Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 2 Analysing writing: assessing the needs of more advanced learners

Presenter's overview

Pre-session task – refer to Slide 5

Faculty and/or subject leaders should:

- evaluate faculty or subject-specific data on more advanced EAL learners with the support of EMA coordinators **and prepare to share findings with the subject department**
- use evidence gathered to inform the selection of a target group of pupils as a focus for the purpose of this task; for example, you may wish to consider EAL learners who:
    a) underachieve at the higher levels, and/or
    b) are not on target to make two levels of progress across the key stage, and/or
    c) are 'hard-to-shift', and/or
    d) attain below expectation in specific subjects or teaching groups
- communicate identified target pupils to subject teachers.

Subject teachers should:

- bring examples of the writing of targeted pupils (as identified by the faculty/subject leader and EMA coordinator) to the session. This writing should consist of at least 100 words; that is, at least a paragraph, and should be the outcome as a result of a teaching sequence
- consider including writing scripts of more successful (i.e. non-targeted) pupils for moderation purposes.

Trainers may need to support faculty/subject leaders and EMA coordinators in analysing EAL data for their departments.

Aims

- To identify strengths and areas for development in pupils' learning through writing analysis.

- To understand how writing analysis can contribute to closing attainment gaps.

- To consider how writing analysis provides evidence to refine planning for teaching and learning.

Key messages

- Teachers should identify strengths and areas for development in pupils' writing.

- Subject departments should have a shared understanding of areas for development in pupils' writing specific to their subject.

- Middle leaders should consider coaching to support the development of writing analysis in subject departments.

Overview of training modules

CPDM 1 Senior leader briefing: leading change for more advanced EAL learners	**CPDM 2** Analysing writing: assessing the needs of more advanced learners
CPDM 3 Making sense of literacy targets: learning objectives and activities	**CPDM 4** Talk as a tool for thinking: exploratory talk
CPDM 5 Bridging talk and text: formal talk	**CPDM 6** Reading as a writer: exploring challenging texts
CPDM 7 Reading as a writer: understanding the writer's purpose	**CPDM 8** Thinking and writing as a writer: the sequence for teaching writing
CPDM 9 EMA coordinators: developing a strategic approach	**CPDM 10** Parents and community: supporting pupils' learning

Next steps for colleagues

Gap task – subject leaders to support teachers in the analysis of pupils' writing.

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

Resources and further reading

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *A language in common: Assessing English an additional language* (Ref: QCA/00/584)
- *Assessing Pupils' Progress in English* (To view the APP section of the National Strategies website please make the following selections: Secondary – Assessment – Assessing Pupils' Progress)
- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)

- *Marking Progress – Training materials for assessing English as an Additional Language*
  www.standards.dcsf.gov.uk/ethnicminorities/resources/markingprogress.pdf

Overview	Total time: 90 minutes	
Timing	**Activity**	**Resources**
Pre-session task	**Faculty/subject leader and subject teachers to undertake pre-session task** **Subject leaders to pre-populate slide 5**	
5min	Introduction and aims of the session	**Slide 1**: Title slide **Slide 2**: Aims **Slide 3**: More advanced EAL learners – a definition
10min	Prior attainment characteristics of underperforming EAL learners	**Slide 4**: Prior attainment characteristics of underperforming EAL learners
10min	Outcomes of initial data analysis **Note**: Trainers may need to support this activity as a pre-session task	**Slide 5**: Faculty/ subject leader feedback
15min	Identifying text types	**Slide 6**: Identifying relevant text types in your subject **Resource 1**: Card sort activity
15min	Analysing a pupil's writing	**Slide 7**: Analysing a pupil's writing **Handout 1**: Example of pupil writing **Slides 8** and **9**: Modelling analysis of the text

30min	The Diagnostic Writing Tool (DWT)	**Resource 2**: Diagnostic Writing Tool **Handout 2**: Diagnostic Writing Tool – Glossary **Handout 3**: Diagnostic Writing Tool – Process **Slide 10**: Using the Diagnostic Writing Tool **Slide 11**: Analysing your pupils' writing
5min	Plenary: Planning the gap task	**Slide 12**: Plenary

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

CPDM 2 Analysing writing: assessing the needs of more advanced learners

Presenter's notes
Audience: EMA coordinators, Literacy coordinators, Faculty/Subject leaders, SEN coordinators, teachers.

