



English Writing (Year 7)

	Emerging – a student who is emerging in the Y7 Writing skills will be able to:	Developing – a student who is developing in the Y7 Writing skills will be able to:	Secure – a student who is secure in the Y7 Writing skills will be able to:	Mastered – a student who has mastered the Y7 Writing skills will be able to:
W1: Produce interesting texts suited to purpose and audience	<p>Begin to change the style of their writing to suit purpose, although they sometimes don't maintain the style they're writing in.</p> <p>Have some good ideas but needs to add more detail or explanation to interest the reader.</p>	<p>Develop their main style and purpose so their writing is usually clear.</p> <p>Sometimes vary the style and tone of writing to suit the purpose and audience.</p>	<p>Ensure their style is relevant to audience and the purpose of writing is clear.</p> <p>Have relevant ideas suitable for the style they're writing in.</p> <p>Demonstrate with some detail, description or examples to interest the reader</p>	<p>Completely create texts that are effective in terms of audience and purpose.</p>
W2: Structure and Organisation	<p>Make an attempt to sequence ideas but occasionally the direction of their writing is not clear to the reader.</p> <p>Sometimes use clear openings and/or endings in their writing.</p> <p>Sometimes use paragraphs to organise their ideas.</p>	<p>Organise their writing, ensuring there is a clear beginning, middle and end.</p> <p>Organises their writing into different paragraphs.</p> <p>Uses different connectives to organise their ideas (e.g. I don't just use 'and', 'then' or 'but')</p>	<p>Order their ideas and ensure their writing is mostly clear and logical.</p> <p>Use clear paragraphs to help organise the content of their writing.</p> <p>Use connectives to link their paragraphs to make the direction of ideas clear to the reader.</p>	<p>Competently structure into appropriate and coherent paragraphs.</p> <p>Competently use a variety of effective discourse markers.</p> <p>Organise their writing with an effective opening, development and ending.</p>
W3: Varied sentence structure	<p>Use simple or compound sentences joined with 'and' or 'but' and sometimes use complex sentences.</p>	<p>Usually vary sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened)</p>	<p>Securely vary sentence structures and openings to interest the reader (e.g. subordinate clauses).</p>	<p>Craftfully use a variety of sentence structures to maintain the reader's interest.</p>



English Writing (Year 7)

<p>W4: Sentence accuracy</p>	<p>Sometimes use sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks) but can often make mistakes.</p>	<p>Usually use some sentence punctuation accuracy but makes mistakes punctuation complex sentences and using commas.</p>	<p>Punctuate most of their sentences clearly and they are beginning to use some simple punctuation for effect.</p>	<p>Punctuate sentences competently and can use variety of punctuation for effect.</p>
<p>W5: Vocabulary and Spelling</p>	<p>Spell some common words correctly.</p> <p>Use mostly appropriate vocabulary in their writing and makes some attempt to use vocabulary for effect.</p> <p>Impede meaning through frequent SPaG errors.</p>	<p>Usually spell most common words accurately.</p> <p>Developing their understanding of using vocabulary for effect.</p> <p>Occasionally make SPaG errors.</p>	<p>Spell many common words accurately, although there is sometimes errors made with unfamiliar words.</p> <p>Attempt to use more adventurous and relevant vocabulary for effect.</p>	<p>Spell the majority of common words accurately, including some complex words.</p> <p>Use ambitious vocabulary competently.</p>



English Reading (Year 7)

