

## English - Year 7

Focus	Beginning (B)	Working towards Expected Standard (WT)	Expected Standard (ES)	Working Above Expected Standard (WA)	Outstanding (O)
	Limited content/ analysis Response not matched to task Generally inaccurate	Basic content/ analysis Basic ideas Partially accurate Partially matching task	Straightforward analysis Straightforward ideas Generally accurate Generally matching task	Clear analysis Clear ideas Mostly accurate Mostly matching task	Relevant analysis Relevant ideas Accurate Accurately matching task
Reading	1. Describes some aspects with <b>limited</b> understanding. 2. Responds in a <b>limited</b> way to some explicit information. 3. <b>Simple comments</b> on how meaning is communicated. 4. Some <b>limited</b> references to obvious details.	1. Describes and summarises with <b>basic understanding</b> . 2. Responds in a <b>basic</b> way to some explicit information and viewpoints. 3. <b>Describes</b> aspects of language, and/or form, and/or structure. 4. <b>Attempts</b> to support comments and opinions with some general references to obvious details. 5. Make <b>basic</b> links between texts	1. Describes and summarises with <b>some understanding</b> . 2. Responds in a <b>straightforward</b> way to the most explicit information and viewpoints 3. Describes <b>straightforward</b> aspects of language, and/or form and/or structure 4. Supports comments and opinions with some general references to <b>obvious details</b> . 5. Makes <b>straightforward</b> links between texts 6. Shows <b>awareness</b> that texts are related to their contexts.	1. <b>Summarises</b> presenting understanding 2. Responds in a straightforward way to most explicit and some <b>implicit</b> information and viewpoints. 3. <b>Comments on</b> aspects of language, and/or form and/or structure 4. <b>Supports comments</b> and opinions with references to obvious details 5. Makes increasingly <b>clear links</b> between texts 6. <b>Shows understanding</b> that texts are related to contexts.	1. Summarises with <b>accuracy</b> to show clear understanding 2. Responds in an <b>increasingly relevant</b> way to meanings and viewpoints, developing a clear response. 3. Analyses <b>relevant aspects</b> of language, and/or form, and/or structure and grammar. 4. Supports understanding and opinions with increasingly <b>relevant</b> textual references. 5. Makes <b>clear links</b> and comparisons between texts 6. Uses understanding of contexts and links it to responses to texts.

<p><b>Writing</b></p>	<p>1. <b>Basic</b> communication of ideas. 2. <b>Some awareness</b> of the need for structures at sentence or whole text level. 3. <b>Vocabulary is limited.</b> 4. Simple words are spelt correctly.</p>	<p>1. Ideas are communicated <b>simply</b> with basic clarity. 2. Produce texts with <b>basic</b> structures. 3. <b>Mostly accurate</b> sentence structures employed. 4. Uses <b>familiar vocabulary.</b> 5. Spelling, punctuation and grammar are used with <b>limited accuracy.</b></p>	<p>1. Ideas are gathered and sequenced with some sense of <b>logical</b> progression before writing. Communicates simply with some clarity. 2. Produce texts with <b>basic structures</b> and some awareness of purpose 3. Show some <b>variety</b> of sentence type and structure. 4. Use familiar vocabulary and limited linguistic devices to some effect. 5. Spelling, punctuation and grammar are used with general accuracy.</p>	<p>1. Some evidence of <b>coherence</b> in writing and the development of ideas is clear. Communicates ideas with <b>increasing clarity</b> and some engagement of their reader. 2. Text shows <b>awareness</b> of structural features. 3. <b>Clear evidence</b> of paragraphs. Different sentence types and structures used. 4. <b>Clear</b> use of vocabulary and linguistic devices are selected for <b>purpose.</b> 5. Spelling, punctuation and grammar are used with increasing accuracy.</p>	<p>1. Writing shows <b>clear organisation</b> with evidence of logically sequenced ideas. Communication of ideas is effective with attempts at sustaining the reader's interest. 2. Produce <b>clearly structured</b> texts 3. Paragraphs, sentence types and structures are <b>knowingly formed.</b> 4. <b>Suitable vocabulary</b> and linguistic devices chosen for <b>purpose and effect.</b> 5. Limited lapses in spelling, punctuation and grammar.</p>
<p><b>Speaking and Listening</b></p>	<p>- Express <b>straightforward</b> ideas and feelings. - Structure talk in ways which support meaning - generally clear understanding of content and how it is presented - Takes on <b>straightforward</b></p>	<p>- Explain <b>relevant</b> ideas and feelings, some elaboration - Shape talk in <b>deliberate</b> ways for clarity - Recognise significant details and implicit meanings - Sustain roles with independence in pairs or groups</p>	<p>- Explore and explain <b>relevant</b> ideas and feelings - Introduces <b>signposting</b> to help guide the audience - Understanding of details and the speaker's key ideas - Take on <b>significant roles</b> in groups or pairs</p>	<p>- Explore <b>complex ideas</b> and feelings in a range of ways - Generally <b>controlled</b> and effective organisation of talk - Engage with complex material making perceptive responses - Adopt group roles, promote effective discussion.</p>	<p>- Variety of strategies to explore and increasingly <b>complex ideas</b> - <b>Controlled and effective</b> organisation of talk - Perceptive responses that challenge what is said - <b>Shapes</b> the direction of talk at times.</p>