Introduction (5 minutes)
Use slide 1 (title slide) to welcome colleagues and say that this session is specifically aimed at subject departments to develop the analysis of pupils' writing.

Show slide 2 and share the aims for the session.
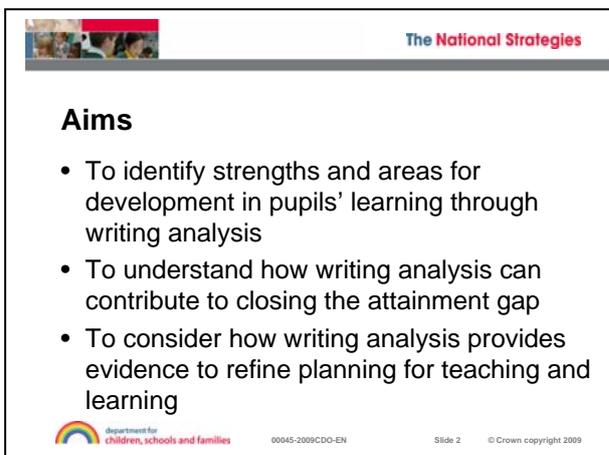
Explain to colleagues that today's session forms the first of two sessions, which will be linked by a gap task.

The first session aims to support subject departments in analysing the writing of more advanced EAL learners in order to identify strengths and areas for development in pupils' writing. This will, in turn, assist subject departments in identifying both generic and specific aspects of pupils' thinking, language and learning which may need to be developed in their particular subject area.

The second session aims to model a planning process which will incorporate the identified aspects of literacy and learning into schemes of work. Make the point that these sessions are based on the principles of action research and should provide subject departments with the opportunity to develop teaching and learning to suit the learning needs of a targeted group of pupils.

Show slide 3.

Share the definition on **slide 3** with colleagues to establish an agreed understanding of who the target pupils may be. Make the point that a learner of EAL is a pupil whose first language is other than English, that is, the language or languages to which the child was initially exposed during early development and continues to use in the home and community. If a child acquires English subsequent to their early linguistic development, then English is not their first language no matter how proficient they become in it. Also say that the terms 'EAL learner' and 'bilingual learner' are used interchangeably and neither term presumes any particular level of fluency in any language or number of languages.

Prior attainment characteristics of more advanced EAL learners (10 minutes)

Show slide 4.

Tell colleagues that **slide 4** attempts to outline prior attainment characteristics of this particular group of pupils. Make the point that subject departments already have a range of data (e.g. attainment and progress data, ethnicity and language data) at their disposal to target the learning of particular groups of pupils. Add that the analysis of pupils' writing is another tool which has proved particularly effective in improving rates of progress and attainment in specific subject areas as it focuses teaching and learning in very specific ways.

Most significantly, as a diagnostic tool, it enables teachers to refine teaching and learning in such a way that it contributes to the development and enhancement of pupils' thinking skills alongside the use of academic register and extended writing.

Make the point that pupils are largely required to express their thinking and learning through writing in our education system and, since writing is the principal way through which pupils' learning is assessed it is an essential aspect for development in every subject.

