## Criteria 1: Reading

**R1**  Show clear understanding of texts and meaning  
  - **R1a** I know what happens in a text/can explain my opinion on a text  
  - **R1b** I create a claim about a text that makes sense  
  - **R1c** I refer back to my claim throughout my argument  
  - **R1d** I can create a clear and linked argument about a text  

**R2**  Select appropriate evidence to support ideas  
  - **R2a** My evidence links to my claim  
  - **R2b** I clearly explain how my evidence proves my claim  
  - **R2c** I select appropriate evidence that can be analysed in depth  
  - **R2d** I use a direct quotation from the text, copying and framing it accurately  

**R3**  Explore writer’s choice of language, form and structure  
  - **R3a** I analyse how form is used (genre/text type)  
  - **R3b** I analyse how structure is used (viewpoint/order/setting/time)  
  - **R3c** I analyse how language is used (including zooming in on words/identifying techniques)  
  - **R3d** I interpret evidence in several different ways  
  - **R3e** I link my analysis to the rest of the same text (e.g. if similar/different ideas appear elsewhere)  

**R4**  Use subject terminology accurately  
  - **R4a** I refer to the word class, rather than just saying a ‘word’ (e.g. a verb, adjective, noun or adverb)  
  - **R4b** I refer to specific literary devices in my writing (e.g. the metaphor, rhetorical question, anecdote, etc.)  
  - **R4c** I refer to the genre/text type accurately (e.g. sonnet, play, poem, novella, etc.)  
  - **R4d** I do not confuse the author with the narrator, or the poet with the speaker  

**R5**  Explore writer’s intentions and audience responses  
  - **R5a** I explore the impact of a text on the reader/audience  
  - **R5b** I link the text to the context, explaining how it deepens our understanding of the text  
  - **R5c** I explain how genre is relevant  
  - **R5d** I link the text to other texts  
  - **R5e** I interpret the meaning of a text in several different ways  

## Criteria 2: Writing

**W1**  Select ambitious vocabulary for intended effect  
  - **W1a** I use words accurately, ensuring they make sense in the context in which I use them  
  - **W1b** I use keywords and incorporate new words I have learnt into my writing  
  - **W1c** I use a varied vocabulary, including ambitious words  

**W2**  Adapt style to audience and purpose  
  - **W2a** I use paragraphs correctly, if required  
  - **W2b** I lay out my writing according to the text type and use relevant features (e.g. headlines for newspapers)  
  - **W2c** I use literary devices that are appropriate for the text type  
  - **W2d** I adapt my tone and register to the purpose (e.g. formal/informal)  
  - **W2e** I use vocabulary that is relevant to the text type/purpose  

**W3**  Spell words accurately  
  - **W3a** I use the correct form of there/their/they're  
  - **W3b** I use ‘have’ rather than ‘of’ (e.g. should have/would have/could have)  
  - **W3c** I spell words that have been copied from the board or a text correctly  
  - **W4** Use punctuation accurately  
  - **W4a** I use commas/full stops correctly  
  - **W4b** I use capital letters correctly for the beginning of sentences/proper nouns  
  - **W4c** I use question marks/exclamation marks when they are required  
  - **W4d** I use quotation marks/speech marks when they are required  
  - **W4e** I use apostrophes for contractions and possession  
  - **W4f** I use semicolons/colons correctly  

**W5**  Use grammar accurately  
  - **W5a** My sentences make sense  
  - **W5b** I use the right tense (I don’t mix past, present and future incorrectly)  
  - **W5c** My words agree with each other (e.g. the man speak = the man speaks/a owl = an owl)  
  - **W5d** My syntax (word order) is accurate  
  - **W5e** I use appropriate language (i.e. I do not use slang)  
  - **W5f** I use singular and plural forms correctly (e.g. the girls was tall = the girls were tall)
Criteria 3: Design

D1  Make writing engaging to read
D1a  My sentences start in a varied way (few of my sentences begin with 'the'/I'/it')
D1b  I use adverbs to start my sentences
D1c  I use a range of connectives
D1d  I use a range of sentence types (fragment, simple, complex, compound)

D2  Use a range of descriptive literary devices
D2a  I use similes (comparisons using like/as, e.g. teachers are like angels)
D2b  I use metaphors (direct comparisons, e.g. the classroom was paradise)
D2c  I use onomatopoeia (words describing sounds, e.g. BANG!)
D2d  I use alliteration (the repetition of a letter at the start of the word, e.g. rats ran rapidly)
D2e  I use sibilance (the repetition of the letter 's', e.g. the snake slithered silently)
D2f  I use pathetic fallacy (when a character's feelings are shown in the weather/nature)
D2g  I use personification (giving something non-human, human attributes, e.g. the trees danced)
D2h  I use interesting adjectives (describing words)
D2i  I use strong verbs (e.g. the rocket hurtled through the air)
D2j  I use sensory language (describe what is seen, tasted, felt, heard, smelt)
D2k  My literary devices are unique: I don't use clichés

D3  Create an engaging story
D3a  I create a clear narrative (storyline)
D3b  I set the scene in an engaging way/have a strong opening
D3c  I create a powerful ending
D3d  I create a strong, original character voice
D3e  I create tension and suspense
D3f  I keep my perspective clear throughout (first person/second person/third person)

D4  Use a range of persuasive literary devices
D4a  I use rhetorical questions
D4b  I use emotive language (e.g. we cannot let teachers live in despair with their souls broken)
D4c  I use triples (writing things in threes, e.g. school is great, learning is magical, education is heavenly)
D4d  I use repetition
D4e  I use hyperbole (exaggeration)
D4f  I use direct address (speak to the audience directly, e.g. you)
D4g  I use personal pronouns to involve the reader/audience (e.g. we, us, our)
D4h  I use flattery/insults
D4i  I use facts/statistics to support my argument
D4j  I use descriptive imagery
D4k  I use assertion
D4l  I use the imperative form of verbs
D4m  I use anecdotes
D4n  I address and dismiss the other point of view to reinforce my argument
D4o  I use an authority figure
D4p  I use shock tactics

D5  Create a realistic news article
D5a  I include the 5Ws (who, what, where, when, why) and how
D5b  I use an effective headline that fits with the story
D5c  I use an appropriate layout
D5d  I use subheadings and captions

D6  Write a clear, well-argued essay
D6a  I use a range of verbs in my analysis (e.g. suggests, highlights, illustrates, etc.)
D6b  I write a clear introduction
D6c  I write a strong conclusion
D6d  My ideas are ordered logically
D6e  I transition well between paragraphs using clear linking sentences
D6f  I write formally, without contracting words (e.g. 'this could have', not 'this could've')

D7  Complete work to a high standard
D7a  I do the expected amount of work
D7b  I keep my handwriting neat and legible (easy to read)
D7c  I keep my work and book neat (without drawing unnecessary doodles)
D7d  I don't waste paper – this includes tearing out pages from my book