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	roles in pairs or groups.				
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## English - Year 8

Focus	Beginning (B)	Working Towards Expected Standard (WT)	Expected Standard (ES)	Working Above Expected Standard (WA)	Outstanding (O)
	<b>Basic content/ analysis</b> <b>Basic ideas</b> <b>Partially accurate</b> <b>Partially matching task</b>	<b>Straightforward analysis</b> <b>Straightforward ideas</b> <b>Generally accurate</b> <b>Generally matching task</b>	<b>Clear analysis</b> <b>Clear ideas</b> <b>Mostly accurate</b> <b>Mostly matching task</b>	<b>Relevant analysis</b> <b>Relevant ideas</b> <b>Accurate</b> <b>Accurately matching task</b>	<b>Consistent analysis</b> <b>Consistent ideas</b> <b>Accurate</b> <b>Consistently matching task</b>
<b>Reading</b>	1. Describes and summarises with <b>basic understanding</b> . 2. Responds in a <b>basic</b> way to some explicit information and viewpoints. 3. <b>Describes</b> aspects of language, and/or form, and/or structure. 4. Attempts to support comments and opinions with some general references to obvious details. 5. Make <b>basic</b> links between texts	1. Describes and summarises with <b>some understanding</b> . 2. Responds in a <b>straightforward</b> way to the most explicit information and viewpoints 3. Describes <b>straightforward</b> aspects of language, and/or form and/or structure 4. Supports comments and opinions with some general references to obvious details. 5. Makes <b>straightforward</b> links between texts	1. <b>Summarises</b> presenting understanding 2. Responds in a straightforward way to most explicit and some <b>implicit</b> information and viewpoints. 3. <b>Comments on</b> aspects of language, and/or form and/or structure 4. <b>Supports comments</b> and opinions with references to obvious details 5. Makes increasingly <b>clear links</b> between texts 6. <b>Shows understanding</b> that texts are related to contexts.	1. Summarises with <b>accuracy</b> to show clear understanding 2. Responds in an <b>increasingly relevant</b> way to meanings and viewpoints, developing a clear response. 3. Analyses <b>relevant aspects</b> of language, and/or form, and/or structure and grammar. 4. Supports understanding and opinions with increasingly <b>relevant</b> textual references. 5. Makes <b>relevant links</b> and comparisons between texts	1. Summarises and evaluates displaying clear understanding 2. Responds in a consistently relevant way to meanings and viewpoints, developing a consistent response. 3. Consistently analyses and evaluates relevant aspects of language, form, structure and grammar with increasing depth and detail.. 4. Consistently supports ideas with relevant textual references.. 5. Consistently makes thoughtful links and comparisons between texts

