

## English: Yr.7 Writing

	Ideas, Register, Tone & Style	Paragraphs & Structure	Punctuation & Sentence Structure	Spelling & Vocabulary
<b>Excelling</b> (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	Your ideas appeal to your audience and are detailed.  You use the right tone, style and register to appeal to your audience.  The purpose of your writing is clear.	Your ideas are carefully structured and well organised.  Your paragraphs are in a logical order.  You appropriately use discourse markers.	You use an increasing range of punctuation marks (CAPITAL LETTERS. ., ? ! " " ' )  You write simple and compound sentences accurately. You use some complex sentences. You use some different sentence starters.  You mostly use the correct tense.  Your words are in the correct order.	You choose some effective and varied words from your broad vocabulary which are appropriate for your purpose & audience.  You spell simple / common and some complex words correctly. You are showing confidence with homophones and rarely spell phonetically.
<b>Securing</b> (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.  You usually use the right tone, style and register to appeal to your audience.  The purpose of your writing is usually clear.	Your ideas are usually in a logical order and simply structured.  You usually use paragraphs to organise your writing.  You usually use discourse markers.	You use basic punctuation accurately (CAPITAL LETTERS . , ? ! " " ' )  You often write simple and compound sentences accurately.  You usually use the correct tense.  Your words are usually in the correct order.	You deliberately use some effective words for your purpose and audience.  You generally use the correct spelling of simple / common words. You may have some difficulties with homophones.
<b>Developing</b> (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You often have the right ideas to appeal to your audience.  You often use the right tone and register to appeal to your audience.  The purpose of your writing is often clear.	You often put your ideas in the correct order.  You sometimes use paragraphs but not always / not always accurately.  You sometimes use discourse markers.	You know about and often use basic punctuation (CAPITAL LETTERS . ? ! )  You are beginning to write in full sentences, but your sentences are not always complete.  Sometimes your words are not in the correct order.  You sometimes use the correct tense.	You use simple vocabulary.  You mostly chose written rather than spoken expressions.  You sometimes rely on phonetic spelling, but you generally use the correct spelling of most simple / common words.  You select some words well for your purpose.
<b>Foundation</b> (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You have one or two of the right ideas for your audience. Your ideas are basic.  You use some of the right words.  You try to make your purpose clear. It is clear in some parts of your work.	You show some understanding of a beginning and end.  Your ideas are not yet in paragraphs but some of your ideas are linked and in the right order.	You sometimes use basic punctuation but not always in the right places. (CAPITAL LETTERS.)  Sometimes you miss out words or your words are not in the correct order.  You sometimes use simple sentences accurately.  You can combine words to express ideas.	You use simple words-similar to the way you talk.  You use some new words.  You spell very common, simple words correctly.

## English: Yr.7 Reading

	Identify & Select	Analyse Language & Structure	Compare Ideas & Perspectives	Evaluate
<b>Excelling</b> (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	You have a broad understanding of what you've read.  You always make clear points.  You always use well selected quotations, and they link to the points you make.  You have a productive vocabulary.	You comment on key words and/or structures and explain the effects they have on the reader.  You apply terminology correctly.  You infer from and analyse the use of the writers' methods.	You show a clear understanding of different ideas and sometimes identify perspectives in what you have read.  You make comparisons of how writers present different ideas and sometimes perspectives.	You have a clear understanding of the writer's purpose and how the writer makes the reader think/feel/react.  You make clear links between, and comment upon texts, writers or characters and their context.  You can understand the context that can influence writers and the impact this can have on the readers.
<b>Securing</b> (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	You have a useful understanding of most of what you've read.  You usually make clear points.  You usually use quotations and they usually link to the points you make.  You remember what new words mean and remember to use them.	You have an understanding of key words and/or structures.  You usually make clear comments and inferences on key words and/or structures, and explain the effects they have on the reader.  You have started to apply some terminology.  You usually make clear inferences, and explain the writers' methods, whilst sometimes analysing.	You have an understanding of different ideas in what you have read.  You compare how writers present different ideas in different texts.	You have an understanding of how the writer makes the reader think/ feel / react.  You make links between texts, writers or characters and their contexts.  You can comment on that context that can influence writers and the impact this can have in the readers.
<b>Developing</b> (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You have some useful understanding of what you've read. You identify and select some key words.  You make simple points.  The quotations or references you use sometimes link to the points you make.  You are beginning to guess and remember what new words mean,	You show some understanding of which words are the most important.  You make some simple comments on key words, the way a text is organized, and the effects they have.  You know some language and structure terminology.  You attempt to explain the writers' methods and make inferences.	You identify some similarities and differences in what you have read.  You make some useful comparisons on ideas.	You show some understanding of how the writer makes you feel/ think/ react.  You make some simple comments about things, writers or characters and context have in common.
<b>Foundation</b> (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You have a simple understanding of some of what you have read.  You make some simple points, but your understanding isn't always clear.  You can identify and select key words and ideas from what you read.  You are beginning to guess what new words mean.  You ask questions to aid your understanding.	You sometimes understand which words are the most important. You can make simple comments on why these words are important.  You name some obvious writers' methods.  Sometimes you can comment on words that have been selected for you.	You are aware of different ideas in different texts.  You can comment on a simple difference between two texts.	You make simple comments about how the writer makes you feel/ think/ react.  You can identify big ideas and simple issues, such as good and bad characters / happy / sad endings.

