



ENGLISH - WRITING

	EMERGING	DEVELOPING	SECURE	REFINING
W1: To write imaginative, interesting and thoughtful texts.	Your writing includes evidence of a viewpoint being formed. This may not be consistent throughout.	Your writing sometimes includes relevant ideas and content. You generally use a straightforward viewpoint which you generally maintain.	You can write using relevant ideas and develop them with some imaginative detail. Your ideas are mostly clear.	You write imaginatively in a style which mostly fits the intended genre. Your writing mostly matches the relevant purpose and audience.
W2: To select appropriate and effective stylistic devices and vocabulary.	Your writing shows some evidence of thoughtful vocabulary choices, but word choices are not always varied in the best way.	You choose vocabulary which is mostly appropriate to purpose and audience. You are attempting to engage the reader's interest through some use of relevant features.	You use a range of vocabulary which is generally varied and often ambitious, even though choices may not always be appropriate to purpose and audience. Your word choices and use of relevant features are reasonably varied.	Your vocabulary is consistently matched to purpose and audience and uses a variety of relevant features to achieve intended effects.
W3: To vary sentences for clarity, purpose and effect.	Your sentences are sometimes grammatically correct.	Your sentences are generally grammatically correct, but with some errors. You are beginning to use different sentence types to make ideas clear.	There is generally variety in your sentences, which are mostly grammatically correct. There is some evidence of a range of punctuation.	You are able to use sentence types for effect. You include a range of punctuation.
W4: To organise and present whole texts effectively.	There is evidence that you have organised your work in a logical way, although this may not always be clear.	Your writing is mostly structured clearly, and/or is organised into appropriate paragraphs.	Your writing is structured clearly and deliberately for effect. Appropriate paragraphing is used.	Your writing is controlled and sequenced deliberately. You make clear links between paragraphs. You may have evidence of effectively used structural devices.
W5: To ensure spelling and grammar is accurate and appropriate to task.	Spelling, punctuation and grammar are sometimes accurate. Errors do not hinder meaning.	Spelling, punctuation and grammar are reasonably accurate.	Spelling, punctuation and grammar are mostly accurate.	Spelling, punctuation and grammar are accurate throughout.
EDSR Descriptors - W1-5 form a 'best fit'. If W4, for example, is not 'Secure', this does not mean the quality of the overall piece is not 'Secure'.	Students offer an attempt to give some response to the task, though there may be limited evidence of the features of form required.	Students are now responding to the task, but their response may be disorganised and poorly developed.	Students produce a piece of creative writing, though still with opportunities to develop accuracy and depth of response.	Students produce a piece of creative writing which is more detailed/nuanced/accurate. Students demonstrate control and there may be some flair.