





English



Year 7

Year 7	Acquiring	Developing	Securing	Mastering
RS1 Reading – Understand, select or retrieve information from a text and show inference.	 Locating information.  Copying out simple information.	 The simple selection of obvious information and ideas from one or more texts.  The ability to select obvious evidence from one or more texts (some tendency to copy longer quotations from the text).	 The selection of explicit information and ideas from one or more texts.  The ability to select relevant evidence from one or more texts although not always exploring their points to make the clear link between evidence and point.	 The selection of explicit and some implicit information and ideas from one or more texts.  The ability to select relevant evidence from one or more texts that generally supports their points and beginning to explore in more depth.
RS2 Reading – Explain and comment on the writers' use of language, including literary features and structure of texts, including presentational devices.	 Limited awareness of a writer at work.  Limited identification of words/phrases used by the writer (with support).	 Simple awareness of how writers use language and/or structure to create effects.  Some identification of words/phrases used by the writer.  Little or no use of subject terminology.	 Clear understanding on how writers use language and/or structure to create effects.  Identification of appropriate examples and explained effects.  Simple use of subject terminology.	 An increasingly confident understanding of how and why writers use language and structure to create effects.  Identification of devices with creative consideration of effect.  Usually accurate use of subject terminology.
RS3 Reading – Identify and comment on the writers' ideas and methods.	 Some attempts to compare straightforward ideas between texts.  Some evidence from one or both texts.	 A response which makes simple comparison between ideas and attitudes, although this may be unbalanced.  Simple quotations and references (from one or both texts).  Some simple comments in response to theme, language and/or structure (in one or both texts).	 A response which identifies obvious points of comparison between writers' ideas and attitudes.  Straightforward quotations and references (from both texts).  Some straightforward comments in response to theme, language and/or structure (in both texts).	 Increasingly detailed comparison of the main points of writers' ideas and attitudes.  Always appropriate quotations.  Starting to explore theme, language and/or structure across both texts.

Year 7	Acquiring	Developing	Securing	Mastering
<p>RS4</p> <p>Reading – Personal and critical response to the text and being able to relate texts to their social, cultural and historical traditions.</p>	<p> Students demonstrate a basic understanding of the text: mainly focusing on characters and events with some awareness of a writer at work.</p> <p> Some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters.</p> <p> Recognition of some features of the context of texts, e.g. historical setting, social or cultural background.</p>	<p> Simple understanding of the text: often description of ideas, themes, events or settings.</p> <p> Limited mention of the writer's methods.</p> <p> Simple textual reference (often copied or paraphrased). Comments may identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports.</p> <p> Some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/ places; or how a novel relates to when/where it was written.</p>	<p> Detailed comments on ideas, events, themes or settings (often opinion).</p> <p> Some attempt to comment on the writer's methods and the impact on the reader.</p> <p> Selection of some quotations or references which occasionally supports views and comments.</p> <p> Exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing.</p> <p> Detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time.</p>	<p> An increasingly confident evaluation of the ideas, events, themes or settings in the text.</p> <p> The increasing ability to comment on how the writer's methods have an impact on the reader.</p> <p> The ability to support comments with examples from the text. Responses show analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a contemporary text show influence of earlier examples of that genre.</p> <p> Analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read, e.g. how a particular context influences writers in different ways; or how the meaning or interpretation of a text changes according to the context in which it is read.</p>