	Emerging – a student who is emerging in the Y7 Writing skills will be able to:	Developing – a student who is developing in the Y7 Writing skills will be able to:	Secure – a student who is secure in the Y7 Writing skills will be able to:	Mastered – a student who has mastered the Y7 Writing skills will be able to:
R1: Knowledge and interpretation, supported with textual references.	<p>Show emerging understanding of the main points of the text.</p> <p>Make simple inferences based on points of the text.</p> <p>Refer to basic details from the text.</p>	<p>Show a developing understanding of the text.</p> <p>Make inferences that are correct, but may focus on plot and story.</p> <p>Can use evidence from the text.</p>	<p>Can show a secure understanding of what is read.</p> <p>Develop their own explanation of inferred meaning.</p> <p>Can use relevant evidence from the text.</p>	<p>Can show a detailed understanding of what is read.</p> <p>Can use inference to explore words/phrases in detail.</p> <p>Can embed relevant evidence.</p>
R2: Analysis of language and structure	<p>Identify a technique the writer has used.</p> <p>Identify basic features which organise the text.</p> <p>Identify the form of a text.</p>	<p>Make comments about the writer's language choices.</p> <p>Comment on how writers organise the text.</p>	<p>Explain in detail how techniques are used and how the writer's language choices contribute to the overall effect.</p> <p>Comment on structural choices.</p>	<p>Analyse how techniques are used by the writer.</p> <p>Evaluate how the writer's language choices contribute to overall effect.</p>
R3: Writer's purpose and viewpoint	<p>Identify the main purpose of a text.</p> <p>Show a basic understanding of the viewpoint.</p>	<p>Make comments on the main purpose of the text.</p> <p>Make comments which show awareness of the writer's viewpoint.</p> <p>Comment on the overall effect on the reader.</p>	<p>Explain the main purpose, giving a general overview of the text.</p> <p>Clearly explain the viewpoint in the text.</p> <p>Explain the overall effect on the reader.</p>	<p>Analyse the main purpose of the text.</p> <p>Explain how viewpoint is developed in the text.</p> <p>Analyse how the effect on the reader has been created.</p>



English Reading (Year 7)

R4: Context	Have a basic recognition that texts are written in different times and places.	Comment on some features of the context of texts.	Explain how the context surrounding a text contributes to meaning.	Analyse how the contexts in which texts are written and read, contributes to meaning.
R5: Comparison	Identify basic similarities and differences when comparing texts.	Comment on similarities and differences when comparing texts.	Explain the similarities and differences when comparing texts.	Analyse similarities and differences when comparing texts.



English Speaking and Listening (Year 7)

	Emerging – a student who is emerging in the Y7 Writing skills will be able to:	Developing – a student who is developing in the Y7 Writing skills will be able to:	Secure – a student who is secure in the Y7 Writing skills will be able to:	Mastered – a student who has mastered the Y7 Writing skills will be able to:
S1: Audience, purpose, register and tone. Use of language meets the needs of the audience	Begin to show that they are clear in what the purpose of their talk is and who their talk is aimed at.	Show they are clear in what the purpose of their talk is and who their talk is aimed at.	Express straightforward ideas and emotions that are clearly linked to the purpose of the talk and the audience.	Express relevant ideas and emotions that link to the purpose and audience.
S2: Listens and responds appropriately	Begin to listen and summarise the main ideas from instructions and other general forms of interaction, e.g. talks and discussions.	Listen to and summarise the main ideas from instructions and other general forms of interaction e.g. talks and discussions.	Listen to questions and contribute responses with relevant responses.	Listen to and understand a range of questions, beginning to formulate coherent response.
S3: Organisation and Cohesion	Begin to show an awareness of the relevant context. Begin to make simple comments on the relationship between text and context.	Show an awareness of the relevant context. Make simple comments on the relationship between text and context.	Show an awareness of the relevant context with a simple comment on the relationship between text and context.	Maintain controlled organisation of the talk to interest the listener. Keep the talk focused and relevant.
S4: Clarity and fluency of vocabulary and grammar	Begin to choose words that are appropriate to the purpose of their talk and articulate these well. Recognise and start to use paralinguistic skills.	Choose words that are appropriate to the purpose of the talk and articulate these accurately. Recognise and use some paralinguistic skills.	Select and begin to utilise suitable vocabulary to create an appropriate tone. Recognise and use paralinguistic skills.	Select and begins to utilise relevant vocabulary to create an appropriate tone. Recognise and use paralinguistic skills.



