

## English: Key Stage 3 Grade Descriptors **Year 7**

Y7	Writing: Content and Literary Devices	Writing: Sentences/paragraphs, spelling and punctuation	Reading: What? Understanding of content	Reading: How? Methods and References	Reading: Why? Purpose and Effect
Emerging	<ul style="list-style-type: none"> <li>I can write basic ideas, but they may lack development or detail</li> <li>I can use adjectives to add detail</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple and compound sentences to organise ideas</li> <li>I can spell simple, commonly used words correctly most of the time, e.g. <i>because/ said</i></li> <li>I can use capital letters and full stops accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on relevant details in the text</li> </ul>	<ul style="list-style-type: none"> <li>I can make references to events and character details</li> <li>I can comment on writer's choices</li> </ul>	<ul style="list-style-type: none"> <li>I can make comments linked to the question</li> </ul>
Developing	<ul style="list-style-type: none"> <li>I can develop simple ideas with some description and explanation</li> <li>I can use some simple techniques such as simile and senses</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple, compound and complex sentences to organise ideas</li> <li>I can use spelling rules and patterns (like prefixes and suffixes), e.g. <i>dis- / -tion / -ed</i></li> <li>I can use exclamation marks and question marks accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a supported response to task</li> </ul>	<ul style="list-style-type: none"> <li>I can use some quotations</li> <li>I can comment on writer's choices with some subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on ideas relevant to context</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>I can develop ideas clearly, offering relevant details connected to the task</li> <li>I can clearly use techniques for effect such as personification and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sentence openers and sentence structures e.g. discourse markers</li> <li>I can spell words with silent letters and common homophones, e.g. <i>knife/ hear and here</i></li> <li>I can use commas, apostrophes and parentheses accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show an explained response to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can use relevant quotations</li> <li>I can explain writer's choices with accurate subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can infer ideas linked to the question</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>I can develop ideas with depth, clarity, and relevance with varying levels of complexity</li> <li>I can use a range of techniques for clear effect such as hyperbole and emotive language</li> </ul>	<ul style="list-style-type: none"> <li>I deliberately choose different sentence types to have a clear effect e.g. - simile / three nouns / abstract nouns and :</li> <li>I can spell polysyllabic words</li> <li>I can use a range of punctuation for effect, such as colons and semi-colons accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a clear understanding of task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can embed several apt quotations</li> <li>I can explore writer's choices with accurate subject terminology including word level</li> </ul>	<ul style="list-style-type: none"> <li>I can make specific links between the text and contextual factors</li> </ul>

English: Key Stage 3 **Grade Descriptors** **Year 8**

Y8	Writing: Content and Literary Devices	Writing: Sentences/paragraphs, spelling and punctuation	Reading: What? Understanding of content	Reading: How? Methods and References	Reading: Why? Purpose and Effect
Emerging	<ul style="list-style-type: none"> <li>I can develop simple ideas with some description and explanation I can use some simple techniques such as simile and senses</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple, compound and complex sentences to organise ideas</li> <li>I can use spelling rules and patterns (like prefixes and suffixes), e.g. dis- / -tion / -ed</li> <li>I can use exclamation marks and question marks accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a supported response to task</li> </ul>	<ul style="list-style-type: none"> <li>I can use some quotations</li> <li>I can comment on writer's choices with some subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on ideas relevant to context</li> </ul>
Developing	<ul style="list-style-type: none"> <li>I can develop ideas clearly, offering relevant details connected to the task</li> <li>I can clearly use techniques for effect such as personification and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sentence openers and sentence structures e.g. discourse markers</li> <li>I can spell words with silent letters and common homophones, e.g. knife/ hear and here</li> <li>I can use commas, apostrophes and parentheses accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show an explained response to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can use relevant quotations</li> <li>I can explain writer's choices with accurate subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can infer ideas linked to the question</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>I can develop ideas with depth, clarity, and relevance with varying levels of complexity</li> <li>I can use a range of techniques for clear effect such as hyperbole and emotive language</li> </ul>	<ul style="list-style-type: none"> <li>I deliberately choose different sentence types to have a clear effect e.g. - simile / three nouns / abstract nouns and :</li> <li>I can spell polysyllabic words</li> <li>I can use a range of punctuation for effect, such as colons and semi-colons accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a clear understanding of task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can embed several apt quotations</li> <li>I can explore writer's choices with accurate subject terminology including word level</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can make specific links between the text and contextual factors</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>I can develop ideas thoughtfully and with appropriate tone and voice</li> <li>I can use a range of techniques for a sustained effect such as semantic fields and pathetic fallacy</li> </ul>	<ul style="list-style-type: none"> <li>I can organise my ideas into a cyclical or non-linear structure</li> <li>I can spell ambitious words accurately, e.g. ominous/melancholy</li> <li>I can use a wider variety of punctuation, such as, dashes and ellipsis accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a developed response to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can embed a range of perceptive quotations to develop my argument</li> <li>I can examine writers choices using accurate subject terminology and include alternative interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can examine the contextual factors and link these to writer's purpose using analytical verbs</li> </ul>