Year 7	Acquiring	Developing	Securing	Mastering
WS1 Writing - Communication	<p> Starting to show awareness of purpose and audience.</p> <p> Beginning to use register in some writing.</p> <p> Simple communication of some ideas.</p> <p> Simple vocabulary and devices.</p>	<p> Awareness of purpose, form and audience.</p> <p> Limited control of register.</p> <p> Communication of basic ideas.</p> <p> Simple vocabulary and some selected linguistic devices (not always consistently used).</p>	<p> Writing shows understanding of the need to suit reader/audience.</p> <p> Some attempt to use a form appropriate for purpose and audience.</p> <p> An attempt to control the register.</p> <p> The ability to communicate ideas with some control and coherence.</p> <p> Beginning to vary vocabulary and use some linguistic devices for effect.</p>	<p> A generally maintained form, appropriate to audience and purpose.</p> <p> An appropriate selection of tone, style and register.</p> <p> Mostly successful communication of ideas with a developing sense of control and coherence.</p> <p> A conscious use of vocabulary for effect along with appropriate and well-selected linguistic devices.</p>
WS2 Writing - Organisation	<p> Write one or two unlinked ideas.</p> <p> A limited awareness of paragraphing.</p> <p> Simple or no use of structural features in non-fiction writing.</p> <p> Limited understanding of plot/sequencing in narrative or descriptive writing.</p>	<p> Relevant ideas, simply linked.</p> <p> A basic awareness of organisation (e.g. paragraphs may be used to show obvious divisions).</p> <p> Simple structural features in non-fiction writing.</p> <p> Some evidence of basic plot/sequencing in narrative or descriptive writing.</p>	<p> Writing can be engaging with a range of connected ideas.</p> <p> The use of usually coherent paragraphs for different purposes.</p> <p> Some effective structural and grammatical features in non-fiction writing.</p> <p> Clear and logical development of plot/sequencing in narrative or descriptive writing.</p>	<p> Writing which is mostly engaging and has a range of connected ideas.</p> <p> The use of usually coherent paragraphs with a range of discourse markers.</p> <p> Usually effective use of structural and grammatical features in nonfiction writing. Shows imaginative sequencing at times.</p> <p> More interesting development of plot/sequencing in narrative or descriptive writing.</p>

Year 7	Acquiring	Developing	Securing	Mastering
WS3 Writing – Punctuation and Sentence Styles	<p>✎ Some use of simple sentences.</p> <p>✎ Some use of punctuation.</p> <p>✎ Limited use of Standard English.</p>	<p>✎ Simple, developing sentences with some basic punctuation (full stops, question marks, exclamation marks, capital letters).</p> <p>✎ The occasional use of Standard English.</p>	<p>✎ Use of straightforward simple and compound sentences.</p> <p>✎ Basic punctuation used accurately.</p> <p>✎ An attempt to use a wider range (commas, apostrophes, speech marks) with some inaccuracies.</p> <p>✎ Consistent use of Standard English.</p>	<p>✎ An increasing variety of sentence structures for purpose and effect, including complex sentences.</p> <p>✎ A wider range of punctuation used accurately.</p> <p>✎ Starting to use more sophisticated punctuation with accuracy (semicolons, colons, brackets).</p> <p>✎ Competent use of Standard English.</p>
WS4 Writing – Vocabulary and Spelling	<p>✎ Students attempt to choose some words for effect.</p> <p>✎ Some very simple words are spelt correctly but meaning may be difficult to decipher.</p>	<p>✎ Straightforward, but generally relevant, vocabulary choices showing some awareness of audience and purpose.</p> <p>✎ Errors with spelling may detract from meaning.</p>	<p>✎ Mostly accurate spelling of simple words.</p> <p>✎ Some awareness of irregular spellings.</p> <p>✎ Some control of tense agreement.</p> <p>✎ Relevant vocabulary choices, appropriate to audience and purpose.</p>	<p>✎ Accurate spelling of simple words and increasingly accurate spelling of complex words and those containing irregular patterns.</p> <p>✎ Consistent tense agreement.</p> <p>✎ A range of vocabulary choices showing clear awareness of audience and purpose.</p>