Outcomes of initial data analysis (10 minutes)

Show slide 5.
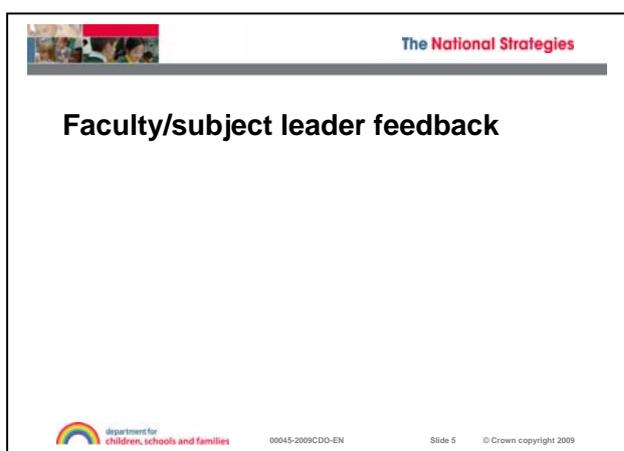
Show **slide 5** which will have been pre-populated by the presenter and/or faculty/subject leaders. Explain that faculty/subject leaders have undertaken an initial data analysis of more advanced EAL learners in their subject to begin to identify particular pockets of underachievement, for example, EAL learners not achieving at the higher levels, or those not making two levels of progress across the key stage. Tell colleagues that this analysis will be supplemented and bolstered by the findings from this session in order to refine the identification a target group of pupils.

At this point, ask faculty/subject leaders to share their initial findings briefly.

Identifying text types (15 minutes)

Tell colleagues that they now have a clearer understanding of who the targeted pupils in their subject department might be. Explain that the next step is to start thinking about the types of writing pupils engage with in their subject area.

Show slide 6.

Provide colleagues with **resource 1**, the card sort activity, using versions 1a, 1b or 1c appropriate to their subject**.** Explain that each card has a brief description of what a particular text type in their subject might include, but add that even though text types appear to provide clear categorisation, it is likely that some texts may include aspects of more than one text type.

Note to presenter*: subject-specific examples have been included for science, geography and RE. Presenters should adapt these depending on the subject concerned.*

Ask colleagues to arrange the cards to show which types of texts pupils use most commonly in their subject at the moment (for both reading and writing). Allow 3 minutes for this activity.

Next, ask them to think ahead to Key Stage 4 and post-16 and consider the types of texts pupils will be expected to engage with and write in order to express their knowledge and understanding.

Invite them to rearrange their cards to create a hierarchy reflecting the text types that are needed in order to reach these higher levels.

Ask colleagues to provide brief feedback.

You may want to draw out the following points:

- While pupils may be well versed in narrative texts due to extensive experience of this text type at Key Stage 2, it is unlikely that this will enable pupils to reach the higher levels in subjects other than English.

- Discursive, persuasive and recount texts may be of importance in some subjects. However, explanatory, analytical and evaluative texts are those most likely to develop pupils' thinking skills and writing at the highest levels, thereby accelerating progress and raising attainment.

Analysing a pupil's writing (15 minutes)

Show slide 7.

Ask colleagues to locate **handout 1** (Cromwell – hero or villain?). Suggest that they work in pairs to identify three successful features of this pupil's writing and three possible areas for development by annotating the piece of writing. Allow 5 minutes for this activity.

Take brief feedback, noting down the successful aspects of writing and areas for development on a flipchart. Point out that colleagues will have identified many similar features and that you will now show them an example of how the text might be annotated on the next two slides. Make the point that as you do this you will make your thinking explicit about certain aspects of writing, similar to the process one would follow when modelling writing for pupils in lessons.

Show slides 8 and 9.

Make the following points:

- A teaching focus on text level and certain sentence-level features will always make a greater difference to the quality of pupils' writing than a focus on word-level features alone.

- Text-level features and certain sentence-level features, for example, complex sentences, sentence variation where it changes emphasis, use of passive and modal verbs are particularly linked to the thinking skills involved in communicating ideas effectively to particular audiences and for particular purposes.

- Refer teachers to the example modelled – say that the use of some complex vocabulary misled the teacher to believe that the piece of writing was of a higher level than it actually was.

The Diagnostic Writing Tool (30 minutes)

Now ask colleagues to locate **resource 2**, the Diagnostic Writing Tool (DWT).

