

## English: Yr.9 Writing

	<b>Ideas , Register, Tone &amp; Style</b>	<b>Paragraphs &amp; Structure</b>	<b>Punctuation &amp; Sentence Structure</b>	<b>Spelling &amp; Vocabulary</b>
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas are engaging and developed. They appeal to your audience.</p> <p>You adapt your tone, style and register to effectively appeal to your audience.</p> <p>You write with confidence for the purpose.</p>	<p>Your writing is convincing. Your work ideas are expressed fluently.</p> <p>Your paragraphs link seamlessly to create a coherent whole.</p> <p>You integrate discourse markers guide your reader.</p>	<p>You can use a full range of punctuation marks appropriately &amp; accurately.</p> <p>You vary the structure of your sentences accurately for effect.</p> <p>You use the correct tense.</p> <p>You experiment with word order and maintain accuracy.</p>	<p>Your word choice is ambitious and clearly chosen for effect.</p> <p>You experiment with your broad vocabulary and you use it effectively for your audience.</p> <p>Your spelling, including that of complex words, is mostly accurate.</p>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas are imaginative/ effective and appeal to your audience.</p> <p>You choose your tone, style and register to effectively appeal to your audience.</p> <p>You write effectively for the purpose.</p>	<p>Your writing is effective. Your ideas are sequenced for effect.</p> <p>Your paragraphs create a coherent whole.</p> <p>You use integrated discourse markers.</p>	<p>You use a range of punctuation marks accurately (CAPITAL LETTERS . , ? ! " " ' ( ) - )</p> <p>You can use all sentence types accurately. You sometimes vary the structure of your complex sentences.</p> <p>You use the correct tense. Your word order is accurate.</p>	<p>You choose words for their effect and show a clear variety.</p> <p>You have a broad vocabulary and you use it appropriately for your audience.</p> <p>You spell simple / common and frequent complex words correctly. You rarely spell phonetically and have very few problems with homophones.</p>
<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas appeal to your audience and are detailed.</p> <p>You use the right tone, style and register to appeal to your audience.</p> <p>The purpose of your writing is clear.</p>	<p>Your ideas are carefully structured and well organised.</p> <p>Your paragraphs are in a logical order.</p> <p>You appropriately use discourse markers.</p>	<p>You use an increasing range of punctuation marks (CAPITAL LETTERS . , ? ! " " ' )</p> <p>You write simple and compound sentences accurately. You use some complex sentences. You use some different sentence starters.</p> <p>You mostly use the correct tense.</p> <p>Your words are in the correct order.</p>	<p>You choose some effective and varied words from your broad vocabulary which are appropriate for your purpose &amp; audience.</p> <p>You spell simple / common and some complex words correctly. You are showing confidence with homophones and rarely spell phonetically.</p>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.</p> <p>You usually use the right tone, style and register to appeal to your audience.</p> <p>The purpose of your writing is usually clear.</p>	<p>You often put your ideas in the correct order.</p> <p>You sometimes use paragraphs but not always / not always accurately.</p> <p>You sometimes use discourse markers.</p>	<p>You know about and often use basic punctuation (CAPITAL LETTERS . ? !)</p> <p>You are beginning to write in full sentences but your sentences are not always complete.</p> <p>Sometimes your words are not in the correct order.</p> <p>You sometimes use the correct tense.</p>	<p>You use simple vocabulary.</p> <p>You mostly chose written rather than spoken expressions.</p> <p>You sometimes rely on phonetic spelling but you generally use the correct spelling of most simple / common words.</p> <p>You select some words well for your purpose.</p>

**English: Yr.9 Reading**

	<b>Identify &amp; Select</b>	<b>Analyse Language &amp; Structure</b>	<b>Compare Ideas &amp; Perspectives</b>	<b>Evaluate</b>
<p><u>Excellence</u></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>You have a perceptive understanding of what you've read.</p> <p>You make thoughtful and considered points.</p> <p>You choose quotations wisely and to enhance the points you make.</p> <p>You can use your wide ranging vocabulary to enhance your response.</p>	<p>You explore a range of language and structural features and show consideration of the effects they have on the reader.</p> <p>You use and apply terminology correct and thoughtfully.</p> <p>You analyse and sometimes evaluate the use of the writers' methods.</p>	<p>You explore a range of ideas and the perspective in what you have read.</p> <p>You effectively compare how writers present different ideas and perspectives.</p>	<p>You show thorough understanding of the writer's purpose and how the writer makes the reader think/feel/react.</p> <p>You make thoughtful links between and comment upon texts, writers or characters and their context.</p> <p>You make thoughtful and insightful comments on how context can influence writers and the impact this can have on readers.</p>
<p><u>Secure</u></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>You have a detailed understanding of what you've read.</p> <p>You always make developed points.</p> <p>You use precise quotations and they support the points you make.</p> <p>You understand and make use of a wide-ranging vocabulary.</p>	<p>You explore key words and structures and discuss the effects they have on the reader.</p> <p>You apply terminology both correctly and appropriately.</p> <p>You infer, analyse and are beginning to evaluate the use of writer's methods.</p>	<p>You explore the different ideas and sometimes the perspectives in what you have read.</p> <p>You make detailed comparisons of how writers present different ideas and sometimes different perspectives.</p>	<p>You have a detailed understanding of the writer's purpose and how the writer makes the reader think/feel/react.</p> <p>You make useful links between and comment upon texts, writers or characters and their context.</p> <p>You make thoughtful comments on how context that can influence writers and the impact this can have on readers.</p>
<p><u>Developing</u></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>You have a broad understanding of what you've read.</p> <p>You always make clear points.</p> <p>You always use well selected quotations and they link to the points you make.</p> <p>You have a productive vocabulary .</p>	<p>You comment on key words and/or structures and explain the effects they have on the reader.</p> <p>You apply terminology correctly.</p> <p>You infer from and analyse the use of the writers' methods.</p>	<p>You show a clear understanding of different ideas and sometimes identify perspectives in what you have read.</p> <p>You make comparisons of how writers present different ideas and sometimes perspectives.</p>	<p>You have a clear understanding of the writer's purpose and how the writer makes the reader think/feel/react.</p> <p>You make clear links between, and comment upon texts, writers or characters and their context.</p> <p>You can understand the context that can influence writers and the impact this can have on the readers.</p>
<p><u>Foundation</u></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>You have some useful understanding of what you've read.</p> <p>You identify and select some key words.</p> <p>You make simple points.</p> <p>The quotations or references you use sometimes link to the points you make.</p> <p>You are beginning to guess and remember what new words mean,</p> <p>You ask questions to aid your understanding.</p>	<p>You show some understanding of which words are the most important.</p> <p>You make some simple comments on key words, the way a text is organized, and the effects they have.</p> <p>You know some language and structure terminology.</p> <p>You attempt to explain the writers' methods and make inferences.</p>	<p>You identify some similarities and differences in what you have read.</p> <p>You make some useful comparisons on ideas.</p>	<p>You show some understanding of how the writer makes you feel/ think/ react.</p> <p>You make some simple comments about things, writers or characters and context have in common.</p>

