

## A Skills progression for describing progress when working with multimodal texts

	<b>A multimodal text maker in the early stages</b>	<b>An increasingly assured multimodal text maker, growing in experience</b>	<b>A more experienced and often independent multimodal text maker</b>	<b>An assured, experienced and independent multimodal text maker</b>
	<p><i>Makes decisions about mode and content for specific purpose and audience</i></p> <ul style="list-style-type: none"> <li>▪ when given free choice remains with one or two modes (teacher usually decides on mode(s))</li> <li>▪ uses direct and unvaried perspective and direct and often explanatory language</li> <li>▪ In narrative, chooses a central character (characters) who reflect personal preferences rather than taking account of listeners'/readers'/viewers' interests</li> <li>▪ draws on familiar story content in independent composition</li> <li>▪ follows own interests in non-fiction and poetry</li> <li>▪ uses models and information from books, film, television and the internet.</li> </ul>	<p><i>Makes decisions about mode and content for specific purpose and audience</i></p> <ul style="list-style-type: none"> <li>▪ increasingly makes independent choices of mode(s)</li> <li>▪ shows some awareness of a listener's/reader's/viewer's needs when composing</li> <li>▪ uses descriptive language and characterisation to engage and entertain audience and for imaginative expression</li> <li>▪ varies perspective and colour to evoke reader/viewer response</li> <li>▪ in narrative, chooses characters and settings from known texts</li> <li>▪ in non-fiction, draws on familiar sources</li> <li>▪ chooses particular form of non-fiction text for own purposes</li> <li>▪ adapts, synthesises and expands ideas from a range of sources</li> </ul>	<p><i>Makes decisions about mode and content for specific purpose and audience</i></p> <ul style="list-style-type: none"> <li>▪ usually makes secure choices of modes for specific purposes and listener/readers/viewer</li> <li>▪ uses perspective, sound and language to hint at events and character motivation to engage and entertain a listener/reader/viewer</li> <li>▪ in narrative, creates own characters and settings</li> <li>▪ in non-fiction, researches about personal preferences and asserts personal point of view</li> <li>▪ draws on own imaginative world for expressive texts</li> <li>▪ imaginatively extends content from other sources</li> <li>▪ distinguishes between fact and personal point of view when using sources</li> </ul>	<p><i>Makes decisions about mode and content for specific purpose and audience</i></p> <ul style="list-style-type: none"> <li>▪ usually chooses an appropriate style for writing purpose and readership</li> <li>▪ selects impersonal/personal tone according to intentions and with audience in mind</li> <li>▪ integrates chosen modes to create interest, humour, narrative tension and atmosphere</li> <li>▪ uses implication to suggest character, mood and theme, and intrigue the reader/viewer</li> <li>▪ varies content for known and unknown readers</li> <li>▪ in narrative creates a range of characters with positive and negative qualities to represent personal ideas</li> <li>▪ uses different narrative perspectives within a text</li> <li>▪ draws on selected supportive evidence when presenting a point of view.</li> </ul>