Year 7	Acquiring	Developing	Securing	Mastering
Speaking and Listening – oracy.	<p>IN PRESENTATIONS: Adapts talk to listeners by choosing vocabulary and organising ideas.</p> <p>IN DISCUSSION: Listens and responds developing own response.</p> <p>IN ROLE PLAY: Adapts speech and gesture to create a simple role.</p>	<p>IN PRESENTATIONS: Expresses straightforward ideas and feelings with some elaboration adapted to audience and purpose.</p> <p>IN DISCUSSION: Listens and responds, developing ideas with effective contributions.</p> <p>IN ROLE PLAY: Sustains and adapts roles.</p>	<p>IN PRESENTATIONS: Expresses more complex ideas and feelings with elaboration adapted to audience and purpose.</p> <p>IN DISCUSSION: Listens and responds to more complex ideas, developing ideas with effective contributions.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and adapts roles convincingly.</p>	<p>IN PRESENTATIONS: Expresses complex ideas and feelings in a range of ways, both succinct and extended.</p> <p>IN DISCUSSION: Engages with complex ideas, making perceptive responses and extending meanings.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and applying dramatic approaches with confidence.</p>

English




























































Year 8

Year 8	Acquiring	Developing	Securing	Mastering
RS1 Reading – Understand, select or retrieve information from a text and show inference.	 The simple selection of obvious information and ideas from one or more texts.  The ability to select obvious evidence from one or more texts (some tendency to copy longer quotations from the text).	 The selection of explicit information and ideas from one or more texts.  The ability to select relevant evidence from one or more texts although not always exploring their points to make the clear link between evidence and point.	 The selection of explicit and some implicit information and ideas from one or more texts.  The ability to select relevant evidence from one or more texts that generally supports their points and beginning to explore in more depth.	 Clear evidence of the interpretation of implicit and explicit information and ideas from one or more texts (inference).  The ability to select appropriate evidence from one or more texts that supports their points (although may be imbalanced).  A clear understanding of the connections between texts.
RS2 Reading – Explain and comment on the writers' use of language, including literary features and structure of texts, including presentational devices.	 Simple awareness of how writers use language and/or structure to create effects.  Some identification of words/phrases used by the writer.  Little or no use of subject terminology.	 Straightforward comments on how writers use language and/or structure to create effects.  Identification of appropriate examples but may not explain effects.  Simple use of subject terminology.	 An increasingly confident understanding of how writers use language and structure to create effects.  Identification of devices with clear consideration of effect.  Usually accurate use of subject terminology.	 A clear and controlled evaluation of how writers use language and structure to create effects.  Identification of relevant devices and effects are explained in depth.  Subject terminology is used consistently and relevantly.

Year 8	Acquiring	Developing	Securing	Mastering
<p>RS3</p> <p>Reading – Identify and comment on the writers' ideas and methods.</p>	<ul style="list-style-type: none"> ☞ A response which makes simple comparison between ideas and attitudes, although this may be unbalanced. ☞ Simple quotations and references (from one or both texts). ☞ Some simple comments in response to theme, language and/or structure (in one or both texts). 	<ul style="list-style-type: none"> ☞ A response which identifies obvious points of comparison between writers' ideas and attitudes. ☞ Straightforward quotations and references (from both texts). ☞ Some straightforward comments in response to theme, language and/or structure (in both texts). 	<ul style="list-style-type: none"> ☞ Increasingly detailed comparison of the main points of writers' ideas and attitudes. ☞ Always appropriate quotations. ☞ Starting to explore theme, language and/or structure across both texts. 	<ul style="list-style-type: none"> ☞ A confident and detailed comparison of how writers' ideas and attitudes are presented. ☞ Selection of quotations to develop ideas. ☞ Clear and thoughtful explorations of theme, language and/or structure across both texts.

Year 8	Acquiring	Developing	Securing	Mastering
<p>RS4</p> <p>Reading – Personal and critical response to the text and being able to relate texts to their social, cultural and historical traditions.</p>	<ul style="list-style-type: none"> Simple understanding of the text: often description of ideas, themes, events or settings. Limited mention of the writer's methods. Simple textual reference (often copied or paraphrased). Some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters. Recognition of some features of the context of texts, e.g. historical setting, social or cultural background. 	<ul style="list-style-type: none"> Straightforward comments on ideas, events, themes or settings (often opinion). Some attempt to comment on the writer's methods and the impact on the reader. Selection of some quotations or references which occasionally supports views and comments. Comments may identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports. Some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written. 	<ul style="list-style-type: none"> An increasingly confident evaluation of the ideas, events, themes or settings in the text. The increasing ability to comment on how the writer's methods have an impact on the reader. The ability to support comments with examples from the text. Exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. Detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time. 	<ul style="list-style-type: none"> Clear evaluative comments on the ideas, events, themes and settings in the text. Clear explanation of the impact of the writer's methods on the reader. The ability to offer quotations from the text to support and explain their comments. Responses show analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a contemporary text show influence of earlier examples of that genre. Analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read, e.g. how a particular context influences writers in different ways; or how the meaning or interpretation of a text changes according to the context in which it is read.

