

Ticks indicate the level the learner is currently working at. The level to be studied should be challenging but should not skip levels. PTO for comments.

Assessor:

Date:

Level / Qualification recommended:

	E1	E2	E3	L1	L2	GCSE	
<b>Audience, purpose &amp; effect</b>	The writer shows little or no awareness of the reader.	Begins to show awareness of audience. Limited clarity and detail.	Conveys meaning appropriate to audience with reasonable clarity & detail.	Writing communicates relevant information and uses language for specific audience successfully, with minor lapses.	Presents complex information clearly and concisely with occasional lapses. Uses appropriate language.	Demonstrates a sophisticated understanding of task, writing with complete relevance & adapting form & style to suit audience & purpose.	
<b>Format, Features &amp; Layout</b>	Only isolated statements present.	Simple opening which gets the reader's interest. Some idea of an ending shown.	Appropriate format and use of paragraphs.	Formal features are mostly relevant to task eg letter.	Very well structured and paragraphs follow logically.	Uses structure to produce deliberate effects, developing the writing coherently. Paragraphs enhance ideas & meaning.	
<b>Sentence Structure</b>	Use of simple words and phrases. Some simple sentences.	Use of mainly simple grammatically correct starting with subject & verb. Some compound sentences.	Use of both simple and compound sentences using simple connectives.	More complex sentences are used using a variety of connectives.	Simple & complex sentences successfully intersperse dialogue, action & description.	Uses a wide range of sentence structures to ensure clarity & to achieve specific effects relevant to the task.	
<b>Punctuation</b>	Some evidence of full stops being used but not always correctly.	Capital letters & basic punctuation used accurately most of the time.	Accurate use of end of sentence punctuation. Evidence of beginning to use punctuation within sentences.	Accurate use of end of sentence punctuation. Commas usually used appropriately.	Mostly accurate use of all punctuation including commas, apostrophes.	Uses punctuation consciously and securely to shape meaning, with very few errors.	
<b>Grammar</b>	Some understanding of word order.	Begins to show understanding of use of tense and subject/verb agreement.	Basic grammar is correct. Appropriate tense most of the time. Subject/verb agreement.	Mostly correct use of grammar, consistent use of tense and subject/verb agreement.	Use of grammar is accurate and supports meaning.	Sophisticated grammar used including linguistic devices.	
<b>Spelling / vocabulary</b>	A few key words spell correctly.	Most common/everyday words spelled correctly. Longer words recognisable.	With few exceptions spelling of common everyday words are correct.	Spelling used mostly with accuracy.	Accurate spelling, choice of words showing confidence in vocab.	Uses precise vocabulary, fully suited to purpose of the writing, conveying subtlety of thought and where appropriate is imaginative and ambitious in scope.	

# Ks2 English 2009 Marking Scheme

**Qualifications and Curriculum  
Authority (Great Britain)**



## Ks2 English 2009 Marking Scheme:

**Parliamentary Debates (Hansard).** Great Britain. Parliament. House of Commons,2013      **Preparing to Teach in Secondary Schools** Val Brooks,Ian Abbott,Prue Huddleston,2012-06-01 This book introduces trainee secondary school teachers to a range of key professional issues knowledge to underpin their course      **The administration of examinations for 15-19 year olds in England** Great Britain: Parliament: House of Commons: Education Committee,2012-07-03 Additional written evidence is contained in Volume 3 available on the Committee website at [www.parliament.uk/educom](http://www.parliament.uk/educom)      *Stimulating Non-Fiction Writing!* Emma Hughes-Evans,Simon Brownhill,2019-01-25 Stimulating Non Fiction Writing Inspiring Children Aged 7 11 offers innovative and exciting ways to engage children in non fiction writing giving professionals the confidence and practical advice that they need to support children in producing quality non fiction texts in the classroom Packed full of interesting ideas resource suggestions and practical activities the book explores the various ways professionals can purposefully encourage child authors to develop their non fiction writing skills Tried and tested resources Gold star tips and practical suggestions are underpinned by research informed teaching strategies and academic information to strengthen professional practice associated with the teaching of non fiction writing By taking a stimulating approach to each text type and linking activities to known texts and stimuli the book offers differentiated advice for working with children in Lower and Upper Key stage 2 Chapters consider text types that include Instructions Persuasive texts Non chronological reports Correspondence texts Discussion texts This new text is the perfect guide for inspiring children aged 7 11 in the classroom and will energise and enrich classroom provision and practice by being an essential resource for teachers and students on teacher training courses      **Teaching English** Carol Evans,Alyson Midgley,Phil Rigby,Lynne Warham,Peter Woolnough,2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of English Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website [www.sagepub.co.uk/secondary](http://www.sagepub.co.uk/secondary) where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach English this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE      The Times Index ,2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement

Scotland and the Times higher education supplement      Independent Schools Yearbook 2012-2013 none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS      The British National Bibliography Arthur James Wells,2009      National Test Papers Ks2 English (Qca) British Broadcasting Corporation Staff,2002-01-07 This official National Tests Pack includes the ACTUAL 2001 National Test papers their Marking Schemes and an easy to use guide for parents to help their children revise for the Key Stage 2 English National Tests aged 10 11 Inside parents will find information about what to expect on the tests advice on preparing and revising actual questions and their answers examples and top tips in the margins on each page The guide is written in a straightforward manner and broken up into sections featuring charts boxed text and diagrams that help make the material absolutely clear It has an appealing full colour cover and jolly cartoons liven up the inside text Delightful accessible essential      National Test Papers Ks2 English (Qca) BBC Worldwide,2003-01-06 This official National Tests Pack includes the ACTUAL 2002 National Test papers their Marking Schemes and an easy to use guide for parents to help their children revise for the Key Stage 2 English National Tests at ages 10 11 Inside parents will find information about what to expect on the tests advice on preparing and revising actual questions and their answers examples and top tips in the margins on each page The guide is written in a straightforward manner and broken up into sections featuring charts boxed text and diagrams that help make the material absolutely clear It has an appealing full colour cover and jolly cartoons liven up the inside text Delightful accessible essential      *Test Mark Schemes Pack* Qualifications and Curriculum Authority,2005      **KS2 English Targeted Question Book: Punctuation - Year 4** CGP Books,2014-05-22      **Tests** Qualifications and Curriculum Authority (Great Britain),1999

## Enjoying the Melody of Term: An Emotional Symphony within **Ks2 English 2009 Marking Scheme**

In a global eaten by displays and the ceaseless chatter of instantaneous interaction, the melodic elegance and psychological symphony produced by the prepared word frequently disappear into the backdrop, eclipsed by the relentless sound and disruptions that permeate our lives. But, located within the pages of **Ks2 English 2009 Marking Scheme** a charming fictional prize filled with fresh feelings, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that captivating masterpiece conducts visitors on an emotional journey, skillfully unraveling the hidden songs and profound impact resonating within each carefully constructed phrase. Within the depths of the touching evaluation, we will examine the book is central harmonies, analyze its enthralling writing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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