

READING	A student whose understanding of KS3 English skills is still emerging will be able to:	A student who is developing their KS3 English skills will be able to:	A student who is securing their KS3 English skills will be able to:	A student who is mastering their KS3 English skills will be able to:
<p>Comprehension, interpretations and supported textual references</p> <p><i>DOMINANT SKILL</i></p>	<p>Show a basic understanding of the main points of the text and the question (they might not always answer the question directly)</p> <p>Select evidence from the text (though this may not always be relevant or include relevant language/ structural devices to be analysed).</p> <p>Make simple and explicit inferences based upon the main points of the text.</p>	<p>Show a good understanding of the text, understanding key ideas/ themes presented in relation to the question focus</p> <p>Select relevant evidence from the text, that is linked to the question focus</p> <p>Make clear inferences (although this might repeat or simply paraphrase parts of the text)</p>	<p>Show a clear understanding of the text and/or the key ideas/ themes presented in the question – able to explain how and why these are presented?</p> <p>Independently select relevant and well-chosen quotations (quotations that will allow detailed analysis of writer’s methods)</p> <p>Provide detailed inferences based upon evidence from the text, offering layers of inference.</p>	<p>Show a detailed and confident understanding of the text, its overarching message and the key ideas/ themes presented in the question.</p> <p>Confidently select supporting evidence and can embed this as part of my analytical paragraph.</p> <p>Confidently offer layers of inference, exploring the deeper meaning of the text.</p>
<p>Analysis of language and structure</p> <p><i>DOMINANT SKILL</i></p>	<p>Begin to identify writer’s methods (although these might not always be accurate)</p> <p>Make simple or explicit (surface level) comments on the effect of writer’s methods.</p>	<p>Accurately identify writer’s methods.</p> <p>Comment on the connotations of writer’s methods, however these are not linked to writer’s message/ purpose.</p>	<p>Precisely identify a range of writer’s methods (e.g. aggressive verb)</p> <p>Analyse the effect of writer’s language/ structural choices in detail – exploring how these choices contribute to the overall meaning of the text.</p>	<p>Confidently identify and comment on more subtle methods (word sounds, syntax and semantic fields)</p> <p>Offer detailed and confident analysis of writer’s methods, clearly breaking down how effects are created and how these link to writer’s message/ purpose</p>
<p>Context</p>	<p>Identify key facts/ comments in relation to the context of a text (although these might not always be relevant)</p>	<p>Make relevant comments in relation to the context of a text.</p>	<p>Explain how the context of a text contributes to and shapes its overall meaning</p>	<p>Analyse in detail how a text’s context shapes its meaning and how it impacts writer’s intentions.</p>
<p>Comparison of writer’s ideas/ perspectives</p>	<p>Identify basic or explicit similarities and/ or differences between a text.</p>	<p>Explain the differences and similarities between texts.</p>	<p>Explain in detail the similarities and differences between texts.</p>	<p>Analyse in detail the similarities and differences between a text, exploring the reasons for these.</p>

