**EPA Writing Assessment Glossary**

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| Word | Definition | Example |
| **Register** | Register is the level of formality used in writing. It changes depending on the audience and purpose. Writers choose a **formal register** for serious or professional writing, and an **informal register** for more friendly or casual communication. | * A letter to a headteacher would use a **formal register**. * A text message to a friend would use an **informal register**. |
| **Repeated Refrain** | A **repeated refrain** is a word, phrase, or sentence that is deliberately repeated throughout a piece of writing, often to create rhythm, reinforce an idea, or build atmosphere. It is commonly used in poetry and storytelling and is often lifted or adapted from texts pupils have read. | * **Example (narrative):** And every time she turned the corner, **the shadows followed**. … She climbed the stairs. **The shadows followed**. … Even in her dreams, **the shadows followed**. * **Example (inspired by reading):** From We're Going on a Bear Hunt: “We’re not scared!” – this is a repeated refrain that builds rhythm and structure across the story. |
| **Speaker Attribution** | Speaker attribution tells the reader who is speaking in a line of dialogue. It usually follows or precedes the spoken words and often includes a **speech verb** (e.g. said, shouted, whispered) and the **name or pronoun** of the speaker. Correct speaker attribution helps the reader follow the conversation and understand how something is being said. | * “Run!” **shouted Lily.** (The words “shouted Lily” are the speaker attribution.) * **Max replied**, “I don’t think that’s a good idea.” (Here, “Max replied” is the speaker attribution.) |
| **Speech tag**  **(Dialogue Tag** | A **speech tag** is the part of a sentence that shows who is speaking and often how they are speaking. It usually follows or precedes direct speech and can include a verb (like said, whispered, shouted) and sometimes physical description or emotion to give the reader more information about the speaker.  It forms part of the reporting clause | * **Example (basic):** “I don’t believe you,” **she said**. * **Example (varied with physical description):** “I don’t believe you,” **she said, narrowing her eyes and folding her arms**. * Encouraging pupils to **vary speech tags** (e.g. using replied, muttered, exclaimed) and **add action or emotion** helps develop characterisation and keeps writing engaging. |
| **Structure** | Structure is the way a piece of writing is organised. It includes the order of ideas, the layout of paragraphs, and how the writing begins, develops, and ends. Good structure helps the reader follow the writing and understand the message clearly. | * A story might have a structure that includes a **beginning, build-up, problem, resolution, and ending**. * An information text might be structured with **headings, subheadings, and bullet points** to organise facts. |
| **Tone** | The tone of a piece of writing refers to the writer’s attitude or feeling towards the subject and the audience. It is shown through the choice of words, sentence structure, and level of formality. Tone helps the reader understand the purpose of the text—whether it is serious, playful, persuasive, formal, friendly, or something else. Matching the tone to the purpose and audience is a key part of effective writing. | * A **recount** of a school trip might have a **friendly and enthusiastic** tone. * A **set of instructions** for planting seeds would have a **clear and factual** tone. |
| **Voice** | Voice is the unique personality, style, or attitude that comes through in a writer’s work. It makes the writing sound original and gives it character. Voice can change depending on the purpose (e.g. funny, serious, persuasive), but strong writers make sure it fits the task and feels authentic. | * In a diary entry, the voice might be **honest and reflective**. * In a persuasive letter, the voice might be **passionate and convincing**. |
| **Writerly Control** | Writerly control means the writer is making thoughtful, deliberate choices in their writing to suit the purpose, audience, and form. It shows that the writer is in charge of their ideas, structure, vocabulary, and tone, and can shape the writing effectively from beginning to end. | A writer with good control might choose to use short, snappy sentences in a suspense story to build tension or vary sentence starters in a description to keep it interesting. |

• Include vocabulary or phrases lifted/adapted from reading (e.g. adjectives or repeated refrains).