## English: Yr.9 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
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas are engaging, developed and complex. They always appeal to your audience.</p> <p>You organise and structures your presentation using an effective range of strategies to engage the audience, with integrated discourse markers that create a coherent whole.</p> <p>Your presentation achieves its purpose with confidence.</p> <p>You have a sophisticated repertoire of vocabulary and use this to appeal to your audience.</p>	<p>You have a secure command of Standard English vocabulary and grammar.</p> <p>You combine your voice and gesture to guide your audience in engaging with your ideas.</p>	<p>You actively engage with multiple questions and feedback.</p> <p>You respond to questions perceptively, elaborating on your ideas further where appropriate.</p> <p>You show respect and sensitivity in responding to a range of others' views and opinions.</p>	<p>You have an accurate and perceptive understanding of what you have read in the ideas that you share.</p> <p>You choose quotations wisely to enhance the points you make.</p> <p>You include accurate terminology to enhance your point, where applicable.</p> <p>You analyse and evaluate the use of writers' methods, with careful consideration of the effects they have on the reader.</p>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas are imaginative/effective and appeal to your audience.</p> <p>You effectively organise and structure your presentations with your audience in mind. You integrate discourse markers.</p> <p>Your presentation is effective for its purpose.</p> <p>You have a broad vocabulary and you use it appropriately for your audience.</p>	<p>You use Standard English vocabulary and grammar.</p> <p>Your voice and gesture support your audience to understand your ideas.</p>	<p>You show interest in listening to questions and feedback.</p> <p>You provide detailed responses to questions in a formal manner.</p> <p>You show respect in understanding others' views and opinions.</p>	<p>You show a detailed understanding of what you've read in the ideas you share.</p> <p>You use precise quotations, and they support the points you make.</p> <p>You include correct and appropriate terminology, when applicable.</p> <p>You infer, analyse, and are beginning to evaluate the use of writers' methods with a detailed understanding of the effect on the reader.</p>
<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>Your ideas appeal to your audience and are detailed.</p> <p>You organise and structure your presentations with your audience in mind. You make use of discourse markers.</p> <p>The purpose of your presentation is clear.</p> <p>You choose some effective and varied words from your broad vocabulary which are appropriate for your audience and purpose.</p>	<p>You usually use Standard English vocabulary and grammar.</p> <p>You meet the needs of the audience through voice and gesture.</p>	<p>You listen carefully to questions &amp; feedback.</p> <p>You can provide an appropriate and detailed response to questions.</p> <p>You show respect for a range of others' views and opinions.</p>	<p>You show a full understanding of what you have read in the ideas you share.</p> <p>You use well selected quotations, and they link to the points you make.</p> <p>You include terminology correctly, where appropriate.</p> <p>You infer and analyse the use of writers' methods and explain the effects they have on the reader.</p>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>You usually have the right ideas to appeal to your audience. Some of your ideas are detailed.</p> <p>You attempt to organise and structure your presentations with your audience in mind. You sometimes use discourse markers.</p> <p>The purpose of your presentation is usually clear.</p> <p>You deliberately choose some effective words for your purpose and audience.</p>	<p>You can and often do use Standard English vocabulary and grammar (eg passive structures and embedded clauses.)</p> <p>You adjust the tone, pace, volume and intonation to fit the audience and purpose.</p>	<p>You listen to questions and feedback.</p> <p>You can provide a detailed response to questions.</p> <p>You show respect for other views and understand that other opinions are still valid.</p>	<p>You show a useful understanding of what you've read in the ideas you share.</p> <p>You usually use quotations that link to the points you make.</p> <p>You have started to include some terminology, where appropriate.</p> <p>You usually make clear inferences, and explain the writer's methods, usually commenting on the effects on the reader.</p>