First of all, explain to colleagues that a writing analysis tool has been developed to make writing analysis simple.

Begin by explaining the layout of the DWT. Clarify that it is divided into three sections: text, sentence and word level. Make the point here that all written texts work at three levels, in other words the whole text, sentence level and word level. Add that the new Framework for English no longer uses these terms, but that they have been retained for the DWT to help colleagues who are not specialist English teachers.

Say that the DWT aligns with Assessing Pupils' Progress (APP) in English; a diagnostic tool used to level pupils' work in English and set targets for development. The column labelled 'APP' indicates to which Assessment Focus a particular aspect of writing is linked.

State that because the Assessment Focuses (AFs) link directly to APP, it ensures alignment between the pupils' learning across different subject areas. For example, pupils will be familiar with terms such as 'cohesion' and 'connectives'; when teachers use the same language across all curriculum areas, learning is reinforced.

Point out that the three columns labelled 'Evidence – well done', 'Evidence – not well done' and 'No evidence' allow for quick and easy analysis of pupils' writing.

Explain that in addition to using a similar approach to APP, the research by Professor Lynne Cameron on the writing of more advanced EAL learners has been incorporated into the design of the DWT. In her research, the GCSE writing of bilingual learners who had been in the English education system for an average of ten years was scrutinised. It was found that common 'bilingual' errors were still evident in these pupils' writing. The DWT provides a summary of her findings and aligns these with APP.

Reassure colleagues that while some of the terminology on the DWT may not be familiar as many teachers will not necessarily have learned about the grammatical features of writing at school or university, examples that illustrate their meaning are available on **handout 2**, the Glossary.

Show slide 10.
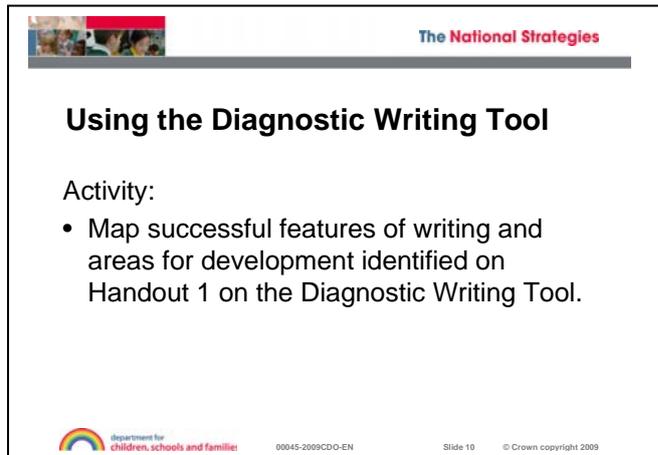
Tell colleagues that in order to familiarise themselves with the DWT they will now be asked to map the features of writing identified on **handout 1** onto the DWT. Ask them to indicate whether each is a successful feature or an area for development by ticking the appropriate column.

The trainer may want to model the first couple of examples. Have **handout 1** and **resource 2** to hand. Model the following process:

Step 1: Matching the annotations on **handout 1** to the text, sentence or word level features on the DWT (**resource 2a**), for example, 'Introduction too short, not signposting main ideas' links to T7: 'Appropriate opening and closing'.

Step 2: Next to T7, place a tick in the second column 'Evidence – not well done'.

Step 3: Write T7 next to the relevant annotation on **handout 1**.

Make the point that column 3 might be ticked because there is no evidence of a particular aspect of writing represented in pupils' writing when the specific text type does not justify that particular feature.

Refer colleagues to **handout 3** as a reminder of the process.

