

**WRITING**

	<b>Strand 1: Content</b>	<b>Strand 2: Organisation</b>	<b>Strand 3: Sentence structures</b>	<b>Strand 4: Spelling and vocabulary</b>
<b>Year 7 – Excelling</b>	Language devices are crafted for impact to create specific effects (e.g. pathetic fallacy, personification and metaphor). Consistent awareness of the impact of language choices on the audience.	Flow of information consistently controlled, with a considered awareness of the impact on the reader. Paragraphing is secure and occasionally crafter for effect.	A wide range of punctuation is used purposefully across a range of sentence types. A variety of sentence lengths and structures are used for effect. Use of tense is secure and can be varied for purpose.	Spelling is secure with very few errors. Ambitious vocabulary chosen confidently to achieve a specific effect.
<b>Year 7 – Surpassing</b>	Writing shows some imagination, relevant detail and interests the reader. Secure use of stylistic devices to engage the reader. Language and form are adapted to suit purpose and audience.	Arguments sequenced logically with an appropriate level of detail. Secure use of topic sentences and some discourse markers to signpost ideas. Paragraphing is predominantly secure.	A range of punctuation is attempted across work. There is a controlled variety of sentence structures. Use of tense is secure and can be varied for purpose.	Generally secure spelling with some correct spelling of more complex words. A range of vocabulary is chosen which is appropriate to audience and purpose.
<b>Year 7 – Achieving</b>	Relevant ideas developed with confidence. Viewpoint is generally maintained. Genre devices used, although not always convincingly. Clear awareness of audience and form.	Starting to use paragraphs to organise content. Some use of topic sentences and some discourse markers to signpost ideas.	Basic punctuation is sometimes used accurately although not always consistently. Simple and complex sentences are attempted with some degree of accuracy. Use of tense is secure.	Correct spelling of most words. Vocabulary is sometimes chosen for effect, even if spelling is not always accurate.
<b>Year 7 – Developing</b>	Ideas developed with some confidence, which are relevant to the purpose. Viewpoint is sometimes maintained. Genre devices are sometimes used, although not always accurately. Basic awareness of audience and form.	Developing use of topic sentences to introduce paragraph content. Growing confidence when developing ideas. Direct speech is occasionally paragraphed.	Capitals, full stops and question marks are occasionally used accurately, with commas in lists and to mark clauses. Simple sentences are used with growing confidence. Tenses are generally secure with some errors.	Simple homophones are beginning to be used accurately. Correct spelling of most common words. Vocabulary is limited.

Year 7- Emerging	Some ideas are present which are relevant to the purpose. Viewpoint is occasionally attempted. Limited use of genre devices. Inconsistent attempts to address audience.	Sentences are grouped by topic and there is evidence of simple sequencing ideas even if paragraphing is limited.	Sporadic use of punctuation. Some simple sentences are demarcated. Occasional control of tenses.	Generally accurate spelling of high frequency words. Limited vocabulary inhibits meaning.
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**READING** Note: Although criteria retain the same wording across Key Stage 3; the texts selected for study will become increasingly challenging each year.

