

	Year 8 Writing Markscheme
Greater depth Blue	Communication is clear and effective - maintained – student holds us by the hand and leads us – there is developed characterisation, perhaps a contrast is developed; clear sense of the writer being in control Tone, style and register are matched to purpose, form and audience Vocabulary clearly chosen for effect with a range of consciously crafted linguistic devices – 5 or 6 devices/techniques in each paragraph, developed throughout the piece with use of a symbol, motif, semantic field etc Writing is engaging with a range of detailed, connected ideas Coherent paragraphs with a range of discourse markers/ connectives phrases and clear control of pace is demonstrated when building tension or developing an argument Effective use of structural features; e.g. symbolism, use of semantic field or extended metaphor, cyclical structure; sequencing, flashbacks and twists included Sentence demarcation is mostly secure and accurate in one word, simple, compound and complex structures; occasional lapses when writing multi clause complex sentences etc. Consistent secure control over pace; controlled narrative of around 5 paragraphs of varied lengths with consistent narrative and tense control A range pf punctuation is used, mostly with success . , ; ? - () ... “” Uses Standard English throughout Generally accurate spelling of more complex words e.g. abyss, fluorescently, frenzied, chaotically, macabre Varied use of vocabulary with some sophistication (see above)
Meeting expected standard Green	Communication clear – no ambiguity, unless intentional, developed characterisation or literary language, showing – sense of writer manipulating the reader Tone, style and register generally match purpose, form and audience Conscious use of vocabulary (4 or 5 words per paragraph) with clear choice of linguistic devices (4 or 5 per paragraph) and consideration of syntax and grammatical structures; (e.g. using contracted forms in dialogues in narrative; u and passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility; using conditionals to suggest consequences, nouns and expanded noun phrases) Writing is varied, with a range of connected ideas Usually, linked and coherent paragraphs and clear use of discourse markers/ connective phrases e.g. ‘a few seconds later, on the other hand...’ and fronted adverbials ‘hesitantly, reluctantly...’ Some use of structural features with some success e.g. a one sentence paragraph, repetition, build up of tension; uses complex, compound and simple sentence structures accurately; sequencing, flashbacks and twists included Control over pace with some (limited) gaps where you’re filling details Sentence demarcation is secure and accurate . , ; : - ? ! “” ... Basic punctuation is accurate with some range (e.g. commas, semi colon, question marks, speech marks etc) Accurate basic spelling and some accurate spelling of complex words Varied use of vocabulary e.g. 3 or 4 words that are unusually spelt or have 4 syllables e.g. repeatedly, torture, squall)
Working Towards expected standard Amber	Communicates mostly successfully - maintained – definitely show rather than tell Clear attempts to match purpose, audience and form with some control of register e.g. narrative voice, describe settings, characters and atmosphere Conscious use of vocabulary with some use of linguistic devices (e.g.3 or 4 per paragraph) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using active and passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility; using conditionals to suggest consequences, nouns and expanded noun phrases) Increasing range of linked and relevant ideas e.g. 5 paragraphs about the rooms in a haunted house, one outside; sequencing, flashbacks and twists included Some use of paragraphs with some discourse markers/ connectives to like them e.g. ‘before, firstly, secondly’ use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within paragraphs Some use of structural features e.g. a one sentence paragraph; verb tenses used consistently throughout narratives; uses complex, compound and simple sentence structures accurately; range of sentence openings Attempts sentence demarcation with accuracy (e.g.7/10 sentences correctly demarcated, occasional comma splices), using speech to advance the action; uses . , “” - ... ? With accuracy Some use of Standard English – most sentences make grammatical sense Accurate spelling of basic vocabulary and some more complex words attempted with success e.g. pleasurable, shockingly, stunningly, chaotic Simple use of vocabulary with some variety emerging e.g. use of words that are not used in everyday speech, ambitious vocabulary
Below expected standard Red	Some success in communication of ideas – occasional showing rather than telling Simple awareness of purpose, audience and form, with attempt to control register e.g. in narratives, describe settings and characters; in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub headings, bullet points) Begins to vary vocabulary e.g. reliance on adjectives with 4/5 similes used across whole piece, devices used in first paragraph only Some relevant ideas, simply linked with one or two connectives or connective phrases, reliance on fronted adverbials such as ‘Suddenly, quickly’ Attempts to use paragraphs – but limited range of 1-3 sentences Evidence of simple structural features e.g. ‘then, next...’ Occasional use of sentence demarcation – full stops used mainly accurately Some evidence of conscious punctuation with frequent lapses in accuracy – e.g. comma splicing and over running sentences; use capital letters, full stops, question marks, commas for list and apostrophes for contraction mostly