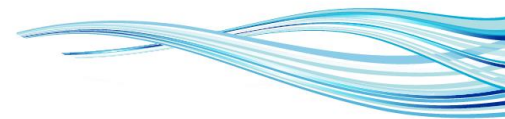




Year 7	English Grade Descriptors
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select basic and obvious information and ideas from one or more texts.• Show an awareness of how writers use language to influence the reader and create effect(s).• Show a basic awareness of how structure is used to create effects.• Create a response which makes basic comparison between writers' ideas and perspectives.• Show a basic understanding of the text: often description of ideas, themes, events or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Attempt to match register to audience.• Attempt to match content to purpose.• Begin to vary vocabulary with some use of linguistic devices.
Expected	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select explicit information and ideas from one or more texts.• Straightforward comment on how writers use language to achieve influence the reader and create effects.• Straightforward comment on how writers use structure to achieve particular effects.• Create a response which identifies obvious points of comparison between writers' ideas and perspectives.• Straightforward comment on ideas, events, themes or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show some sustained attempt to match register to audience.• Show some sustained attempt to match content to purpose.• Consciously use vocabulary with some use of linguistic devices.• Show that sentence demarcation is mostly secure and mostly accurate.
Above	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select explicit and some implicit information and ideas from one or more texts.• Show developing understanding of how writers use language to achieve effects and influence the reader.• Show developing understanding of how writers use structure to achieve effects.• Give points of comparison of writers' ideas and perspectives.• Evaluate ideas, events, themes or settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Consciously use of vocabulary with some use of linguistic devices.

	<ul style="list-style-type: none">• Show some use of structural features.• Use an increasing variety of linked and relevant ideas.• Confidently use of paragraphs and some use of discourse markers.
Exceptional	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show clear evidence of the selection of implicit and explicit information and ideas from one or more texts (inference).• Give a clear explanation of how writers use language to achieve effects and influence the writer.• Give a clear explanation of how writers use structure to achieve effects.• Give a clear comparison of how writers' ideas and perspectives are conveyed.• Give clear evaluative comments of the ideas, events, themes and settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Demonstrate register matched to audience.• Give content generally matched to purpose.• Choose clearly vocabulary for effect and use appropriate linguistic devices.



Year 8	English Grade Descriptors Building on Year 7
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p>In reading a student can:</p> <ul style="list-style-type: none">• Provide clear explanation of the impact of the writer’s methods on the reader.• Give straightforward comment on how writers use language to influence the reader and create effects.• Give straightforward comment on how writers use structure to achieve particular effects.• Give a response which identifies obvious points of comparison between writers’ ideas and perspectives.• Give straightforward comments on ideas, events, themes or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show a developing and generally maintained form, appropriate to audience and purpose.• Show a straightforward use of tone, style and register.• Show mostly successful communication of ideas with a developing sense of control and coherence.• Show some attempt to structure a response, linking relevant ideas.• Show the ability to write in paragraphs using some discourse markers, although these may not always appropriate.
Expected	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show the selection of explicit and some implicit information and ideas from one or more texts.• Identify textual references and there is some consideration of effect.• Identify structural devices and there is some consideration of effect.• Select straightforward quotations/references to develop ideas although not always consistent.• Demonstrate the ability to comment on how the writer’s methods have an impact on the reader, although these may be inconsistent. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show a clear awareness of the need to adapt form to the audience and purpose.• Demonstrate a tone, style and register that is generally appropriate to the purpose, form and audience.• Write in a way that is mostly engaging and has a range of connected ideas.• Usually use coherent paragraphs with a range of discourse markers.
Above	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show clear evidence of the selection of implicit and explicit information and ideas from one or more texts.• Give a clear explanation of how writers use language to achieve effects and influence the writer.• Give a clear explanation of how writers use structure to achieve effects.• Give a clear comparison of how writers’ ideas and perspectives are conveyed.• Provide clear evaluative comments of the ideas, events, themes and settings in the text.

	<p>In writing a student can:</p> <ul style="list-style-type: none">• Show that their register is generally matched to audience.• Provide content generally matched to purpose.• Show sentence demarcation is mostly secure and accurate.• Use a range of punctuation mostly with success.• Use a variety of sentence forms for effect.
Exceptional	<p>In reading a student can:</p> <ul style="list-style-type: none">• Confidently identify both implicit and explicit information and ideas from one or more texts.• Show a clear and controlled analysis of how writers use language to achieve effects and influence the reader.• Show a clear and controlled analysis of how writers use structure to achieve effects.• Show a clear and controlled comparison of how writers' ideas and perspectives are conveyed.• Show a clear and controlled analysis of the success of the text including ideas, events, themes and settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show that their register is consistently matched to audience.• Show content consistently matched to purpose.• Show that their sentence demarcation is consistently secure and accurate.• Use a wide range of punctuation with a high level of accuracy.



Year 9	English Grade Descriptors Building on Years 7 and 8
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show a developing understanding of how writers use language to achieve effects and influence the reader.• Show a developing understanding of how writers use structure to achieve effects.• Show a developing evaluation of the ideas, events, themes or settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Demonstrate some attempt to structure a response, linking relevant ideas.• Show a developing and generally maintained form, appropriate to audience and purpose.• Show a developing variety of sentence structures for purpose and effect including an attempt at some complex sentences.• Spell accurately of simple words.• Demonstrate a developing range of vocabulary choices showing clear awareness of audience and purpose.
Expected	<p>In reading a student can:</p> <ul style="list-style-type: none">• Give a clear explanation of how writers use language to achieve effects and influence the writer.• Give a clear explanation of how writers use structure to achieve effects.• Provide clear evaluative comments of the ideas, events, themes and settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show a clear awareness of the need to adapt form to the audience and purpose.• Demonstrate a tone, style and register that generally appropriate to the purpose, form and audience.• Use a mostly secure and successful range of punctuation.
Above	<p>In reading a student can:</p> <ul style="list-style-type: none">• Give a clear and controlled analysis of how writers use language to achieve effects and influence the reader.• Give a clear and controlled analysis of how writers use structure to achieve effects.• Give a clear and controlled analysis of the success of the text including ideas, events, themes and settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show the ability to sustain the appropriate form to the purpose and audience.• Confidently use of tone, style and register matched to form and audience.• Consistently provide clear and effective communication of a range of ideas, becoming more controlled and coherent.• Coherently use paragraphs with a range of integrated discourse markers.

Exceptional**In reading a student can:**

- Provide a detailed analysis of how writers use language to achieve effects and influence the reader.
- Give a detailed analysis of how writers use structure to achieve effects and influence the reader (including sentence types where relevant).
- Choose precisely structural devices which are explored in detail using precise terminology to develop and support their analysis.

In writing a student can:

- Produce controlled and coherent writing matched to form, audience and purpose.
- Use a tone, style and register that are precise and convincing.
- Give precise and convincing writing using a wide range of intentionally shaped ideas.
- Use a coherent and cohesive overall structure, using appropriate paragraphing and discourse markers.