		6. Shows awareness that texts are related to their contexts.		6. Uses understanding of contexts and links it to responses to texts.	6. Consistently and thoughtfully uses understanding of contexts to inform responses to texts.
<b>Writing</b>	<p>1. Ideas are communicated simply with <b>basic</b> clarity.</p> <p>2. Produce texts with <b>basic</b> structures.</p> <p>3. <b>Mostly accurate</b> sentence structures employed.</p> <p>4. Uses <b>familiar vocabulary</b>.</p> <p>5. Spelling, punctuation and grammar are used with <b>limited accuracy</b>.</p>	<p>1. Ideas are gathered and sequenced with <b>some</b> sense of <b>logical progression</b> before writing. Communicates simply with <b>some clarity</b>.</p> <p>2. Produce texts with basic structures and <b>some awareness of purpose</b></p> <p>3. Show <b>some variety</b> of sentence type and structure.</p> <p>4. Use familiar vocabulary and limited linguistic devices to <b>some effect</b>.</p> <p>5. Spelling, punctuation and grammar are used with some accuracy.</p>	<p>1. Some evidence of <b>coherence in writing</b> and the development of ideas is clear. Communicates ideas with <b>increasing clarity</b> and some engagement of their reader.</p> <p>2. Text shows <b>awareness</b> of structural features.</p> <p>3. <b>Clear evidence of paragraphs</b>. Different sentence types and structures used.</p> <p>4. Clear use of vocabulary and linguistic devices are <b>selected for purpose</b>.</p> <p>5. Less frequent lapses in spelling, punctuation and grammar.</p>	<p>1. Writing shows <b>clear organisation</b> with evidence of <b>logically sequenced</b> ideas. Communication of ideas is <b>effective</b> with attempts at sustaining the reader's interest.</p> <p>2. Produce <b>clearly structured</b> texts</p> <p>3. Paragraphs, sentence types and structures are <b>knowingly formed</b>.</p> <p>4. <b>Suitable</b> vocabulary and linguistic devices chosen for purpose and effect.</p> <p>5. Few lapses in spelling, punctuation and grammar.</p>	<p>1. Writing shows evidence of <b>thought and consideration</b> and ideas are selected, logical and coherent. Communication of ideas effectively sustains the reader's interest.</p> <p>2. Writing is <b>effectively structured</b> to meet purpose</p> <p>3. Range of paragraphs, sentence types and structures <b>appropriate</b> to purpose and effect.</p> <p>4. Vocabulary and linguistic devices are used specifically for effect and purpose.</p> <p>5. <b>Generally accurate</b> use of spelling, punctuation and grammar.</p>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>- Express <b>straightforward</b> ideas and feelings.</li> <li>- Structure talk in ways which support meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Explain <b>relevant</b> ideas and feelings, some elaboration - Shape talk in <b>deliberate</b> ways for clarity</li> <li>- Recognise significant details and implicit meanings</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and explain <b>relevant</b> ideas and feelings</li> <li>- Introduces <b>signposting</b> to help guide the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Explore <b>complex ideas</b> and feelings in a range of ways - Generally <b>controlled</b> and effective organisation of talk - Engage with complex</li> </ul>	<ul style="list-style-type: none"> <li>- Variety of strategies to explore and increasingly <b>complex ideas</b></li> <li>- <b>Controlled and effective</b> organisation of talk</li> </ul>

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	<ul style="list-style-type: none"> <li>- generally clear understanding of content and how it is presented</li> <li>- Takes on <b>straightforward</b> roles in pairs or groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustain roles with independence in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of details and the speaker's key ideas</li> <li>-Take on <b>significant roles</b> in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>material making perceptive responses</li> <li>- Adopt group roles, promote effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptive responses that challenge what is said</li> <li>- <b>Shapes</b> the direction of talk at times.</li> </ul>
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## English - Year 9

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
	<b>Straightforward analysis</b> <b>Straightforward ideas</b> <b>Generally accurate</b> <b>Generally matching task</b>	<b>Clear analysis</b> <b>Clear ideas</b> <b>Mostly accurate</b> <b>Mostly matching task</b>	<b>Relevant analysis</b> <b>Relevant ideas</b> <b>Accurate</b> <b>Accurately matching task</b>	<b>Consistent analysis</b> <b>Consistent ideas</b> <b>Accurate</b> <b>Consistently matching task</b>	<b>Detailed analysis</b> <b>Detailed ideas</b> <b>Sophisticated</b> <b>Confidently matching task</b>
<b>Reading</b>	1. Describes and summarises with <b>some understanding</b> . 2. Responds in a <b>straightforward</b> way to the most explicit information and viewpoints 3. Describes <b>straightforward</b> aspects of language, and/or form and/or structure 4. Supports comments and opinions with some general references to obvious details.	1. <b>Summarises</b> presenting understanding 2. Responds in a straightforward way to most explicit and some <b>implicit</b> information and viewpoints. 3. <b>Comments on</b> aspects of language, and/or form and/or structure 4. <b>Supports comments</b> and opinions with references to obvious details 5. Makes increasingly <b>clear links</b> between texts 6. <b>Shows understanding</b> that texts are related to contexts.	1. Summarises with <b>accuracy</b> to show clear understanding 2. Responds in an <b>increasingly relevant</b> way to meanings and viewpoints, developing a clear response. 3. Analyses <b>relevant aspects</b> of language, and/or form, and/or structure and grammar. 4. Supports understanding and opinions with increasingly <b>relevant</b> textual references. 5. Makes <b>relevant links</b> and comparisons between texts	1. Summarises and evaluates displaying <b>clear understanding</b> 2. Responds in a consistently <b>relevant</b> way to meanings and viewpoints, developing a consistent response. 3. <b>Consistently</b> analyses and evaluates relevant aspects of language, form, structure and grammar with increasing depth and detail.. 4. <b>Consistently</b> supports ideas with relevant textual references.. 5. <b>Consistently</b> makes thoughtful links and comparisons between texts	1. Summarises and evaluates to display <b>confident understanding</b> 2. Understands and responds with <b>insight</b> to different meanings and viewpoints conveying an informed personal response 3. <b>Confidently</b> analyses and evaluates the ways in which writers use language, form, structure and grammar. 4. Uses <b>appropriate</b> and integrated textual references to develop personal responses 5. Makes <b>convincing and apt</b> links and comparisons within and between texts