	<p><i>Structures texts</i></p> <ul style="list-style-type: none"> <li>▪ uses pages, screens or layout on page to structure text</li> <li>▪ shows knowledge of text conventions when making books or films</li> <li>▪ presents the same or similar ideas in each mode used (e.g. words echo pictures)</li> <li>▪ labels pictures in information text</li> <li>▪ links events together when telling or re-telling stories</li> <li>▪ represents information pictorially in sequence</li> <li>▪ includes little background detail.</li> </ul>	<p><i>Structures texts</i></p> <ul style="list-style-type: none"> <li>▪ uses frames, sections, episodes, pages and screens to structure texts</li> <li>▪ composes written narratives with character/event, beginning, middle and end</li> <li>▪ uses diagrams as well as words in information text</li> <li>▪ in narrative, uses drawn, written or enacted character as a cohesive device</li> <li>▪ creates cohesion through sequence, place and time</li> <li>▪ in pictorial text, maintains consistent colour cohesion for character and setting</li> <li>▪ occasionally varies connectives and is becoming more adventurous with sentence structure</li> <li>▪ varies background detail to create changes in setting.</li> </ul>	<p><i>Structures texts</i></p> <ul style="list-style-type: none"> <li>▪ Tries out different layouts and designs, using known software as appropriate</li> <li>▪ Chooses and uses different frames and camera angles for narrative interest or informational focus/emphasis</li> <li>▪ Selects and orders information and events into paragraphs</li> <li>▪ Decides on layout and balance of modes for specific communicative intentions</li> <li>▪ Sometimes chooses to write in words alone</li> <li>▪ Usually maintains cohesion in chosen modes</li> <li>▪ Sustains narrative incorporating setting, character and dialogue</li> <li>▪ Uses layout to enhance poetic expression</li> <li>▪ Independently uses sequenced plans or notes to help map out development of narratives or non-fiction</li> <li>▪ Varies detail of background in visual text</li> <li>▪ In written and oral narratives, adds background detail to heighten interest.</li> </ul>	<p><i>Structures texts</i></p> <ul style="list-style-type: none"> <li>▪ in writing, develops plot with clear events, complication and resolution</li> <li>▪ constructs coherent non-fiction texts in different modes</li> <li>▪ uses a variety of pictorial/graphic styles for specific purposes</li> <li>▪ makes considered decisions about when to write in words along</li> <li>▪ maintains cohesion in all modes</li> <li>▪ uses specific, clear and relevant descriptive detail for information, analysis or explanation</li> <li>▪ selects from a range of planning techniques for specific purposes</li> <li>▪ varies sequencing (e.g. includes flashbacks) for narrative interest</li> <li>▪ uses white space on a page, pauses in oral presentation, or gaps in narratives for pace or emphasis.</li> </ul>
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	<p><i>Uses technical features for effect</i></p> <ul style="list-style-type: none"> <li>▪ in pictures, uses unvaried line, colour, perspective and character depiction</li> <li>▪ shows some variation in creating sound effects and spoken dialogue for atmosphere and character</li> <li>▪ uses animated and descriptive spoken language, facial expression and gesture</li> <li>▪ occasionally varies font and typography and attempts some punctuation</li> <li>▪ writes sentences of similar length and structure</li> <li>▪ occasionally marks sentence endings</li> <li>▪ chooses some descriptive language to express emotion.</li> </ul>	<p><i>Uses technical features for effect</i></p> <ul style="list-style-type: none"> <li>▪ varies line, colour and perspective in visual text</li> <li>▪ in spoken and dramatic presentations, varies voice, pace, gesture and expression for different purposes</li> <li>▪ chooses language for specific effects, e.g. to express emotions or create mood</li> <li>▪ uses an increasing range of punctuation, font and typography to enhance meaning</li> <li>▪ with support, locates typographical features from computer sources and begins to use them for specific effects</li> <li>▪ varies form of sentences includes some dialogue but may not always punctuate it.</li> </ul>	<p><i>Uses technical features for effect</i></p> <ul style="list-style-type: none"> <li>▪ chooses from a range of technical features to create specific effects</li> <li>▪ with support, creates and records sound effects</li> <li>▪ chooses language carefully to create narrative tension, evoke mood and describe setting and characterisation</li> <li>▪ experiments with an extended range of punctuation in written text</li> <li>▪ manipulates software to create a range of effects</li> <li>▪ uses some complex sentences</li> <li>▪ sequences sentences to extend ideas logically.</li> </ul>	<p><i>Uses technical features for effect</i></p> <ul style="list-style-type: none"> <li>▪ makes discriminating choices about use of colour, lighting and sound effects</li> <li>▪ chooses from a range of presentational techniques on paper and on screen</li> <li>▪ in writing, experiments with simple and ornate language for different purposes</li> <li>▪ makes discriminating decisions about font and typeface according to tone of text and readership</li> <li>▪ knows when effects may not be needed</li> <li>▪ deliberately selects sentence structure for clarity of communication.</li> </ul>
	<p><i>Reflects</i></p> <ul style="list-style-type: none"> <li>▪ asserts and describes choices and preferences</li> <li>▪ knows that different modes have different effects</li> <li>▪ with support, makes changes during planning</li> <li>▪ with support, makes changes in presentation or, performance</li> <li>▪ comments on elements of story, for example, characters; or items in non-fiction texts</li> <li>▪ describes work shared with partners or group members.</li> </ul>	<p><i>Reflects</i></p> <ul style="list-style-type: none"> <li>▪ explains choices of effects and language to create mood and engage audience</li> <li>▪ with guidance, redesigns and redrafts for clarity</li> <li>▪ with guidance, improves presentation or performance</li> <li>▪ comments on overall success and achievement</li> <li>▪ identifies successful and less successful aspects of teamwork.</li> </ul>	<p><i>Reflects</i></p> <ul style="list-style-type: none"> <li>▪ Explains language choices made for precision, poetic, dramatic or narrative effect</li> <li>▪ Uses reader response to help guide revisions of own text</li> <li>▪ Comments on own presentation or performance</li> <li>▪ Specifies successful aspects of composition and identifies areas for improvement</li> <li>▪ Explains why team members' contributions have been positive or negative.</li> </ul>	<p><i>Reflects</i></p> <ul style="list-style-type: none"> <li>▪ justifies choices of modes, language and effects for a range of communication purposes</li> <li>▪ makes independent decisions about revising and improving own text, presentation or performance</li> <li>▪ defends selection of content and evidence</li> <li>▪ chooses to work individually or in a team</li> <li>▪ makes suggestions about how groups may work harmoniously.</li> </ul>

*Taken from 'Visual Approaches to Teaching Writing – Multimodal Literacy 5 – 11' Eve Bearne and Helen Wolstencroft*