HANDOUT: Marking Criteria Codes

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