Year 8	Acquiring	Developing	Securing	Mastering
WS1 Writing - Communication	<p> Awareness of purpose, form and audience.</p> <p> Limited control of register.</p> <p> Communication of basic ideas.</p> <p> Simple vocabulary and some selected linguistic devices (not always consistently used).</p>	<p> Writing shows understanding of the need to suit reader/audience.</p> <p> Some attempt to use a form appropriate for purpose and audience.</p> <p> An attempt to control the register.</p> <p> The ability to communicate a few ideas with some control and coherence.</p> <p> Beginning to vary vocabulary and use some linguistic devices for effect.</p>	<p> A generally maintained form, appropriate to audience and purpose.</p> <p> An appropriate selection of tone, style and register.</p> <p> Mostly successful communication of ideas with a developing sense of control and coherence.</p> <p> A conscious use of vocabulary for effect along with appropriate and well-selected linguistic devices.</p>	<p> Maintains the form of writing to suit the audience and purpose.</p> <p> A tone, style and register that generally appropriate to the purpose, form and audience.</p> <p> The ability to a clearly communicate ideas with increasing success.</p> <p> Vocabulary that is clearly chosen for effect and a broadening range of linguistic devices.</p>
WS2 Writing - Organisation	<p> Relevant ideas, simply linked.</p> <p> A basic awareness of organisation (e.g. paragraphs may be used to show obvious divisions).</p> <p> Simple structural features in non-fiction writing.</p> <p> Some evidence of basic plot/sequencing in narrative or descriptive writing.</p>	<p> Writing can be engaging with a range of connected ideas.</p> <p> The use of usually coherent paragraphs for different purposes.</p> <p> Some effective structural and grammatical features in non-fiction writing.</p> <p> Clear and logical development of plot/sequencing in narrative or descriptive writing.</p>	<p> Writing which is mostly engaging and has a range of connected ideas.</p> <p> The use of usually coherent paragraphs with a range of discourse markers.</p> <p> Usually effective use of structural and grammatical features in nonfiction writing.</p> <p> Shows imaginative sequencing at times.</p> <p> More interesting development of plot/sequencing in narrative or descriptive writing.</p>	<p> Engaging writing using a range of ideas which are developed logically and/or creatively.</p> <p> Coherent use of paragraphs with a range of integrated discourse markers.</p> <p> Structural and grammatical features used for effect across non-fiction texts.</p> <p> Detailed and controlled use of plot/sequencing in narrative or descriptive writing.</p>

Year 8	Acquiring	Developing	Securing	Mastering
WS3 Writing – Punctuation and Sentence Styles	<p> Simple, developing sentences with some basic punctuation (full stops, question marks, exclamation marks, capital letters).</p> <p> The occasional use of Standard English.</p>	<p> Use of straightforward simple and compound sentences.</p> <p> Basic punctuation used accurately.</p> <p> An attempt to use a wider range (commas, apostrophes, speech marks) with some inaccuracies.</p> <p> Consistent use of Standard English.</p>	<p> An increasing variety of sentence structures for purpose and effect, including complex sentences.</p> <p> A wider range of punctuation used accurately.</p> <p> Starting to use more sophisticated punctuation with accuracy (semicolons, colons, brackets).</p> <p> Competent use of Standard English.</p>	<p> A variety of sentence structures for purpose and effect, including complex sentences and control of clauses.</p> <p> Sophisticated punctuation is used with increasing accuracy.</p> <p> Confident use of Standard English.</p>
WS4 Writing – Vocabulary and Spelling	<p> Straightforward, but generally relevant, vocabulary choices showing some awareness of audience and purpose.</p> <p> Errors with spelling may detract from meaning.</p>	<p> Mostly accurate spelling of simple words.</p> <p> Some awareness of irregular spellings.</p> <p> Some control of tense agreement.</p> <p> Relevant vocabulary choices, appropriate to audience and purpose.</p>	<p> Accurate spelling of simple words and increasingly accurate spelling of complex words and those containing irregular patterns</p> <p> Consistent tense agreement.</p> <p> A range of vocabulary choices showing clear awareness of audience and purpose.</p>	<p> Accurate spelling including complex and irregular words.</p> <p> Increasingly varied range of vocabulary choices showing confident understanding of purpose and audience.</p> <p> Vocabulary is consistently selected for deliberate effect.</p>