English Writing (Year 8)

	Emerging – a student who is emerging in the Y8 Writing skills will be able to:	Developing – a student who is developing in the Y8 Writing skills will be able to:	Secure – a student who is secure in the Y8 Writing skills will be able to:	Mastered – a student who has mastered the Y8 Writing skills will be able to:
W1: Produce interesting texts suited to purpose and audience	<p>Ensure the style and purpose of writing is usually clear.</p> <p>Usually vary the style and tone of their writing to suit the purpose and audience.</p>	<p>Ensure their style of writing is relevant to audience and purpose, and the writing is clear.</p> <p>Develop relevant ideas suitable for the style they are writing in that develop with some detail, description or examples to interest the reader.</p>	<p>Create texts with a secure and effective style appropriate for the audience and purpose.</p> <p>Create a secure voice/POV in their writing to suit a range of different audiences and purposes.</p>	<p>Confidently create increasingly imaginative and convincing texts adapted to a range of audiences and purposes.</p> <p>Mastered a tone and style of writing that is convincing and matches the audience and purpose of writing.</p>
W2: Structure and Organisation	<p>Organise writing with a beginning, middle and end.</p> <p>Mostly organise their writing and ideas into different paragraphs.</p> <p>Use different connectives to organise the ideas (e.g. I don't just use 'and', 'then' or 'but'.</p>	<p>Order ideas, ensuring writing is usually clear and logical.</p> <p>Use clear paragraphs to help organise the content of their writing.</p> <p>Use connectives to link their paragraphs to make the direction of their writing clear to the reader.</p>	<p>Securely structure into appropriate and coherent paragraphs.</p> <p>Securely use a variety of effective discourse markers.</p> <p>Organise my writing with an effective opening, development and ending.</p>	<p>Structure their writing in imaginative ways for deliberate effect (e.g. flashback, time shifts, and extended metaphor).</p> <p>Use a wide range of effective discourse markers fluently integrated into their writing.</p>
W3: Varied sentence structure	<p>Vary sentence structures by using different openings and length for effect (e.g. adverbs: slowly, the door opened).</p>	<p>Vary their sentence structures and openings to interest the reader (e.g. subordinate clauses).</p>	<p>Competently use a variety of sentence structures to maintain the reader's interest.</p>	<p>Confidently use a wide range of sentence structures/types of linguistic devices to suit their purpose and maintain the reader's interest.</p>



English Writing (Year 8)

W4: Sentence accuracy	Usually use some sentence punctuation accurately but can make mistakes punctuating complex sentences and when using commas.	Punctuate most of their sentences clearly and begin to use some simple punctuation for effect (e.g. exclamation mark).	Punctuate sentences competently and can use a variety of punctuation for effect.	Use a wide range of effective punctuation confidently and convincingly.
W5: Vocabulary and Spelling	Spell most common words accurately. Use examples of vocabulary for effect.	Spell many common words accurately, although sometimes makes errors with unfamiliar words. Can use adventurous and relevant vocabulary for effect.	Spell the majority of common words accurately, including some complex words. Can use ambitious vocabulary competently.	Spell most complex words correctly. Can use a wide range of ambitious vocabulary confidently and convincingly.



English Reading (Year 8)

