

	Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
Year 7	<ul style="list-style-type: none"> • Basic detail with simple point of view. • Some attempts to organise ideas through logical sequencing. • Simple sentences demarcated accurately with full stops and capitals. • Simple, generally appropriate vocabulary. • Correct spelling of most simple words. 	<ul style="list-style-type: none"> • Relevant ideas with attempted development of details. • Paragraphs attempt to organise content. • Some attempts to vary sentence structure and punctuation. • Attempts to match vocabulary to topic. • Correct spelling of most grammatical function words. 	<ul style="list-style-type: none"> • Clear and sustained ideas thoroughly developed. • Material clearly structured into appropriate paragraphs. • Variety of sentence structures for clarity. • Some imaginative vocabulary chosen. • Correct spelling of all grammatical function words. 	<ul style="list-style-type: none"> • Imaginative ideas with confident detail. • Effective construction of paragraphs supports meaning. • Varied use of sentence structures and punctuation. • Varied and engaging vocabulary. • Generally correct spelling of ambitious, low frequency words.
Year 8	<ul style="list-style-type: none"> • Developing ideas and more detailed viewpoints. • Attempts to organise ideas through paragraphs. • Simple and compound sentences demarcated accurately with full stops, capitals and question marks. • Generally appropriate vocabulary. • Correct spelling of most commonly used words. 	<ul style="list-style-type: none"> • Thoughtful ideas with attempted development of details. Point of view established. • Consistent paragraphs to organise content. • More frequent attempts to vary sentence structure and punctuation. • Attempts to match vocabulary to topic, some deliberate choices. • Consistently correct spelling of most grammatical function words. 	<ul style="list-style-type: none"> • Cohesive ideas developed with imaginative detail, a developed point of view and adapted to style. • Material clearly structured into appropriate paragraphs with discourse markers. • Variety of sentence structures for clarity and emphasis with full range of punctuation. • Some imaginative vocabulary and figurative language chosen for effect. • Accurate spelling of most words. 	<ul style="list-style-type: none"> • Complex ideas sustained throughout with confident detail and varied devices suitable to the style. • Effective construction of paragraphs for impact. • Controlled and convincing use of sentence structures and punctuation. • Varied and ambitious vocabulary. • Correct spelling of ambitious, low frequency words throughout.

Writing Assessment

Blue paper

DIRT		o	Exceptional Progress
*		o	Good Progress
T		o	Expected Progress
?		o	Less than Expected Progress

	Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
Year 7	<ul style="list-style-type: none"> Literal interpretation demonstrating basic understanding. Simple points identified and some quotation. Simple feature spotting. Basic understanding of simple ideas. Basic understanding of some simple context. 	<ul style="list-style-type: none"> Uses inference and deduction to recognise some implicit meanings. Relevant points identified and some generally relevant quotation. Simple features of language, structure and form identified. General understanding of writers' main ideas and themes. General understanding of some relevant connection to context. 	<ul style="list-style-type: none"> Identification of inference based on evidence and understanding. Most relevant points identified from different places in text, supported by relevant quotation. Various features of language, structure and form identified with some explanation of effect on reader. Clear understanding and explanation of writers' main ideas and themes. Explanation of how context influences writers' ideas and language. 	<ul style="list-style-type: none"> Some exploration of a range of inferences, demonstrating an understanding of layers of meaning. Clear identification of points summarised with apt textual reference and quotation. Range of features of language, structure and form identified using appropriate terminology. Detailed explanation of a range of writers' ideas and themes running through the text. Exploration and discussion of how social, historical and cultural contexts influence writers' ideas and language.
Year 8	<ul style="list-style-type: none"> Beginning to identify inference based on an understanding of the whole text. Simple points identified with quotations. Developing feature spotting. A clear understanding of ideas. Understanding of generalized context. 	<ul style="list-style-type: none"> Identify inference and deduction to recognise obvious implicit meanings. Relevant points identified and relevant quotation. Features of language, structure and form identified and explained. A thorough understanding of writers' main ideas and themes. Consistent understanding of relevant connection to context. 	<ul style="list-style-type: none"> Explain inferred meanings based on evidence and understanding. Relevant points identified from different places in text, supported by succinct quotation. A range of challenging features of language, structure and form identified with detailed explanation of effect on reader. Clear understanding and analysis of writers' main ideas and themes. Analysis of how context influences writers' ideas and language. 	<ul style="list-style-type: none"> Analyse and explore a range of inferences, demonstrating a confident understanding of layers of meaning. Clear identification of a variety of points summarised with apt textual reference and quotation. Range of complex and ambitious features of language, structure and form identified using appropriate terminology. Detailed exploration of a range of writers' ideas and themes running through the text. Exploration and analysis of how social, historical and cultural contexts influence writers' ideas and language.

Reading Assessment

Green paper

DIRT	<input type="radio"/>	Exceptional Progress
*	<input type="radio"/>	Good Progress
T	<input type="radio"/>	Expected Progress
?	<input type="radio"/>	Less than Expected Progress

	Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
Year 7	<ul style="list-style-type: none"> • Simple adaption of basic language to suit audience and purpose. • Basic adaption of non-verbal features to suit audience. • Basic comment demonstrates student is listening to others. Understands and contributes to basic turn-taking. • Creates basic roles by adapting speech. 	<ul style="list-style-type: none"> • Adaption of vocabulary to clarify straightforward ideas. • Clear use of non-verbal features with straightforward adaption. • Clear indications that student is listening. • Help structure through straightforward devices. • Conveys straightforward roles through deliberate choices of speech and movement. 	<ul style="list-style-type: none"> • Expression of relevant ideas is well matched to audience and purpose. • Non-verbal features well matched to audience and purpose. • Responses by students are appropriate and relevant. • Make clear and relevant contributions to structure talk. • Shows insight in creating roles through deliberate choices of speech, gesture and movement. 	<ul style="list-style-type: none"> • Exploration of more complex ideas in a range of ways. Competent use of Standard English. Effective and controlled non-verbal features. • Build effectively on the contributions of others. • Help to control talk using effective techniques. • Understands roles by adapting speech, gesture and movement.
Year 8	<ul style="list-style-type: none"> • Some adaption of language to suit audience and purpose. • Adaption of some non-verbal features to suit audience. • Developing comment demonstrates student is listening to others. • Understands and contributes to the structure. • Creates purposeful roles by adapting speech. 	<ul style="list-style-type: none"> • Adaption of vocabulary to clarify straightforward ideas and feelings. • Clear use of non-verbal features with developing adaption. • Clear questioning to show listening to others. • Help structure through a range of devices. • Conveys engaging roles through deliberate choices of speech and movement. 	<ul style="list-style-type: none"> • Expression and detailed explanation of relevant ideas is well matched to audience and purpose. • A range of non-verbal features well matched to audience and purpose. • Responses by students are purposeful and engaging. • Make clear and challenging contributions to structure talk. • Shows insight in creating and sustaining complex roles through deliberate choices of speech, gesture and movement. 	<ul style="list-style-type: none"> • Exploration of more complex ideas in a range of ways. Competent use of Standard English throughout. • Effective and controlled non-verbal features to clarify meaning. • Build effectively on the contributions of others, be it to support or challenge. • Help to control talk using effective illustration and explanation. • Demonstrates empathy and understanding of roles by adapting speech, gesture and movement.

Spoken Language Assessment

Yellow paper

DIRT	<ul style="list-style-type: none"> ○ Exceptional Progress ○ Good Progress ○ Expected Progress ○ Less than Expected Progress
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