Year 8	Acquiring	Developing	Securing	Mastering
Speaking and Listening – oracy.	<p>IN PRESENTATIONS: Expresses straightforward ideas and feelings with some elaboration adapted to audience and purpose</p> <p>IN DISCUSSION: Listens and responds, developing ideas with effective contributions.</p> <p>IN ROLE PLAY: Sustains and adapts roles.</p>	<p>IN PRESENTATIONS: Expresses more complex ideas and feelings with elaboration adapted to audience and purpose.</p> <p>IN DISCUSSION: Listens and responds to more complex ideas, developing ideas with effective contributions.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and adapts roles convincingly.</p>	<p>IN PRESENTATIONS: Expresses complex ideas and feelings in a range of ways, both succinct and extended.</p> <p>IN DISCUSSION: Engages with complex ideas, making perceptive responses and extending meanings.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and applying dramatic approaches with confidence.</p>	<p>IN PRESENTATIONS: Expresses complex ideas and feelings with precision in a range of ways, both succinct and extended.</p> <p>IN DISCUSSION: Engages with complex ideas, making perceptive responses and extending meanings shaping the content.</p> <p>IN ROLE PLAY: Deepening roles showing empathy and experimenting with dramatic approaches with confidence.</p>

English
































































Year 9

Year 9	Acquiring	Developing	Securing	Mastering
<p>RS1</p> <p>Reading – Understand, select or retrieve information from a text and show inference.</p>	<ul style="list-style-type: none"> The selection of explicit information and ideas from one or more texts. The ability to select relevant evidence from one or more texts. although not always exploring their points to make the clear link between evidence and point. 	<ul style="list-style-type: none"> The selection of explicit and some implicit information and ideas from one or more texts. The ability to select relevant evidence from one or more texts that generally supports their points and beginning to explore in more depth. 	<ul style="list-style-type: none"> Clear evidence of the interpretation of implicit and explicit information and ideas from one or more texts (inference). The ability to select appropriate evidence from one or more texts that supports their points (although may be imbalanced). A clear understanding of the connections between texts. 	<ul style="list-style-type: none"> Confident interpretation of both implicit and explicit information and ideas from one or more texts (inference). Balanced and well-chosen evidence supports points effectively. Confident understanding of the connections between texts.
<p>RS2</p> <p>Reading – Explain and comment on the writers' use of language, including literary features and structure of texts, including presentational devices.</p>	<ul style="list-style-type: none"> Straightforward comments on how writers use language and/or structure to create effects. Identification of appropriate examples but may not explain effects. Simple use of subject terminology. 	<ul style="list-style-type: none"> An increasingly confident understanding of how writers use language and structure to create effects. Identification of devices with some consideration of effect. Usually accurate use of subject terminology. 	<ul style="list-style-type: none"> A clear and controlled evaluation of how writers use language and structure to create effects. Identification of relevant devices and effects are explained in depth. Subject terminology is used consistently and relevantly. 	<ul style="list-style-type: none"> A clear and controlled analysis of how writers use language and structure to create effects and influence the reader. The ability to select and explore well-chosen quotations with creative flair. Subject terminology is used to support and develop analysis.