Show slide 11.
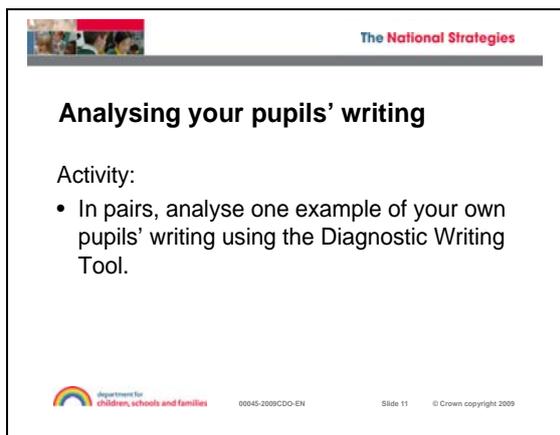
Then ask colleagues to use the DWT to identify aspects in the samples of their own pupils' writing which are successful, and those which need to be developed further. Ask teachers to work in pairs. Allow 15 minutes for this activity.

Plenary (5 minutes)

Show slide 12.
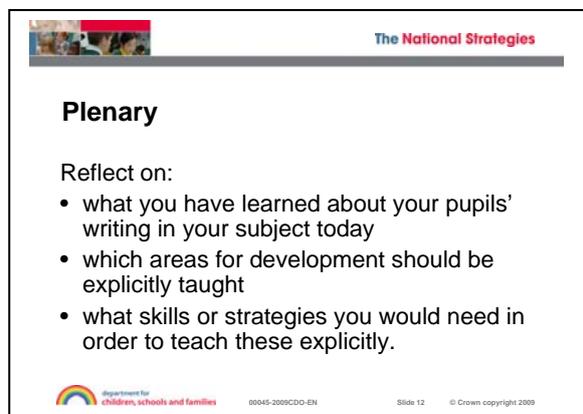
Give subject/faculty leaders an opportunity to discuss these points for reflection with their department in the light of the gap task, that is, analysing the writing of potential target pupils in the same way as they have done in this session. This will allow teachers to identify the final target group of up to 20 pupils. Subject/faculty leaders will need to decide how to facilitate this (for example by additional meeting time) and any implications for lesson cover, and so on. Initially, presenters may be called upon to support some teachers in analysing writing, in order to develop their confidence.

Finally remind colleagues that the next session (CPDM3) will guide them through how they might plan for the development of the writing aspects they have identified through their analyses. Also remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

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Example of a pupil's writing

Handout 1

<u>Cromwell – a hero or villain?</u>

I will conduct an essay on my points view on

Whether Cromwell was a hero or a villain. I will take into account the sources of information povided and personal research.

Hero

Looking into Cromwell's trajectory we can see that he was a hard working man which worked his way up the ranks of the military. Bringing marjor victories to England with the skills gained and his ideology, he accomplished defeating King Charles I, giving more power to the Parliament, he therefore defended the rights of ordanary people.

Succeeding over the civil wars and gaining control over England, Scotland and Ireland was a grate Achievement. Admirers thought of him as a strong, stabilising leader who brought internatial respect.

Evidently the leadership of Cromwell made him take fatal actions like the massacre at the Irish church, killing innocent people, causing his actions up to then to be seen as vengeance motivated actions.

We see that his soldiers even disagree to the killing of the innocent.

In conclusion I think this shows that Cromwell is a villain not a hero. By reading the essay you would propabily agree with me. I would say that Cromwell is a villain because he killed innocent people, including getting people to burn the church down.

The Diagnostic Writing Tool – Glossary   Handout 2

Text level:

Text type: the kind of writing appropriate for the subject matter – explanation, analysis, discursive, narrative, report, information text…

Register: this describes the relative formality of the language and will depend upon audience and purpose. In a story about teenagers or a tabloid news article, a very informal register is appropriate. However, for many forms of examination writing, formal or Standard English would be expected.

Organisation: this will depend upon the text type or form. A discursive essay should be set out in paragraphs with an introduction and a conclusion. An information text would usually be set out in chronological or thematic order. An analytical text would often have ideas organised in order of importance.

Sentence level:

Simple sentence: has only one clause, e.g. 'I made a cup of tea'.

