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| **English**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Select and synthesise evidence from different texts** | I can recall some specific/ straightforward information | I can describe and summarise with some accuracy and understanding | I can identify and link information from more than one text and from different places | I can use evidence from more than one source | I can select and comment on evidence from a range of sources |
| **Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology** | I can notice some of the features that a writer uses | I can begin to make relevant comments on the effect of language and the structural features | I can explain how writers use of language and structural features to influence the reader | I can analyse language to show how writers achieve effects | I can analyse language and structure with relevant subject terminology |
| **Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts** | I can identify simple similarities and differences between texts | I can begin to make straightforward links and identify different ideas and viewpoints | I can comment on the viewpoint using evidence from the text | I can understand perspectives and comment on them | I can compare ideas and perspectives across two different texts |
| **Evaluate texts critically and support this with appropriate textual references** | I can use the text to help me make a point | I can use relevant and thoughtful quotations from the text | I can use judicious quotations and analyse them for effect | I can evaluate another point of view using evidence from the text | I can make sophisticated and detailed comments on the texts using evidence |
| **Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences** | I can adopt an appropriate style for a given purpose and audience | I can select features within my writing which match the style/audience/purpose | I can use the correct tone and register for audience and purpose | I can write imaginatively in more than one tone | I can communicate clearly and adapt my style to suit form, purpose and audience |
| **Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts** | I can sequence my ideas | I can ensure that my ideas are relevant and sequencing is clear and appropriate | I can select and sequence my ideas for effect | I can use grammatical features for aid the structure of my text | I can organise my writing using structural and grammatical features accurately |
| **A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation** | I can use mainly simple sentences which are always demarcated with a capital letter and full stop | I can use a range of sentence structures and a range of punctuation | I can use a range of structures with deliberate purpose and effect | I can use a range of vocabulary which is appropriate to the task | I can use a range of vocabulary and punctuation for purpose and effect |
| **Read, understand and respond to texts** | I can read and understand straightforward texts | I can read and understand more complex texts | I can read and understand texts beyond my age group | I can read and respond to texts that are above my age group in a sophisticated way | I can respond to them in a sophisticated way using evidence from the text to back up what I’m saying |
| **Students should be able to maintain a critical style and develop an informed personal response** | I can write in a personal style | I can write in a personal or critical style depending on purpose | I can maintain a personal and critical style over several paragraphs | I can balance both critical and personal responses without error. | I can maintain a critical style throughout with elements of academic writing. |
| **Students should use textual references, including quotations, to support and illustrate interpretations** | I can use quotations | I can use quotations to illustrate my views | I can use quotations to illustrate a range of interpretations | I can embed quotations into my work coherently to amplify my points | I can carefully select quotations from the text that fit within my framework |
| **Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate** | I can make comments based on personal preference | I can use evidence from the text to support my comments | I can effectively analyse language, structure and/or form | I can analyse language used by writers and comment on their effect | I can analyse language/form and comment in detail about their meanings and effects |
| **Show understanding of the relationships between texts and the contexts in which they were written** | I can comment on context | I can comment on context when it is relevant to the text | I can comment on context when it is relevant to the task | I can make detailed comments on context which are linked to the task | I can carefully select contextual comments which fit the framework of my writing |
| **Use a range of vocabulary and sentence structures for clarity, purpose and effect** | I can use a range of vocabulary | I can use a range of vocabulary for effect | I can use a range of vocabulary to enhance reader understanding and enjoyment | I can use appropriate vocabulary for clarity | I can use appropriate high-level vocabulary for purpose and effect |
| **Accurate spelling and punctuation** | I can use some basic punctuation | I can use most punctuation marks accurately | I can use all punctuation marks accurately | I can use punctuation marks for effect and spell most words accurately | I can spell most high-level words accurately and I am usually error free with my punctuation |

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| **English**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Identify and interpret explicit and implicit information and ideas** | **I can:**  retrieve key information from the text and justify my choices | **I can:**  infer from the text and gain information and ideas that are relevant | **I can:**  carefully select explicit and implicit information that is relevant to the task | **I can:**  accurately infer implicit information in the text | **I can:**  accurately and in detail select explicit and implicit detail within the framework |
