct English subject-specific terms accurately.
TPS 5	You are confident in crafting your writing for impact, making conscious choices about the effect of stylistic devices for deliberate impact.	You are confident in shaping your whole text, making a conscious choice about how to guide your reader through your writing.	You are confident using the full range of sentence structures, mostly for effect.	You are confident in using the full range of punctuation, accurately, and for deliberate effect.	You are confident in your spelling skills and there are few errors. You can accurately self-correct.	You use a confident range of vocabulary, which is generally varied, often ambitious, and usually precise. You are confident using the correct English subject-specific terms accurately.
TPS 4	You can competently use the stylistic features of a form of writing to achieve effects in writing.	You show a competent use of paragraphs, organising them carefully. Your whole text is organised to be logical and the whole text flows in an appropriate way.	You can competently use a range of sentence structures – minor, simple, compound and complex, for precision and emphasis in your writing	You show a competent use of a full range of punctuation – full stops, commas, question marks, exclamation marks, colons and semi-colons, used mainly accurately, but not always.	You are competent at spelling all common words, most unfamiliar words and are able to self-identify and self-correct most errors	You are competent in choosing vocabulary for effect. You use a reasonably wide vocabulary, though not always appropriately. You can use English subject-specific vocabulary, accurately at times.
TPS 3	You have a clear sense of the main purpose of your writing. You show a clear attempt to use the stylistic features of the form of writing to try and match them to the audience and the purpose.	You can use clear paragraphs to organise your ideas. You can, at times, make links between your paragraphs, by using linking phrases, such as 'Following on from...' or 'In addition to ...'	You can use a clear range of sentence structures – simple, compound and complex, choosing some deliberately for impact, not always correctly.	You can clearly use punctuation correctly – full stops, commas, question marks and exclamation marks. You try to use apostrophes correctly, but they are not always accurate. You also try to use colons and semi-colons, not always accurately.	You can clearly spell common words correctly and you make a clear attempt to spell more complex words accurately. You can identify errors, and usually self-correct them.	You show clear evidence of making deliberate vocabulary choices for effect. You also clearly use English subject-specific words, although not always correctly.

TPS 2	Your communication is straightforward , with the basic purpose of the writing shown and an attempt to match some language, at times, to the purpose.	Your ideas are organised in a straightforward way, with some correct use of paragraphs.	You can use 'and', 'but' and 'so' to join ideas in straightforward compound sentences. You try to use other conjunctions, such as 'however', 'therefore' and 'despite' to make complex sentences, but not always correctly.	You use straightforward punctuation – full stops, commas and question marks. You usually use full stops properly at the end of sentences.	You can spell straightforward common words correctly. Less familiar spellings are tried, with some degree of success. When errors are pointed out, at times, you can self-correct, or use a dictionary for support.	You can use straightforward words for effect in a range of writing.
TPS 1	You show a simple understanding of the purpose of your writing.	You can use a simple structure to organise your ideas, sometimes putting together similar ideas.	You can use mainly simple sentence structures: simple sentences with only 1 verb, and compound sentences, using 'and', 'but' or 'so' to join ideas.	You have a simple awareness of the need for full stops and capital letters most of the time. You can sometimes use question marks and commas in the right place.	You can usually spell simple , common words correctly. When words are more complex, you use phonics skills to try to spell them, not always correctly.	You can use mostly simple vocabulary, but you might occasionally use adventurous words when given support to do so.