English: Key Stage 3 **Grade Descriptors** **Year 9**

Y9	Writing: Content and Literary Devices	Writing: Sentences/paragraphs, spelling and punctuation	Reading: What? Understanding of content	Reading: How? Methods and References	Reading: Why? Purpose and Effect
Emerging	<ul style="list-style-type: none"> <li>I can develop ideas clearly, offering relevant details connected to the task I can clearly use techniques for effect such as personification and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sentence openers and sentence structures e.g. discourse markers</li> <li>I can spell words with silent letters and common homophones, e.g. knife/ hear and here</li> <li>I can use commas, apostrophes and parentheses accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show an explained response to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can use relevant quotations</li> <li>I can explain writer's choices with accurate subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>I can infer ideas linked to the question</li> </ul>
Developing	<ul style="list-style-type: none"> <li>I can develop ideas with depth, clarity, and relevance with varying levels of complexity</li> <li>I can use a range of techniques for clear effect such as hyperbole and emotive language</li> </ul>	<ul style="list-style-type: none"> <li>I deliberately choose different sentence types to have a clear effect e.g. - simile / three nouns / abstract nouns and :</li> <li>I can spell polysyllabic words</li> <li>I can use a range of punctuation for effect, such as colons and semi-colons accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a clear understanding of task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can embed several apt quotations</li> <li>I can explore writer's choices with accurate subject terminology including word level</li> </ul>	<ul style="list-style-type: none"> <li>I can make specific links between the text and contextual factors</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>I can develop ideas thoughtfully and with appropriate tone and voice</li> <li>I can use a range of techniques for a sustained effect such as semantic fields and pathetic fallacy</li> </ul>	<ul style="list-style-type: none"> <li>I can organise my ideas into a cyclical or non-linear structure</li> <li>I can spell ambitious words accurately, e.g. ominous/melancholy</li> <li>I can use a wider variety of punctuation, such as, dashes and ellipsis accurately</li> </ul>	<ul style="list-style-type: none"> <li>I can show a developed response to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can embed a range of perceptive quotations to develop my argument</li> <li>I can examine writers choices using accurate subject terminology and include alternative interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can examine the contextual factors and link these to writer's purpose using analytical verbs</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>I can consistently use tone and voice to make the writing engaging and explore different perspectives</li> <li>I can use well-judged techniques for a sustained effect such as extended metaphors</li> </ul>	<ul style="list-style-type: none"> <li>I can use temporal changes to create a specific effect e.g. past, present and future tenses</li> <li>Basic and ambitious spelling is accurate throughout</li> <li>I can use all types of punctuation accurately and regularly in writing</li> </ul>	<ul style="list-style-type: none"> <li>I can critically respond to task and whole text</li> </ul>	<ul style="list-style-type: none"> <li>I can critically select and embed perceptive quotations to explore multiple layers of meaning.</li> <li>I can analyse writer's choices with accurate subject terminology and include a range of interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can show clear understanding of writer's purpose and big ideas</li> </ul>