Compound sentence: contains two or more main clauses and is linked by a connective such as: *or, but, nor, for, so, yet or and*, for example 'I made a cup of tea *and* I sat down'. In this sentence neither clause depends on the other and either could stand alone.

Complex sentence: contains one main clause and one or more dependent clause linked by a connective such as *after, although, because, as, when, where, until…* In a complex sentence one idea is more important than the others: 'I made a cup of tea' is the main action whereas 'because I was thirsty' gives you the reason for the main action. However, shifting the position of the dependent clause gives a different emphasis: 'Because I was thirsty, I made a cup of tea'.

Phrase: a group of words without a subject or main verb, for example in the kitchen or using Earl Grey teabags in the sentence: 'I made a cup of tea in the kitchen, using Earl Grey teabags'.

Clause: a group of words containing a subject and a main verb: 'I made a cup of tea' or 'I brewed up'. A sentence must have one or more clauses.

Connectives: these link clauses and show the relationship between them, for example *and, because, therefore, and also, hence, although, until*….

Preposition: these normally go before a noun or a phrase to show where, when, how or why: for example *in, on, under, between*: 'I made a cup of tea *during* the advert break'.

Phrasal verb: these are verbs with a second part, often a preposition, for example *go to, stay at, get over, get through, drop off*. They cause particular difficulties for bilingual learners because the meanings can often bear no relation to the meaning of the preposition, or the verb can have more than one meaning: 'I dropped the parcel off at the office' (meaning: stop and give); 'while he was driving, he dropped off and had an accident' (meaning: fall asleep); 'he started the race well, but his speed gradually dropped off' (meaning: decline).

Collocation: words that occur together in set phrases, such as *high probability*, *perform an operation*, *crystal clear*. Collocations are unusual in that you cannot substitute similar words as you can in other phrases; you can say she was red in the face (embarrassed) or she was blue in the face (angry), but not yellow in the face.

Idiom: set expressions such as: 'she jumped to the wrong conclusion', 'he dragged his feet', 'she kicked the bucket', where the meaning of the expression cannot necessarily be deduced from the literal meaning of each word.

Nominalisation: when a verb is nominalised it becomes a concept rather than an action and as a consequence the tone of writing will become more abstract and more formal. Compare 'Because only a few people have most of the money and power in this country, I conclude that it is not an equal society' with 'The inequitable distribution of wealth is yet another indicator of lack of equality'. [1]

Passive: this is used where you do not or cannot stress who or what carried out an action, so the object of the action comes first: 'the boiling tube was filled by the gas from the reaction', 'hundreds were injured in the attack'. The passive uses the verb 'to be' (*is, was, were, are,* etc.) and will often include the word 'by' to indicate who or what carried out the action. Using the passive removes the person (I, me) and enables the writer to deal with abstraction and generalisations.

Modal verbs: the meaning of these verbs is usually connected with doubt, certainty, possibility, probability, obligation or permission: *can, could, shall, should, will, would, ought to, may, might, must*. These are also difficult for bilingual learners and potentially a problem as they help to convey the strength of a request, for example the difference between 'You must clean that table' and 'Would you clean that table?'

Degrees of comparison: in general, the rule is that you use -er or -est where the adjective is one syllable long: 'Ali is bright, but Farida is brighter'. *More* or *most* are used when the adjective is three syllables or longer: 'He is the most intelligent child I have met'.

Comparative: *more / -er*, for example: Lemon is more acidic than… /This is the weaker solution.

Superlative: *most / -est*, for example: … is the most alkaline solution/Acid is the strongest ….

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[1] Adapted from Nominalisation', http://unilearning.uow.edu.au/academic/3b.html

Articles: definite article = *the*; indefinite article = *a, an, some, any*. Particular issues here include not using an article at all, using *a* instead of *the* and vice versa, not remembering that *any* replaces *some* after a negative: 'I want *some* coffee', 'I don't want *any* coffee'.