	<b>Strand 1: Identify and interpret</b>	<b>Strand 2: Analysis of language, structure and form</b>	<b>Strand 3: Comparison</b>	<b>Strand 4: Evaluation / Context</b>
Year 7 – Excelling	Sustained interpretation and inference of more challenging texts. Detailed analysis of alternative interpretations. Pertinent selection of embedded quotations to support specific comments.	Consistent and confident analysis of a range of language and structural techniques. Use accurate subject terminology where appropriate.	Detailed understanding of the differences between more challenging texts, with a sustained comparison of writers’ methods. Synthesis of information with growing confidence.	Detailed evaluation and awareness of the relevance of social historical context.
Year 7 – Surpassing	Detailed interpretation and inference, with some evidence of alternative interpretations. Precise quotations selected.	Consistent analysis of the impact of language on the reader, with occasional appreciation of stylistic devices. Secure evidence of word level analysis.	Consistent understanding of the differences between texts, with detailed comparison of writers’ methods.	Developed and supported personal response. Social historical context is relevantly and consistently integrated, where appropriate, to support points.
Year 7 – Achieving	Clear and relevant points identified and supported from different points in the text. Comments develop an explanation of inferred meaning based on textual detail. Valid supporting quotations.	Mostly relevant identification of author’s use of language, with explanation of effects. Understanding of the conventions of a variety of forms and how they are constructed. Techniques are identified, however, their impact is not always fully explored.	Clear and relevant explanation of the differences between age appropriate texts. Clear and relevant comparison of the writers’ methods. Similarities and differences identified and supported with valid supporting quotation.	Offers relevant supported, evaluative comments. Awareness of the relevance of social historical context.
Year 7 – Developing	Points identified with reference to text, including paraphrasing and the beginnings of inference. Responds to relevant points in the text with growing confidence.	Beginning to identify how authors use language and starting to explain effect. Recognises the obvious features of different text types. Recognises key subject terminology with growing confidence.	Recognise similarities and differences between texts. Beginning to make relevant comment on the differences between texts, with attempts at valid supporting quotations. Starting to make relevant comparison of the writers’ methods.	Beginning to evaluate with relevance. Beginning to link simple social historical context to the text.

Year 7 – Emerging	Some straightforward information recalled. Attempts to offer own interpretation, but tends to be paraphrased; ideas not always relevant. Simple response to more obvious points in the text.	Some identification of key words. Some recognition of simple differences in form and purpose. Some recognition of key subject terminology.	Limited awareness of different ideas and/or perspectives. Limited identification of how differences are conveyed. Recognise explicit similarities between texts. Simple references or textual details selected to show comparison.	Simple expression of personal response. Limited awareness of social historical context.
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## SPEAKING AND LISTENING

	Strand 1: Expressing and Exploring	Strand 2: Listening and Responding	Strand 3: Empathising and Characterising
Year 7 – Excelling	A wide range of subject matter is explored confidently with effective details. Structures are skilfully managed to manipulate the position of the listener. Vocabulary choices and non-verbal features are apt across a variety of registers.	Sustained engagement with the speaker’s viewpoint. Well-judged contributions are used with confidence to shape the direction and content of the talk. A wide range of group roles are adopted to sustain effective collaboration and discussion.	Sustained exploration of complex issues. Insightful choices of speech, movement and gesture establish effective roles. Dramatic approaches used with confidence.
Year 7 – Surpassing	Complex ideas are explored in detail. There is consistent control over structure, with effective organisation to guide the listener. Vocabulary and non-verbal features are suited to an increasing range of purposes and contexts.	Consistent engagement with more complex material, with original responses provided in detail. Effective contributions shape talk, as well as the drawing together ideas to promote an effective discussion.	Empathy and understanding shown through consistent choices of speech, gesture and movement. Roles adapted convincingly to explore ideas and issues.
Year 7 – Achieving	Relevant ideas are clearly expressed, with elaboration to make meaning clear. Structure is deliberately shaped for clarity and engagement Vocabulary and non-verbal features are well matched to audience, purpose and context.	Significant details are recognised, and the ideas of others are challenged and developed. Clear roles and responsibilities taken with independence. Contributions shape overall direction of talk.	Clear understanding of characters and roles demonstrated through speech, movement and gesture to create a variety of roles and scenarios.

<p>Year 7 – Developing</p>	<p>Ideas are expressed with growing confidence and additional details. Structure begins to support meaning and show an awareness of audience. Vocabulary and non-verbal features are adapted to suit audience, purpose and context.</p>	<p>Deepening understanding of contents, with appropriate ideas and opinions presented. Growing confidence in pair and group activities, with responsibilities taken.</p>	<p>Growing confidence shown when creating characters and situations. Deliberate choices made about speech, movement and gesture to create different roles and scenarios.</p>
<p>Year 7- Emerging</p>	<p>Simple ideas are expressed with some development. A straightforward overall structure is created with some signposting. There is some adaption of language and non-verbal features to suit audience.</p>	<p>Simple understanding of content with some ideas and opinions presented. Straight-forward roles taken in pair and group activities.</p>	<p>Simple understanding of characters and situations. Some adaptations of speech, movement and gesture to create roles and scenarios.</p>