

ENGLISH	THE IMPACT OF CHOICES (Reading and Writing)	USING EVIDENCE (Reading)	UNDERSTANDING CONTEXT & INTENTIONS (Reading)	A WRITER'S VOICE (Writing)	STRUCTURE AND COHERENCE (Reading and Writing)	SPaG (Writing)
Beginning	<u>Identification</u> / application of: obvious language choices within a text (repeated words/ similes).makes limited, simple statements about the text. Relies heavily on direction and scaffolding.	Shows limited awareness of simple meaning of text. Evidence is often paraphrased.	Makes limited statements about when and where a text was produced.	Writing shows limited awareness of form and purpose. There may not always be an apparent awareness of audience.	<u>Identification</u> / application of: limited, simple connections between ideas and events, sometimes in order.	Begins to show awareness of basic punctuation and usually correct spelling of simple words. Control over tense is inconsistent.
Developing	<u>Identification</u> / application of: language and structural choices; beginning to make simple comments about the features identified. Lack of independence and need for direction identifies student as 'sometimes' not 'secure'.	Identification of simple (and main) points with some textual reference.	Makes some links between a text and a simple understanding of its context (why/ when/ where/ who).	Purpose is beginning to be established with some attempt to match style to audience. Simple choices are made which are appropriate to the text type.	Writing shows attempts to organise logically, but paragraphing is inconsistent. <u>Attempts to comment</u> on overall text structure/ organisation.	Basic grammatical structures are usually correct; high-frequency words are usually spelt correctly. More consistent control over tense.
Secure	<u>Explanation</u> /application of: relevant (if simple) language and structural choices using relevant vocabulary without extended teacher support.	Able to clearly identify most relevant points, uses a range of quotes and references.	Makes links between a text and its context - understanding that texts reflect their time.	Purpose is clear and constantly maintained. Audience are targeted. A range of choices are made which are appropriate to the text type. <i>Book reflects an ability to adapt for audience.</i>	Writing shows a coherent, clear and well-developed structure (paragraphs and sentences). Analysis <u>explains</u> these choices when made by a writer.	Range of punctuation (including speech) used accurately; spelling of more complex words is generally correct. Tense of writing is consistent.
Confident	<u>Exploration</u> / application of: a range of relevant language and structural choices. Explores multiple and developed interpretations working independently.	Relevant points are summarised concisely and supported through well-chosen textual reference	Makes a number of connections between a text and its context and commenting on the impact of socio-historical and cultural bias.	Imaginative treatment of material to sustain interest. A range of careful choices are made which are appropriate to the text type. <i>Book reflects an ability to adapt style and register.</i>	Structure of the writing is integral to a coherent sequence of ideas and information is skilfully shaped. Analysis <u>explores</u> these choices when made by a writer.	Employs a full range of punctuation accurately and for effect; spelling of irregular words is generally accurate. Deliberate choices made regarding tense.
Exceptional	<u>Interpretation</u> / application: at word/ sentence/ paragraph and whole text level leading to thorough analysis and discussion. Judges relevance and impact of inference.	Precision in selection and application of evidence. Concisely embedded into a perceptive (thought-provoking and insightful) commentary.	Understands the impact of texts and explores the ways <u>texts have influenced</u> literature and society.	Creative selection and adaptation of a wide range of forms using a well-judged, instinctive voice to explore different perspectives.	A wide variety of structures (overall and internal) are used for deliberate effect. Analysis shows confident <u>interpretation</u> of these structural choices when made by a writer.	Punctuation deployed to craft meaning; spelling and grammatical features are accurate.
Beyond	<u>Evaluation</u> / application of: whole text, approaches analysis critically – questioning and challenging assumptions made. Synthesises ideas from a range of texts including literary criticism.	Subtlety in using evidence to critique and challenge accepted viewpoints.	Challenges assumptions about the cultural value of texts.	Convincingly takes on different perspectives and personas including parody, pastiche, irony and satire.	Writing is artful: manipulating conventions for effect to take readers outside the confines of a text. Structural choices support the development of a complex and mature voice. Analysis shows <u>evaluation</u> of these choices when made by a writer.	Punctuation is executed highly imaginatively to enable subtle distinctions of meaning.