	Emerging – a student who is emerging in the Y8 Reading skills will be able to:	Developing – a student who is developing in the Y8 Reading skills will be able to:	Secure – a student who is secure in the Y8 Reading skills will be able to:	Mastered – a student who has mastered the Y8 Reading skills will be able to:
R1: Knowledge and interpretation, supported with textual references.	<p>Show a good understanding of the text.</p> <p>Make inferences that are correct (but sometimes repeats the story).</p> <p>Uses evidence from the text.</p>	<p>Show a thoughtful understanding of what is read.</p> <p>Develop explanation of inferred meaning.</p> <p>Use relevant evidence from the text.</p>	<p>Show a detailed understanding of what is read.</p> <p>Use inference to explore words/phrases in detail.</p> <p>Embed evidence in their explanations.</p>	<p>Show a skilful understanding of what is being read.</p> <p>Develop a precise and confident interpretation of the text.</p> <p>Embed evidence from different parts of the text into their explanations.</p>
R2: Analysis of language and structure	<p>Make comments about the writer’s language choices.</p> <p>Comment on how features organise the text.</p>	<p>Explain in detail how techniques are used and how the writer’s language contribute to the overall effect.</p> <p>Comment on writer’s structural choices.</p>	<p>Analyse how techniques are used by the writer and how the writer’s language choices contribute to the overall effect of the text.</p>	<p>Analyse confidently how the writer’s language choices contribute to the overall effect of the text.</p> <p>Analyse confidently how structural choices support the writer’s themes or purposes.</p>
R3: Writer’s purpose and viewpoint	<p>Make comments on the main purpose of the text.</p> <p>Make comments which show awareness of writer’s viewpoint.</p> <p>Comment on the overall effect on the reader.</p>	<p>Explain the main purpose, giving a general overview of the text.</p> <p>Explain how the writer’s viewpoint is developed in the text.</p> <p>Explain the overall effect on the reader.</p>	<p>Analyse the main purpose of the text.</p> <p>Explain how the viewpoint is developed in the text.</p> <p>Analyse how the effect on the reader has been created.</p>	<p>Make analytical comments on the writer’s purpose.</p> <p>Make analytical comments on how viewpoint is created.</p> <p>Analyse confidently how particular techniques achieve the effects they do on the reader.</p>



English Reading (Year 8)

R4: Context	Comment on some features of the context of texts.	Explain how the contexts on which texts are written and read, can contribute to meaning.	Analyse how the contexts in which texts are written and read, can contribute to meaning.	Analyse confidently the impact of context and consider alternative interpretations in relation to when the text was written and is read.
R5: Comparison	Comment on similarities and differences when comparing texts.	Explain the similarities and differences when comparing texts.	Analyse similarities and differences when comparing texts.	Thoroughly analyse the similarities and differences when comparing texts.



English Speaking and Listening (Year 8)

	Emerging – a student who is emerging in the Y8 Speaking and Listening skills will be able to:	Developing – a student who is developing in the Y8 Speaking and Listening skills will be able to:	Secure – a student who is secure in the Y8 Speaking and Listening skills will be able to:	Mastered – a student who has mastered the Y8 Speaking and Listening skills will be able to:
<p>S1: Audience, purpose, register and tone.</p> <p>Use of language meets the needs of the audience</p>	Express relevant ideas and emotions that link to the purpose and audience.	Express a range of ideas and emotions that suitably link to purpose and audience.	Express a variety of ideas and feelings that link to purpose and audience.	Express challenging ideas and feelings suitable for purpose and to captivate its audience. A wide selection of vocabulary is also used for effect.
<p>S2: Listens and responds appropriately</p>	Listen to and understand a range of questions, beginning to formulate coherent response.	.Listen to and understand a range of questions, formulating a response with some detail.	Listen to and understand multiple question types and can respond using detail.	Listen to various forms of questions and respond using subject specific language.
<p>S3: Organisation and Cohesion</p>	<p>Maintain controlled organisation of the talk to interest the listener.</p> <p>Keep the talk focused and relevant.</p>	<p>Maintain effective organisation of the talk to interest the listener.</p> <p>Keep the talk focused and relevant throughout.</p>	<p>Organise the talk to interest the audience.</p> <p>Ensure the talk is succinct and considers how connections could be made in its organisation.</p>	<p>Organise the structure of their talk clearly to interest and engage the audience.</p> <p>Ensure the talk is succinct and begins to connect ideas logically.</p>
<p>S4: Clarity and fluency of vocabulary and grammar</p>	<p>Select and begins to utilise relevant vocabulary to create an appropriate tone.</p> <p>Recognise and use paralinguistic skills.</p>	<p>Selects and utilises vocabulary with an appropriate tone.</p> <p>Recognise and use paralinguistic skills.</p>	<p>Begins to use a range of subject specific vocabulary appropriate for style and tone.</p> <p>Starts to utilise paralinguistic skills to</p>	<p>Utilises a range of subject specific vocabulary to create an appropriate style and tone.</p> <p>Utilises paralinguistic skills to emphasise the content and style throughout.</p>



English Speaking and Listening (Year 8)

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English Reading (Year 9)

