

WEBSITE RESOURCE W17. 4

Scale of Progression in Multimodal Text Composition

Aspect of composition	An emergent, early multimodal text maker	A developing multimodal text maker
<p>Decisions about mode and content for specific purpose(s) and audience(s)</p>	<ul style="list-style-type: none"> • Usually remains with one or two modes. • Uses direct perspective and language. • Portrays a central character(s) according to personal preference rather than taking account of listener's/ reader's/ viewer's interests. • Uses familiar story content in independent composition. • Makes personal choices in non-fiction and poetry. • Draws on models and content of books, film, television and the internet. 	<ul style="list-style-type: none"> • Makes independent choices of mode(s) more frequently. • Varies perspective, colour and design to evoke reader/viewer response • Uses description and characterisation to engage and entertain audience. • Takes some account of a listener's/reader's/viewer's needs when composing • Draws on characters and settings from familiar texts. • In non-fiction, chooses a specific form according to personal preference. • Adapts, synthesises and expands ideas from a range of sources.
<p>Structuring texts</p>	<ul style="list-style-type: none"> • Structures text through pages, screens or layout. • Shows knowledge of text conventions when making books or films. • When using more than one mode, includes the same or similar ideas in each mode. • Labels pictures in information text. • Links events together when telling or re-telling stories. • Sequences pictorial information. • Includes little background detail. 	<ul style="list-style-type: none"> • Structures texts through frames, sections, episodes, pages and screens. • Includes character/event, beginning, middle and end in narratives. • Uses complementary modes at times. • Includes diagrams and words in information text. • In narrative, creates cohesion through drawn, written or enacted character, sequence, space and time. • Uses colour as a cohesive device for character/ setting in pictorial/screen text. • Varies background detail to create changes in setting.

<p>Using technical features for effect</p>	<ul style="list-style-type: none"> • When drawing pictures, uses unvaried line, colour, perspective and features of characters. • In moving image texts, occasionally varies sound effects and dialogue to evoke atmosphere and character. • In presentation or performance, uses animated and descriptive spoken language, facial expression and gesture. • In screen-based or paper-based texts, sometimes varies font, typography and punctuation. • Chooses some descriptive language, colour, perspective, facial expression to show emotion. 	<ul style="list-style-type: none"> • Varies line, colour and perspective in visual text. • In performative texts, varies voice, pace, gesture and expression for different purposes. • Creates mood or atmosphere through use of language. • In screen-based or paper-based texts, uses an increasing range of punctuation, font and typography to enhance meaning. • With digital technology, uses typographical features and begins to use them for specific effects.
<p>Reflection</p>	<ul style="list-style-type: none"> • States and describes personal preferences. • Knows that different modes have different effects. • With support, amends own text. • With support, develops presentation or performance. • Comments on elements of text: in story, for example, characters or images or features of non-fiction texts. • Describes collaborative work. 	<ul style="list-style-type: none"> • Explains choices of effects and language to create mood and engage audience. • With guidance, redesigns and redrafts for clarity. • With guidance, improves presentation or performance. • Comments on overall success and achievement. • Identifies successful and less successful aspects of teamwork.

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Aspect of composition	A more experienced and often independent multimodal text maker	An assured, experienced and independent multimodal text maker
<p>Decisions about mode and content for specific purpose(s) and audience(s)</p>	<ul style="list-style-type: none"> • Generally makes effective choices of modes for particular purposes and listeners/readers/viewers. • Uses perspective, sound and language to hint at events and character motivation to engage and entertain audience. • Develops invented settings and characters in narrative. • Researches personal interests and asserts a point of view in non-fiction. • Draws on own imaginative world for expressive texts. • Imaginatively extends content from other sources. • Distinguishes between fact and personal point of view in texts read. 	<ul style="list-style-type: none"> • Makes assured decisions about mode and content for specific purpose and audience. • Selects impersonal/personal tone according to intentions and with audience in mind. • Integrates chosen modes to create interest, humour, narrative tension and atmosphere. • Engages the audience by using implication to suggest character, mood and theme. • Varies content for known or unknown reader/viewers. • Imaginatively creates a range of characters with different characteristics. • Varies narrative perspectives. • Selects supportive evidence when expressing a point of view.
<p>Structuring texts</p>	<ul style="list-style-type: none"> • Experiments with different layout and design, using digital technology when appropriate. • Uses different frames and camera angles for narrative interest or informational focus/emphasis. • Balances modes for chosen communicative intentions. • Sometimes chooses to write in words alone. • Usually maintains cohesion in chosen modes. • Sustains narrative incorporating setting, character and dialogue. • In poetry, uses layout to enhance expression. • Independently uses sequenced plans or notes to help map out development of narratives or non-fiction. • In visual text, varies detail in background. • In written and oral narratives, adds background detail to heighten interest. 	<ul style="list-style-type: none"> • Develops plot with clear events, complication and resolution. • Constructs coherent non-fiction texts in different modes. • Uses a variety of pictorial/graphic styles for specific purposes. • Makes considered decisions about when to write in words alone. • Maintains cohesion in all modes. • Uses specific, clear and relevant descriptive detail for information, analysis or explanation. • Selects from a range of planning techniques for specific purposes. • In narrative, varies sequencing, for example, flashback, flash forward. • In paper-based, screen-based and performative texts, uses white space on a page, pauses in oral presentation or gaps in narratives for variations in pace or emphasis. • Uses design/layout to enhance presentation.

<p>Using technical features for effect</p>	<ul style="list-style-type: none"> • In visual texts, creates special effects through different technical features. • With support, creates and records sound effects. • Creates narrative tension, atmosphere, setting and characterisation through careful choice of language. • In writing, experiments with language choices and punctuation for effect. • In screen-based or paper-based texts, experiments with an extended range of punctuation, fonts and typography. • With digital technology, experiments with a range of effects. 	<ul style="list-style-type: none"> • Makes discriminating choices about use of colour, lighting, sound effects. • In paper-based and screen-based texts, creates effects by careful choices from a range of presentational techniques. • In writing, experiments with direct and complex language to create different moods or effects. • Makes discriminating decisions about punctuation, font and typeface according to tone of text and readership. • Knows when effects may not be needed.
<p>Reflection</p>	<ul style="list-style-type: none"> • Explains language choices made for precision, poetic, dramatic or narrative effect. • Revises own text in response to comments from peers and adults. • Evaluates own presentation or performance. • Specifies successful aspects of composition and identifies areas for improvement. • Explains why team members' contributions have been supportive or not. 	<ul style="list-style-type: none"> • Justifies choices of modes, language and effects for a range of communication purposes. • Makes independent decisions about revising and improving own text; presentation or performance. • Defends selection of content and evidence. • Chooses to work individually or in a team. • Makes suggestions about how groups may work harmoniously.

Developed from Bearne, E. and Wolstencroft, H. (2007) *Visual Approaches to Teaching Writing*. London: SAGE.