Year 9	Acquiring	Developing	Securing	Mastering
<p>RS3</p> <p>Reading – Identify and comment on the writers' ideas and methods.</p>	<p> Some attempts to compare straightforward ideas between texts.</p> <p> Some evidence from one or both texts.</p>	<p> A response which makes simple comparison between ideas and attitudes, although this may be unbalanced.</p> <p> Simple quotations and references (from one or both texts).</p> <p> Some simple comments in response to theme, language and/or structure (in one or both texts).</p>	<p> A response which identifies obvious points of comparison between writers' ideas and attitudes.</p> <p> Straightforward quotations and references (from both texts).</p> <p> Some straightforward comments in response to theme, language and/or structure (in both texts).</p>	<p> Increasingly detailed comparison of the main points of writers' ideas and attitudes.</p> <p> Always appropriate quotations.</p> <p> Starting to explore theme, language and/or structure across both texts.</p>

Year 9	Acquiring	Developing	Securing	Mastering
<p>RS4</p> <p>Reading – Personal and critical response to the text and being able to relate texts to their social, cultural and historical traditions.</p>	<ul style="list-style-type: none"> ☞ Straightforward comments on ideas, events, themes or settings (often opinion). ☞ Some attempt to comment on the writer's methods and the impact on the reader. ☞ Selection of some quotations or references which occasionally supports views and comments. ☞ Simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships. 	<ul style="list-style-type: none"> ☞ An increasingly confident evaluation of the ideas, events, themes or settings in the text. ☞ The increasing ability to comment on how the writer's methods have an impact on the reader. ☞ The ability to support comments with examples from the text. Comments may identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports. ☞ Some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/ places; or how a novel relates to when/where it was written. 	<ul style="list-style-type: none"> ☞ Clear evaluative comments on the ideas, events, themes and settings in the text ☞ Clear explanation of the impact of the writer's methods on the reader. ☞ The ability to offer quotations from the text to support and explain their comments. ☞ Exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. ☞ Detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning. 	<ul style="list-style-type: none"> ☞ Clear and controlled analysis of the success of the text, including ideas, events, themes and settings. ☞ A clear analysis of the effect and impact that the writer's methods have on the reader. ☞ The ability to support comments by using appropriate and well-chosen quotations. ☞ Responses show analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a contemporary text show influence of earlier examples of that genre. ☞ Analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read, e.g. how a particular context influences writers in different ways; or how the meaning or interpretation of a text changes according to the context in which it is read.

Year 9	Acquiring	Developing	Securing	Mastering
WS1 Writing - Communication	<p> Writing shows understanding of the need to suit reader/audience.</p> <p> Some attempt to use a form appropriate for purpose and audience.</p> <p> An attempt to control the register.</p> <p> The ability to communicate a few ideas with some control and coherence.</p> <p> Beginning to vary vocabulary and use some linguistic devices for effect.</p>	<p> A generally maintained form, appropriate to audience and purpose.</p> <p> An appropriate selection of tone, style and register.</p> <p> Mostly successful communication of ideas with a developing sense of control and coherence.</p> <p> A conscious use of vocabulary for effect along with appropriate and well-selected linguistic devices.</p>	<p> Maintains the form of writing to suit the audience and purpose.</p> <p> A tone, style and register that generally appropriate to the purpose, form and audience.</p> <p> The ability to a clearly communicate ideas with increasing success.</p> <p> Vocabulary that is clearly chosen for effect and a broadening range of linguistic devices.</p>	<p> Confidently sustains the appropriate form for the purpose and audience.</p> <p> Confident use of tone, style and register matched to form and audience.</p> <p> Consistently clear and effective communication of a range of ideas, becoming more controlled and coherent.</p> <p> An effective use of vocabulary and phrasing, chosen for effect, with a range of linguistic devices used successfully.</p>
WS2 Writing - Organisation	<p> Writing can be engaging with a range of connected ideas.</p> <p> The use of usually coherent paragraphs for different purposes.</p> <p> Some effective structural and grammatical features in non-fiction writing.</p> <p> Clear and logical development of plot/sequencing in narrative or descriptive writing.</p>	<p> Writing which is mostly engaging and has a range of connected ideas.</p> <p> The use of usually coherent paragraphs with a range of discourse markers.</p> <p> Usually effective use of structural and grammatical features in nonfiction writing. Shows imaginative sequencing at times.</p> <p> More interesting development of plot/sequencing in narrative or descriptive writing.</p>	<p> Engaging writing using a range of ideas which are developed logically and/or creatively.</p> <p> Coherent use of paragraphs with a range of integrated discourse markers.</p> <p> Structural and grammatical features used for effect across non-fiction texts.</p> <p> Detailed and controlled use of plot/sequencing in narrative or descriptive writing.</p>	<p> Convincing and highly engaging writing using a range of intentionally shaped ideas.</p> <p> Coherent and cohesive overall structure, using effective paragraphing and discourse markers.</p> <p> Varied and effective use of structural and grammatical features in non-fiction texts.</p> <p> Convincing use of plot/sequencing in narrative or descriptive writing.</p>