	<p>5. Makes <b>straightforward</b> links between texts</p> <p>6. Shows awareness that texts are related to their contexts.</p>		<p>6. Uses understanding of contexts and links it to responses to texts.</p>	<p>6. <b>Consistently and thoughtfully</b> uses understanding of contexts to inform responses to texts.</p>	<p>6. Shows <b>detailed and thorough</b> understanding of how contexts shape texts and responses to texts.</p>
<b>Writing</b>	<p>1. Ideas are gathered and sequenced with some sense of <b>logical progression</b> before writing. Communicates simply with some clarity.</p> <p>2. Produce texts with basic structures and <b>some awareness of purpose</b></p> <p>3. Show <b>some variety</b> of sentence type and structure.</p> <p>4. Use familiar vocabulary and <b>limited linguistic</b> devices to some effect.</p> <p>5. Spelling, punctuation and grammar are used with limited accuracy.</p>	<p>1. Some evidence of <b>coherence</b> in writing and the development of ideas is clear. Communicates ideas with <b>increasing clarity</b> and some engagement of their reader.</p> <p>2. Text shows awareness of structural features.</p> <p>3. <b>Clear evidence of paragraphs. Different sentence types</b> and structures used.</p> <p>4. Clear use of vocabulary and linguistic devices are selected for purpose.</p> <p>5. Frequent lapses in spelling, punctuation and grammar.</p>	<p>1. Writing shows <b>clear organisation</b> with evidence of logically sequenced ideas. Communication of ideas is effective with attempts at sustaining the reader's interest.</p> <p>2. Produce <b>clearly structured</b> texts</p> <p>3. Paragraphs, sentence types and structures are <b>knowingly formed</b>.</p> <p>4. Suitable vocabulary and linguistic devices chosen for purpose and effect.</p> <p>5. Some lapses in spelling, punctuation and grammar.</p>	<p>1. Writing shows evidence of thought and <b>consideration</b> and ideas are selected, logical and coherent. Communication of ideas <b>effectively sustains</b> the reader's interest.</p> <p>2. Writing is <b>effectively-structured</b> to meet purpose</p> <p>3. <b>Range of paragraphs</b>, sentence types and structures appropriate to purpose and effect.</p> <p>4. Vocabulary and linguistic devices are <b>used specifically for effect</b> and purpose.</p> <p>5. Generally accurate use of spelling, punctuation and grammar.</p>	<p>1. Writing is <b>considered</b> achieving purpose and intention, with evidence of some monitoring for success during writing.</p> <p>2. Produce coherent, <b>well-structured</b> and <b>purposeful</b> texts.</p> <p>3. Paragraph and sentence structures <b>deliberately</b> affects pace and tone.</p> <p>4. <b>Conscious use of precise vocabulary</b> and linguistic devices contributing to purpose and intention.</p> <p>5. Spell, punctuate and use grammar accurately so that writing has few lapse</p>

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<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>- Express <b>straightforward</b> ideas and feelings.</li> <li>- Structure talk in ways which support meaning</li> <li>- generally clear understanding of content and how it is presented</li> <li>- Takes on <b>straightforward</b> roles in pairs or groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain <b>relevant</b> ideas and feelings, some elaboration - Shape talk in <b>deliberate</b> ways for clarity</li> <li>- Recognise significant details and implicit meanings</li> <li>- Sustain roles with independence in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and explain <b>relevant</b> ideas and feelings</li> <li>- Introduces <b>signposting</b> to help guide the audience</li> <li>- Understanding of details and the speaker's key ideas</li> <li>-Take on <b>significant roles</b> in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>- Explore <b>complex ideas</b> and feelings in a range of ways - Generally <b>controlled</b> and effective organisation of talk - Engage with complex material making perceptive responses</li> <li>- Adopt group roles, promote effective discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Variety of strategies to explore and increasingly <b>complex ideas</b></li> <li>- <b>Controlled and effective</b> organisation of talk</li> <li>- Perceptive responses that challenge what is said</li> <li>- <b>Shapes</b> the direction of talk at times.</li> </ul>
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