Articles come in the category of determiners, which also includes words such as: *which, this, that, these, those.*

Pronouns: such as *it, he, she, they, them*. In the following sentence, it is not clear who 'he' refers to in the second sentence, for example 'Kuldip met Ajay as he was walking along the road. He was tall, with a gold stud in his ear.' Another common issue for bilingual learners is repeating the noun rather than using a pronoun.

Topic sentence: a sentence which introduces what the paragraph will be about.

Word level:

Specialist vocabulary: vocabulary with a specific meaning in a subject, for example cell has a particular meaning in science, but a different meaning in everyday language (e.g. prison cell).

Technical vocabulary: vocabulary specific to a subject, for example *DNA, tectonic plate*.

Delexical verbs: verbs that can be used in many situations – examiners, especially in English, look for more precise meanings. Examples: *make, do, get, put, have*. Consider: 'We did the experiment/We carried out the experiment' and 'She got a new computer/She received a new computer'.

Diagnostic Writing Tool process   Handout 3

DIAGNOSTIC WRITING TOOL (APP)

Collect one or more pieces of extended writing (min. 100 words), completed as part of the normal teaching process.

⬇

Consider the text, sentence and word level key features on the DWT. Look through the pupil's writing and identify whether there is evidence for each key feature.

⬇

On the pupil's writing sample, highlight the evidence and annotate using the appropriate text (T), sentence (S) and word (W) level code from the DWT, *e.g. T7 where the pupil has used an appropriate opening and closing.*

On the DWT, tick 'Evidence – well done', 'Evidence – not well done' as you identify evidence; if there is no evidence for any particular key feature, tick 'No evidence'.

⬇

Consider the purpose and context for the pupil's writing, identifying **three strengths** and **three areas for development**. Ensure that at least two of the three areas for development are features at text or sentence level. These will form the basis of the pupil's literacy targets.

ASSESSING PUPILS' PROGRESS

Collect one or more pieces of extended writing (min. 100 words), completed as part of the normal teaching process.

⬇

On the APP grid, consider which set of level descriptors will be your starting point (Level 3/4, L4/5, L5/6 or L6/7).

⬇

Consider the assessment criteria in each column respectively then look through the pupil's writing. Highlight on the APP grid the assessment criteria for which you find evidence in the pupil's writing. At this point, refer to the Diagnostic Writing Tool for key features of writing that present particular difficulties for EAL learners.

⬇

Annotate the pupil's writing to show **evidence** of highlighted criteria. Annotations may be written in this way:

AF6, L4, b1

[**AF6** (technical accuracy of syntax and punctuation), **L4** (refers to level 4 criteria), **b1** (bullet point one: sentences demarcated accurately throughout the text, including question marks)]

⬇

Consider the purpose and context for the pupil's writing, identifying **five strengths** and **three areas for development**. Ensure that at least two of the three areas for development are features at text or sentence level. These will form the basis of the pupil's curricular targets.

Card sort activity

Resource 1a

Religious Education example

Instruction	Recount	Explanation
Give instructions to godparents about their part in a baptism service	A visit to a local mosque	Explain why Jews observe the Shabbat
Information	**Discursive writing**	**Persuasion**
Present the results of an investigation into how newspapers present Islam	Discuss a variety of Christian attitudes to divorce in a magazine article	Seek support for an ethical stance in a letter to a newspaper
Analysis	**Evaluation**	
Explore some Hindu attitudes to caste and social status in an essay	Make a judgement about the strengths and weaknesses of an argument	

Card sort activity   Resource 1b

Geography example

Instruction	Recount	Explanation
Give directions as part of a map-reading exercise	Write-up of a field trip	How and/or why erosion occurs
Information	**Persuasion**	**Discursive writing**
Choose three tourist attractions and outline their main features in a tourist leaflet	Create an ecological flyer to persuade people to reduce their carbon footprint	Magazine article on changes in climate
Analysis	**Evaluation**	
Analytical essay about factors impacting on deforestation	Reflect on, and make judgements about, the outcomes of a traffic survey	