Year 9	Acquiring	Developing	Securing	Mastering
WS3 Writing – Punctuation and Sentence Styles	 Use of straightforward simple and compound sentences.  Basic punctuation used accurately.  An attempt to use a wider range (commas, apostrophes, speech marks) with some inaccuracies.  Consistent use of Standard English.	 An increasing variety of sentence structures for purpose and effect, including complex sentences.  A wider range of punctuation used accurately.  Starting to use more sophisticated punctuation with accuracy (semicolons, colons, brackets).  Competent use of Standard English.	 A variety of sentence structures for purpose and effect, including complex sentences and control of clauses.  Sophisticated punctuation is used with increasing accuracy.  Confident use of Standard English.	 A wide variety of sentence structures used confidently for purpose and effect.  Sophisticated punctuation is used consistently and effectively.  Confident and accurate use of complex sentences and clauses.  Skillful use of Standard English.
WS4 Writing – Vocabulary and Spelling	 Mostly accurate spelling of simple words.  Some awareness of irregular spellings.  Some control of tense agreement.  Relevant vocabulary choices, appropriate to audience and purpose.	 Accurate spelling of simple words and increasingly accurate spelling of complex words and those containing irregular patterns.  Consistent tense agreement.  A range of vocabulary choices showing clear awareness of audience and purpose.	 Accurate spelling including complex and irregular words.  Increasingly varied range of vocabulary choices showing confident understanding of purpose and audience.  Vocabulary is consistently selected for deliberate effects.	 Accurate spelling of a wide vocabulary including irregular words.  A wide range of vocabulary choices showing a skillful understanding of audience and purpose.  Vocabulary which is confidently used for deliberate effects.

Year 9	Acquiring	Developing	Securing	Mastering
Speaking and Listening – oracy.	<p>IN PRESENTATIONS: Expresses more complex ideas and feelings with elaboration adapted to audience and purpose.</p> <p>IN DISCUSSION: Listens and responds to more complex ideas, developing ideas with effective contributions.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and adapts roles convincingly.</p>	<p>IN PRESENTATIONS: Expresses complex ideas and feelings in a range of ways, both succinct and extended.</p> <p>IN DISCUSSION: Engages with complex ideas, making perceptive responses and extending meanings.</p> <p>IN ROLE PLAY: Sustains roles showing empathy and applying dramatic approaches with confidence.</p>	<p>IN PRESENTATIONS: Expresses complex ideas and feelings with precision in a range of ways, both succinct and extended.</p> <p>IN DISCUSSION: Engages with complex ideas, making perceptive responses and extending meanings shaping the content</p> <p>IN ROLE PLAY: Deepening roles showing empathy and experimenting with dramatic approaches with confidence.</p>	<p>IN PRESENTATIONS: Makes creative precise selections from a wide repertoire of strategies and conventions.</p> <p>IN DISCUSSION: Sustained and concentrated listening and responding with flexible developed ideas.</p> <p>IN ROLE PLAY: Deepened response to ideas and issues, exploring different approaches and techniques within complex roles.</p>