## English: Yr.7 Spoken Language

	Ideas, Register, Tone and Style	Use spoken word effectively in speeches and presentations	Listen and respond appropriately to spoken language, including to questions and feedback on presentations; shows respect.	Reading Analysis
<b>Excellence</b>  (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	Your ideas appeal to your audience and are detailed.  You organise and structure your presentations with your audience in mind. You make use of discourse markers.  The purpose of your presentation is clear.  You choose some effective and varied words from your broad vocabulary which are appropriate for your audience and purpose.	You usually use Standard English vocabulary and grammar.  You meet the needs of the audience through voice and gesture.	You listen carefully to questions & feedback.  You can provide an appropriate and detailed response to questions.  You show respect for a range of others' views and opinions.	You show a full understanding of what you have read in the ideas you share.  You use well selected quotations, and they link to the points you make.  You include terminology correctly, where appropriate.  You infer and analyse the use of writers' methods and explain the effects they have on the reader.
<b>Secure</b>  (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.  You attempt to organise and structure your presentations with your audience in mind. You sometimes use discourse markers.  The purpose of your presentation is usually clear.  You deliberately choose some effective words for your purpose and audience.	You can and often do use Standard English vocabulary and grammar (eg passive structures and embedded clauses.)  You adjust the tone, pace, volume and intonation to fit the audience and purpose.	You listen to questions and feedback.  You can provide a detailed response to questions.  You show respect for other views and understand that other opinions are still valid.	You show a useful understanding of what you've read in the ideas you share.  You usually use quotations that link to the points you make.  You have started to include some terminology, where appropriate.  You usually make clear inferences, and explain the writer's methods, usually commenting on the effects on the reader.
<b>Developing</b>  (Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).	You often have the right ideas to appeal to your audience. These are occasionally detailed.  There is some evidence of organisation in your presentation.  The purpose of your writing is often clear.  You select some words well for your purpose.	You are beginning to show awareness of Standard English (e.g. using pronouns and conjunctions to link ideas)  You occasionally adjust the tone, pace, volume and intonation to fit the audience and purpose.	You can listen carefully in group situations.  You can provide simple responses to questions.  You often listen and accept other people's views and opinions.	You have some useful understanding of what you've read in the ideas you share.  The quotations or references you use sometimes link to the points you make.  You know some language and structural terminology and mention them where appropriate.  You attempt to explain the writers' methods and make inferences and can make simple comments on the effect on the reader.
<b>Foundation</b>  (Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).	You have one or two of the right simple ideas your presentation.  You try to make your purpose clear at times in your presentation.  You use some new words.	You can speak differently for differently people and groups of people.  You are beginning to think about show signs of variation in tone and pace.	You can listen carefully in group situations, especially on topics of personal interest.  You can provide short, simple answers to questions.  You can listen to what other people think or believe.	You have a simple understanding of some of what you have read in the ideas you share.  You include key words and ideas from what you have read.  You name some obvious writers' methods and can comment on why they are important.