

LIFE AFTER LEVELS: KS3 Progression Map

Writing

Subject: English

Year Group: 7

Baseline Threshold		Tracking Progress in Year 7			KS4 Forecast Grade
		Expected Progress	Good progress	Excellent Progress	
		I can...	I can...	I can...	
M a s t e r i n g	M2	<ul style="list-style-type: none"> Write imaginative, detailed and interesting texts with an awareness of reader Use all of the features which are appropriate to task, reader and purpose Organise writing in clearly structured paragraphs and show links between different parts of the text Always use a range of sentence structures for effect Always use most punctuation correctly for effect Confidently use a range of interesting words Use mostly correct spelling 	<ul style="list-style-type: none"> Developed and imaginative ideas in texts to engage the reader Confidently use all of the features of a text to suit task, reader and purpose Use paragraphing and devices to join the text together for effect Confidently use a variety of sentence structures for effect Confidently use most punctuation for effect Confidently use a range of interesting vocabulary Accurate spelling of ambitious words with very few errors 	<ul style="list-style-type: none"> Convincing and developed ideas with an awareness of audience and purpose Adapt all of the features of the type of writing for effect Paragraphing effectively, using devices to organise texts Use a wide range of sentence structures for effect and meaning Use a range of ambitious punctuation for effect Use a range of words for effect on reader and to suit purpose Accurate spelling of ambitious words with very few errors 	9
	M1				8
S e c u r i n g	S2	<ul style="list-style-type: none"> Write imaginative and interesting texts Create texts which are detailed, match the given type of writing, who it is aimed at and why it has been written. Use paragraphs and words to organise texts such as connectives. Use a range of accurately punctuated sentence structures Use mostly correct and a different range (speech marks and question marks) of punctuation Use a range of words Mostly more complicated words spelt correctly 	<ul style="list-style-type: none"> Write imaginative, detailed and interesting texts with an awareness of reader Use all of the features which are appropriate to task, reader and purpose Organise writing in clearly structured paragraphs and show links between different parts of the text Always use a range of sentence structures for effect Always use most punctuation correctly for effect Confidently use a range of interesting words Use mostly correct spelling 	<ul style="list-style-type: none"> Developed and imaginative ideas in texts to engage the reader Confidently use all of the features of a text to suit task, reader and purpose Use paragraphing and devices to join the text together for effect Confidently use a variety of sentence structures for effect Confidently use most punctuation for effect Confidently use a range of interesting vocabulary Accurate spelling of ambitious words with very few errors 	7
	S1				6

D e v e l o p i n g	D2	<ul style="list-style-type: none"> • Create texts which are detailed, match the given type of writing, who it is aimed at and why it has been written. • Use some paragraphs OR words to organise texts such as connectives. • Use simple sentences and a growing range of more complex and compound sentence. • Use some basic punctuation • Use some interesting words • Basic words spelt correctly with some more complicated words spelt correctly 	<ul style="list-style-type: none"> • Write imaginative and interesting texts • Create texts which are detailed, match the given type of writing, who it is aimed at and why it has been written. • Use paragraphs and words to organise texts such as connectives. • Use a range of accurately punctuated sentence structures • Use mostly correct and a different range (speech marks and question marks) of punctuation • Use a range of words • Mostly more complicated words spelt correctly 	<ul style="list-style-type: none"> • Write imaginative, detailed and interesting texts with an awareness of reader • Use all of the features which are appropriate to task, reader and purpose • Organise writing in clearly structured paragraphs and show links between different parts of the text • Always use a range of sentence structures for effect • Always use most punctuation correctly for effect • Confidently use a range of interesting words • Use mostly correct spelling 	5
	D1				4
E m e r g i n g	E2	<ul style="list-style-type: none"> • Write texts which match the given type of writing, who it is aimed at and why it has been written. • Use simple sentences correctly, and occasionally attempt complex and compound sentences. • Use a limited range of punctuation • Use simple words • Spell basic words correctly 	<ul style="list-style-type: none"> • Create texts which are detailed, match the given type of writing, who it is aimed at and why it has been written. • Use some paragraphs OR words to organise texts such as connectives. • Use simple sentences and a growing range of more complex and compound sentence. • Use some basic punctuation • Use some interesting words • Basic words spelt correctly with some more complicated words spelt correctly 	<ul style="list-style-type: none"> • Write imaginative and interesting texts • Create texts which are detailed, match the given type of writing, who it is aimed at and why it has been written. • Use paragraphs and words to organise texts such as connectives. • Use a range of accurately punctuated sentence structures • Use mostly correct and a different range (speech marks and question marks) of punctuation • Use a range of words • Mostly more complicated words spelt correctly 	3
	E1				1/2

Each threshold is divided into 2 sections:

2 = High = Top of the threshold - students should be able to do all of the the things in the box (5 out of 5 KPIs)

1 = Low - Bottom threshold - students should be able to do most of the things in the box (at least 3 out of 5 KPIs) The KS4 Forecast grades on the righthand side are for guidance only to give a rough indication of the GCSE grades we would expect students to achieve at the end of Year 11 based on their different starting points.