WRITING	A student whose understanding of the KS3 English skills is still emerging will be able to:	A student who is developing their KS3 English skills will be able to:	A student who is securing their KS3 English skills will be able to:	A student who is mastering their KS3 English skills will be able to:
Produce interesting texts suited to purpose and audience	Begin to change the style of their writing to suit their purpose although sometimes they don't maintain the style that they're writing in. Students will have some good ideas but need to add more detail or explanation to interest the reader	Have a clear main style and purpose in their writing. Students usually vary the style and tone of their writing to suit their purpose and audience.	Ensure their style is relevant to the audience and the purpose of writing is clear. Students will have relevant ideas suitable for the style their writing in. They will develop ideas with some detail, description or examples to interest the reader.	Confidently create texts that are effective in terms of audience and purpose. Students can create a competent voice in their writing to suit a range of different audiences and purposes.
Structure and Organisation	Have ideas which are usually in a sensible order but sometimes the direction of writing is not clear to the reader. Students can sometimes use clear openings and/or endings in their writing. Students can sometimes use paragraphs to organise my ideas.	Generally, organise their writing with a clear beginning and ending. Students will usually organise their writing and their ideas into different paragraphs. Students usually use different connectives to organise my ideas (e.g. they don't just use 'and', 'then' or 'but').	Have clearly ordered and logically sequenced ideas in their writing. Students can use clear paragraphs to help organise the content of their writing. Students can use connectives to link their paragraphs to make the direction of their ideas and writing clear to the reader.	Create writing which is confidently structured into appropriate and coherent paragraphs. Students will competently use a variety of effective discourse markers. Students can organise writing with an effective opening, development and ending
Varied sentence structure	Use simple or compound sentences joined with 'and' or 'but' and sometimes use complex sentences.	Usually vary sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened).	Vary sentence structures and openings to interest the reader (e.g. subordinate clauses).	Confidently use a variety of sentence structures, clearly considering their intended effect.
Sentence accuracy	Sometimes use sentence punctuation accurately (capital letters, full stops, question marks, exclamation marks).	Usually use some sentence punctuation accurately but may make mistakes punctuating complex sentences and using commas.	Punctuate most sentences clearly and are beginning to use some simple punctuation for effect (exclamation mark).	Punctuate sentences confidently and use a variety of punctuation for effect.
Vocabulary and Spelling	Spell some common words correctly. Students can use mostly appropriate vocabulary in their writing and make some attempt to use vocabulary for effect. Students will be beginning to use some simplistic language devices.	Usually spell most common words accurately. Students can usually use examples of vocabulary for effect. Students will be able to use language devices in their writing and will be beginning to consider the effect of these.	Spell many common words accurately although may sometimes make errors with unfamiliar words. Students can use more adventurous and relevant vocabulary for effect. Students clearly use a range of language devices for effect.	Spell the majority of common words accurately, including more complex words. Students will use ambitious vocabulary competently and will be able to craft language consciously for effect. Students can employ a range of well-judged language devices for effect, including more sophisticated devices (juxtaposition, semantic field and extended metaphors)

SPEAKING AND LISTENING	A student whose understanding of the KS3 English skills is still emerging will be able to:	A student who is developing their KS3 English skills will be able to:	A student who is securing their KS3 English skills will be able to:	A student who is mastering their KS3 English skills will be able to:
Presentation	<p>Attempt to give straightforward ideas/information but not always successfully. Students will need to spend more time reading over work to ensure it is as clear as possible.</p> <p>Students might not always speak clearly, and it might not be easy to follow the order of their ideas.</p>	<p>Can express simple or straightforward ideas clearly to the audience. Student's speech is structured clearly, but perhaps they need to spend more time researching or expanding upon their ideas.</p> <p>Speak clearly about their chosen topic but will not project their voice or vary the tone.</p>	<p>Begin to express more challenging and complex ideas clearly to the audience. It is obvious the speech has been researched.</p> <p>Speak clearly and confidently about the chosen topic, projecting their voice and varying tone/ intonation.</p>	<p>Engage with highly challenging concepts and ideas in their speech, which are communicated to the audience in a thoughtful manner. It is obvious the speech has been well researched and redrafted.</p> <p>Students will speak with a great deal of confidence, successfully using a range of verbal and non-verbal features.</p>
Listening & responding	<p>Listen to other people's questions but might not be able to answer these directly or any detail.</p>	<p>Listen to people's questions and will answer these directly.</p> <p>Students will respond to these clearly, but responses might not be very detailed.</p>	<p>Listen carefully to people's questions and able to respond in some detail and depth (not just giving one sentence answers)</p>	<p>Listen attentively to people's questions and able to respond to these in a confident and thoughtful manner.</p>
Use of Standard English	<p>Speak in full sentences about my chosen topic; however, vocabulary might be, at times, informal or more basic.</p>	<p>Begin to adapt language for their chosen audience, using more sophisticated vocabulary and different sentence structures.</p>	<p>Successfully adapt my language to meet the needs of the audience. In speech they will begin to use a wide range of persuasive features (rhetorical questions, exaggeration)</p>	<p>Confidently adapt their language to suit the needs of their audience, using a range of impressive vocabulary for effect. Students make effective use of linguistic and structural features – carefully considering the effect on the audience.</p>
Speaking in role, creating and maintaining an effective character	<p>Speak in front of an audience but will not give eye contact or look up from notes.</p> <p>Try to stay in role but will break this when focus is lost.</p>	<p>Feel confident in speaking in front of the audience but are perhaps too reliant on notes.</p> <p>Stay largely in role, only occasionally breaking from this.</p>	<p>Feel very confident in speaking in front of the audience and only occasionally use notes for support.</p> <p>Maintain a clear role throughout the duration of the presentation.</p>	<p>Feel extremely confident in speaking in front of an audience and do not use notes for support.</p> <p>Successfully maintain a role throughout my presentation, engaging the audience through this role/ persona/</p>