	Emerging – a student who is emerging in the Y9 Reading skills will be able to:	Developing – a student who is developing in the Y9 Reading skills will be able to:	Secure – a student who is secure in the Y9 Reading skills will be able to:	Mastered – a student who has mastered the Y9 Reading skills will be able to:
R1: Knowledge and interpretation, supported with textual references.	<p>Show a thoughtful understanding of what is read.</p> <p>Develop an explanation of inferred meaning.</p> <p>Refer to evidence from the text.</p>	<p>Show a detailed understanding of what is read.</p> <p>Use inference to explore words/phrases in detail.</p> <p>Embed relevant evidence.</p>	<p>Show a skilful understanding of what is read.</p> <p>Develop a precise and confident interpretation of the text.</p> <p>Embed evidence, from different parts of the texts.</p>	<p>Show an insightful understanding of what is being read.</p> <p>Thoroughly evaluate evidence.</p> <p>Embed judiciously chosen evidence, from different parts of the text, with precision.</p>
R2: Analysis of language and structure	<p>Explain in detail how techniques are used and how the writer’s language choices contribute to the overall effect.</p> <p>Comment on structural choices.</p>	<p>Analyse how techniques are used by the writer and how the writer’s language choices contribute to the overall effect of the text.</p> <p>Develop an analysis of how structural choices can contribute to purpose.</p>	<p>Analyse confidently how the writer’s language choices contribute to the overall effect of the text.</p> <p>Analyse confidently how structural choices support the writer’s themes or purposes.</p>	<p>Evaluate how the writer’s language choices contribute to the overall effect of the text.</p> <p>Evaluate how structural choices support the writer’s themes or purposes.</p>
R3: Writer’s purpose and viewpoint	<p>Explain a main purpose, giving a general overview of the text.</p> <p>Clearly explain the viewpoint in the text.</p>	<p>Analyse the main purpose of the text.</p> <p>Explain how the viewpoint is developed in the text.</p>	<p>Make analytical comments on writer’s purpose.</p> <p>Makes analytical comments on how viewpoint is created.</p>	<p>Make evaluative comments on writer’s purpose.</p> <p>Make evaluative comments on how viewpoint is created.</p>



English Reading (Year 9)

	Explain the overall effect on the reader.	Analyse how the effect on the reader has been created.	Analyse confidently how particular techniques achieve effects on the reader.	Evaluate how particular techniques achieve the effects they do on the reader.
R4: Context	Explain how the context on which texts are written and read contribute to meaning.	Analyse how the contexts in which texts are written and read, contribute to meaning.	Analyse confidently the impact of context and consider alternative interpretations in relation to when the text was written and read.	Evaluate the impact of context and consider alternative interpretations in relation to when the text was written and read.
R5: Comparison	Explain the similarities and differences when comparing texts.	Analyse similarities and differences when comparing texts.	Analyse confidently similarities and differences when comparing texts.	Evaluate the similarities and differences when comparing texts.



English Writing (Year 9)

	Emerging – a student who is emerging in the Y9 Writing skills will be able to:	Developing – a student who is developing in the Y9 Writing skills will be able to:	Secure – a student who is secure in the Y9 Writing skills will be able to:	Mastered – a student who has mastered the Y9 Writing skills will be able to:
W1: Produce interesting texts suited to purpose and audience	<p>Ensure their style is relevant to the audience and the purpose of writing is clear.</p> <p>Have relevant ideas suitable for the style they're writing in that they can develop with some detail, description or examples to interest the reader.</p>	<p>Create texts that are effective in terms of audience and purpose.</p> <p>Create a competent voice/POV in their writing to suit a range of different audiences and purposes.</p>	<p>Confidently create increasingly imaginative and convincing texts adapted to a range of audiences and purposes.</p> <p>Use a convincing tone and style in their writing that matches the audience and purpose of their writing.</p>	<p>Create imaginative and successful texts which are securely and consciously crafted to meet the needs of challenging audiences and purposes.</p>
W2: Structure and Organisation	<p>Clearly and logically order ideas in their writing.</p> <p>Use clear paragraphs to help organise the content of their writing.</p> <p>Use connectives to link paragraphs to make the direction of their writing and ideas clear to the reader.</p>	<p>Competently structure into appropriate and coherent paragraphs.</p> <p>Competently use a variety of effective discourse markers.</p> <p>Organise writing with an effective opening, development and ending.</p>	<p>Structure writing in imaginative ways for deliberate effect (e.g. flashback, time shifts and extended metaphor).</p> <p>Use a wide range of effective discourse markers fluently integrated into their writing.</p>	<p>Consistently and confidently produce texts that are consciously and imaginatively structured for effect.</p>
W3: Varied sentence structure	<p>Vary their sentence structures and openings to interest the reader (e.g. subordinate clauses).</p>	<p>Competently use a variety of sentence structures to maintain the reader's interest.</p>	<p>Use a wide range of sentence structures/types and linguistic devices to suit purpose and maintain reader's interest.</p>	<p>Use a varied and ambitious range of sentence structures/types, consciously chosen to suit audience and purpose.</p>



