



English – Y7-9

	Emerging	Developing	Secure	Exceeding
Reading	<ul style="list-style-type: none"> <li>Beginning to infer from one/both texts</li> <li>Some understanding of the effect of language</li> <li>Some understanding of different ideas/perspectives.</li> <li>Offers some opinion of the text.</li> <li>Uses some relevant quotations.</li> <li>Some understanding of the effect of structural features.</li> <li>Makes some comparisons.</li> <li>Provides some examples which may explain opinion.</li> <li>Uses some subject terminology, but not always correctly.</li> <li>Identifies how some differences are presented. Some reference to writer’s methods.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some obvious ideas and information.</li> <li>Attempts to comment on the effect of language.</li> <li>Simple awareness of different ideas.</li> <li>Offers simple opinion on the text.</li> <li>Uses some quotations.</li> <li>Simple comment on structure.</li> <li>Simple comparisons between texts.</li> <li>Provides simple examples explaining opinions.</li> <li>Reference to simple subject terminology, not always used correctly.</li> <li>Simple comments on writer’s methods.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to make clear infer from one/both texts</li> <li>Some clear understanding of the effect of language.</li> <li>Some clear understanding of different ideas/perspectives.</li> <li>Offers some opinion of the text.</li> <li>Uses some relevant quotations.</li> <li>Some clear understanding of the effect of structural features.</li> <li>Makes some comparisons.</li> <li>Provides some examples which may explain opinion.</li> <li>Uses some subject terminology, but not always correctly.</li> <li>Identifies how some differences are presented.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies most explicit and implicit information.</li> <li>Clearly analyses the effects of the writer’s choices of language with detailed layers of interpretation.</li> <li>Shows a clear, detailed understanding of differences between the ideas and perspectives.</li> <li>Clearly evaluates the text in a detailed way.</li> <li>Uses a range of references effectively to illustrate explanation and justify response</li> <li>Clearly explains the effects of the writer’s choice of structural features with detail.</li> <li>Explains clearly how methods are used to convey ideas and perspective.</li> <li>Offers examples from the text to explain views clearly</li> <li>Uses subject terminology accurately</li> </ul>

			<ul style="list-style-type: none"> <li>• Some reference to writer's methods.</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Communicates some ideas</li> <li>• No evidence of structural features</li> <li>• Limited control of sentences</li> <li>• Not always written in the correct style for audience/purpose/form</li> <li>• Simple sequencing and paragraphing used</li> <li>• Some attempt to use simple sentence punctuation</li> <li>• Uses simple vocabulary</li> <li>• Some accurate spelling</li> <li>• Includes relevant information, but short</li> <li>• Limited control of tense and verb agreement</li> <li>• Limited use of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates some ideas clearly</li> <li>• One or two relevant ideas linked</li> <li>• Some variety of sentence structure</li> <li>• Simple awareness of audience/purpose/form</li> <li>• Some sequencing and paragraphing used, but paragraph structure may be random</li> <li>• Some control of sentences</li> <li>• Simple vocabulary with some simple language features</li> <li>• Few simple structural features (e.g. Topic sentences, introduction and conclusion)</li> <li>• Some control of a range of punctuation (e.g. Commas, question marks, exclamation marks)</li> <li>• Some simple development of ideas (e.g. reasons to support opinions.</li> <li>• Usually accurate spelling</li> <li>• Generally secure control of tense and verb agreement (e.g. We were, not we was)</li> <li>• Occasional use of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is mostly successful.</li> <li>• Increasing variety of linked and relevant ideas.</li> <li>• Control of sentence construction is mostly secure.</li> <li>• Sustained attempt to match purpose, form and audience; some control of register.</li> <li>• Some use of paragraphs and some use of discourse markers.</li> <li>• Vocabulary is beginning to develop and is used with some precision</li> <li>• Conscious use of vocabulary with some use of linguistic devices.</li> <li>• Some use of structural features.</li> <li>• Shows clear understanding of the purpose and format of the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is clear.</li> <li>• Writing is engaging with a range of connected ideas.</li> <li>• Sentence structure is varied to achieve particular effects.</li> <li>• Engaging tone, style and register generally matched to purpose, form and audience. Usually coherent paragraphs with range of discourse markers.</li> <li>• A range of punctuation is used accurately.</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices.</li> <li>• Usually effective use of structural features.</li> <li>• Spelling, including that of irregular words, is secure.</li> <li>• Clear shape and structure in writing (paragraphs used effectively to give sequence and organisation).</li> <li>• Control of tense and agreement is secure.</li> <li>• Mostly uses Standard English appropriately.</li> </ul>