Card sort activity

Resource 1c

Science example

Explanation	Analysis	Recount/report
How does digestion take place? Why do some metals rust?	Considering evidence (argument) – Consider the possible causes of global warming Planning an experiment – Consider the factors affecting the rate of dissolving Drawing a conclusion – From an analysis of your results, which factors are most important in affecting the strength of an electromagnet?	What happens as a candle burns?
Evaluation Consider improvements to an experiment	**Information (descriptive)** A description of different types of rocks or soils	**Discursive (descriptive)** How can the harmful effects of fossil fuels be minimised?
Persuasion Write a leaflet using facts to persuade people to give up smoking	**Instruction** Write a plan for an experiment	

The Diagnostic Writing Tool
Resource 2

Text level – Key features		APP	Evidence – well done	Evidence – not well done	No evidence
T1	Engages the reader	AF2			
T2	Text type (explanation, instruction, analysis…) and register appropriate (e.g. use of Standard English, if appropriate) to purpose	AF2			
T3	Appropriate length	AF2			
T4	Number and range of ideas	AF3			
T5	Ideas used appropriately from source text	AF3			
T6	Presentation and layout	AF3			
T7	Appropriate opening and closing	AF3			
T8	Organisation (paragraphs, by topic, appropriate sequence…)	AF3			
T9	Development of theme(s) and ideas	AF1			
T10	Relevant subject knowledge shown				
Sentence level – Key features					
S1	Cohesion – linking ideas within and between paragraphs	AF4			
S2	Use of simple and compound sentences (e.g. using and, then, next)	AF5			
S3	Use of complex sentences (e.g. using connectives such as: when, because, or at a higher level: if…then, although, in spite of the fact that...)	AF5			
S4	Variation within sentences (e.g. change of word order, subject or length; use of phrases, clauses and connectives)	AF5			
S5	Accurate use of prepositions, especially with verbs (e.g. goes to, stay at, get over, get through…)	AF6			
S6	Accurate use of collocation (words that occur together in set phrases, such as high probability, perform an operation, audible range, cliff face, tectonic plate)	AF6			
S7	Accurate use of idiom (set expressions such as jump to the wrong conclusion, window of opportunity, the last straw)	AF6			

S8	Tenses used accurately (e.g. irregular past tenses such as buy/bought, shake/shook)	AF6			
S9	More complex tense forms used accurately (e.g. past perfect – they had sent a message before they left)	AF6			
S10	Nominalisation used appropriately, e.g. Macbeth is a play about **betrayal**, **witchcraft** and **justice**.	AF2 AF5			
S11	Passive voice used accurately and appropriately (e.g. I heated the liquid in the beaker (active)/The liquid was heated in the beaker (passive))	AF2AF6			
S12	Accurate use of modal verbs (e.g. would, can, could, should, must, must have, ought)	AF6			
S13	Accurate use of comparatives (more/less + adjective, adjective + -er ending) and superlatives (most/least + adjective, adjective + -est ending)	AF6			
S14	Articles (a, an, the) used accurately	AF6			
S15	Pronouns (it, this, they…) used so that it is clear what the pronoun refers to	AF6			
S16	Agreements used accurately (e.g. subject/verb – I take, it takes)	AF6			
S17	Accurate use of plural form (e.g. geese, children, women)	AF6			
S18	Accurate punctuation:	AF6			
	full stops/capital letters				
	commas to separate phrases/clauses				
	direct speech				
	questions/exclamations				
	more complex, such as colons and semi-colons				
Word level – Key features					
W1	Wide choice of vocabulary	AF7			
W2	Accurate use of vocabulary – specialist, technical, concrete and abstract	AF7			
W3a	Delexical verbs (e.g. make, do, get, put) used appropriately, but not overused (e.g. She put out the fire)	AF7			
W3b	Ambitious use of a variety of verbs (e.g. She extinguished the fire), not always apt	AF7			
W4	Spelling generally accurate	AF8			

CPDM 2 – Analysing writing

Acknowledgements

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