English Writing (Year 7)

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

English Writing (Year 7)

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

English Reading (Year 7)

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

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

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

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

English Speaking and Listening (Year 8)					
	complement the co and style	ntent			

English Reading (Year 9)

Linguistr reduing (rear 5)	Emerging – a student who is	Developing – a student who	Secure – a student who is	Mastered – a student who
	emerging in the Y9 Reading	is developing in the Y9	secure in the Y9 Reading	has mastered the Y9
	skills will be able to:	Reading skills will be able to:	skills will be able to:	Reading skills will be able to:
R1: Knowledge and	Show a thoughtful	Show a detailed	Show a skilful understanding	Show an insightful
interpretation, supported	understanding of what is	understanding of what is	of what is read.	understanding of what is
with textual references.	read.	read.		being read.
			Develop a precise and	
	Develop an explanation of	Use inference to explore	confident interpretation of	Thoroughly evaluate
	inferred meaning.	words/phrases in detail.	the text.	evidence.
	Refer to evidence from the	Embed relevant evidence.	Embed evidence, from	Embed judiciously chosen
	text.		different parts of the texts.	evidence, from different
				parts of the text, with
				precision.
R2: Analysis of language	Explain in detail how	Analyse how techniques are	Analyse confidently how the	Evaluate how the writer's
and structure	techniques are used and	used by the writer and how	writer's language choices	language choices contribute
	how the writer's language	the writer's language	contribute to the overall	to the overall effect of the
	choices contribute to the	choices contribute to the	effect of the text.	text.
	overall effect.	overall effect of the text.	A color of Colored to	5 -1 -1 -1 - 1 - 1 - 1
	Comment on structural	Dayslan an analysis of how	Analyse confidently how	Evaluate how structural
	Comment on structural choices.	Develop an analysis of how structural choices can	structural choices support the writer's themes or	choices support the writer's themes or purposes.
	choices.	contribute to purpose.	purposes.	themes of purposes.
		contribute to purpose.	purposes.	
R3: Writer's purpose and	Explain a main purpose,	Analyse the main purpose of	Make analytical comments	Make evaluative comments
viewpoint	giving a general overview of the text.	the text.	on writer's purpose.	on writer's purpose.
		Explain how the viewpoint is	Makes analytical comments	Make evaluative comments
	Clearly explain the	developed in the text.	on how viewpoint is	on how viewpoint is
	viewpoint in the text.		created.	created.

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

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