English Writing (Year 9)

W4: Sentence accuracy	Punctuate most of their sentences clearly and begin to use some simple punctuation for effect (e.g. exclamation mark).	Punctuate their sentences competently and can use a variety of punctuation for effect.	Use a wide range of effective punctuation convincingly.	Use a wide range of ambitious punctuation craftfully in their writing.
W5: Vocabulary and Spelling	Spell many common words accurately, although can sometimes make errors with unfamiliar words. Use more adventurous and relevant vocabulary for effect.	Spell the majority of common words accurately, including some more complex words. Use ambitious vocabulary competently.	Spell most complex words correctly. Use a wide range of ambitious vocabulary convincingly.	Spell ambitious words correctly with only occasional error. Confidently spell complex words accurately. Can use vocabulary which is consciously chosen for effect.



English Speaking and Listening (Year 9)

	Emerging – a student who is emerging in the Y9 Speaking and Listening skills will be able to:	Developing – a student who is developing in the Y9 Speaking and Listening skills will be able to:	Secure – a student who is secure in the Y9 Speaking and Listening skills will be able to:	Mastered – a student who has mastered the Y9 Speaking and Listening skills will be able to:
S1: Audience, purpose, register and tone. Use of language meets the needs of the audience	Express challenging ideas and feelings suitable for purpose and to captivate its audience. A wide selection of vocabulary is also used for effect.	Develop their understanding of the topic area and demonstrate, through a considered approach, how to engage the audience and to suit the purpose.	Begin to show an excellent knowledge of the content and addresses the audience and purpose of the talk securely and effectively.	Demonstrate an excellent knowledge of the content whilst maintaining appropriate focus on purpose, audience and tone.
S2: Listens and responds appropriately	Listen to various forms of questions and respond using subject specific language.	Listens to various forms of questions and responds articulately using contextual knowledge and subject specific language.	Begin to converse effectively in response to a variety of questions.	Converse in response to a variety of questions and feedback perceptively.
S3: Organisation and Cohesion	Organise the structure of their talk clearly to interest and engage the audience. Ensure the talk is succinct and begins to connect ideas logically.	Organise the structure of their talk clearly, and takes a considered approach when engaging the audience effectively. Begins to connect ideas logically for effect.	Organise the structure of their talk, beginning to consider a range of strategies to engage the audience. Connects ideas in the talk logically which is mostly effective.	Organise the structure of their talk using an effective range of strategies to engage the audience. Develop ideas in a logical way and connect ideas in an effective manner.
S4: Clarity and fluency of vocabulary and grammar	Utilise a range of subject specific vocabulary to meet an appropriate style and tone. Utilise paralinguistic skills to emphasise the content and style throughout.	Utilise subject specific vocabulary to meet the style and tone of the talk. Utilise paralinguistic skills to emphasise content and style consistently.	Utilise subject specific vocabulary in a clear manner. Begin to consider syntax and varied vocabulary. Utilise paralinguistic skills to enhance content and style.	Use language that is clear and accurate. Use varied and appropriate vocabulary and syntax. Utilise paralinguistic skills which include elements of style appropriate to the task that enhance the spoken word.