| **Select and synthesise evidence from different texts** | **I can:**  describe and summarise with some accuracy and understanding | **I can:**  identify and link information from more than one text and from different places | **I can:**  use evidence from more than one source | **I can:**  select and comment on evidence from a range of sources | **I can:**  select evidence from historical sources/high level sources |
| **Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology** | **I can:**  begin to make relevant comments on the effect of language and the structural features | **I can:**  explain how writers use of language and structural features to influence the reader | **I can:**  analyse language to show how writers achieve effects | **I can:**  analyse language and structure with relevant subject terminology | **I can:**  analyse in detail and comment on language and structural effects |
| **Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts** | **I can:**  begin to make straightforward links and identify different ideas and viewpoints | **I can:**  comment on the viewpoint using evidence from the text | **I can:**  understand perspectives and comment on them | **I can:**  compare ideas and perspectives across two different texts | **I can:**  accurately compare ideas and perspectives across a range of complex texts |
| **Evaluate texts critically and support this with appropriate textual references** | **I can:**  use relevant and thoughtful quotations from the text | **I can:**  use judicious quotations and analyse them for effect | **I can:**  evaluate another point of view using evidence from the text | **I can:**  make sophisticated and detailed comments on the texts using evidence | **I can:**  evaluate texts critically within a contextual framework |
| **Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences** | **I can:**  select features within my writing which match the style/audience/purpose | **I can:**  use the correct tone and register for audience and purpose | **I can:**  write imaginatively in more than one tone | **I can:**  communicate clearly and adapt my style to suit form, purpose and audience | **I can:**  communicate in detail, accurately using the appropriate style and register |
| **Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts** | I can:  ensure that my ideas are relevant and sequencing is clear and appropriate | **I can:**  select and sequence my ideas for effect | **I can:**  use grammatical features for aid the structure of my text | **I can:**  organise my writing using structural and grammatical features accurately | **I can:**  organise my ideas so the cohesion is clear |
| **A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation** | **I can:**  use a range of sentence structures and a range of punctuation | **I can:**  use a range of structures with deliberate purpose and effect | **I can:**  use a range of vocabulary which is appropriate to the task | **I can:**  use a range of vocabulary and punctuation for purpose and effect | **I can:**  use sophisticated sentence structures for clarity |
| **Read, understand and respond to texts** | **I can:**  read and understand more complex texts | **I can:**  read and understand texts beyond my age group | **I can:**  read and respond to texts that are above my age group in a sophisticated way | **I can:**  respond to them in a sophisticated way using evidence from the text to back up what I’m saying | **I can:**  keep my sophisticated response focused on a specific task |
| **Students should be able to maintain a critical style and develop an informed personal response** | **I can:**  write in a personal or critical style depending on purpose | **I can:**  maintain a personal and critical style over several paragraphs | **I can:**  balance both critical and personal responses without error. | I **can:**  maintain a critical style throughout with elements of academic writing. | **I can:**  use an academic register when required |
| **Students should use textual references, including quotations, to support and illustrate interpretations** | **I can:**  use quotations to illustrate my views | **I can:**  use quotations to illustrate a range of interpretations | **I can:**  embed quotations into my work coherently to amplify my points | **I can:**  carefully select quotations from the text that fit within my framework | **I can:**  use quotations judiciously |
| **Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate** | **I can:**  use evidence from the text to support my comments | **I can:**  effectively analyse language, structure and/or form | **I can:**  analyse language used by writers and comment on their effect | **I can:**  analyse language/form and comment in detail about their meanings and effects | **I can:**  analyse language/form and use subject terminology |
| **Show understanding of the relationships between texts and the contexts in which they were written** | **I can:**  comment on context when it is relevant to the text | **I can:**  comment on context when it is relevant to the task | **I can:**  make detailed comments on context which are linked to the task | **I can:**  carefully select contextual comments which fit the framework of my writing | **I can:**  give thoughtful consideration to ideas/perspectives/ contextual factors and comment in detail on them |
| **Use a range of vocabulary and sentence structures for clarity, purpose and effect** | **I can:**  use a range of vocabulary for effect | **I can:**  use a range of vocabulary to enhance reader understanding and enjoyment | **I can:**  use appropriate vocabulary for clarity | **I can:**  use appropriate high-level vocabulary for purpose and effect | I **can:**  use a range of appropriate vocabulary and sentence structures to enhance points made |
| **Accurate spelling and punctuation** | **I can:**  use most punctuation marks accurately | **I can:**  use all punctuation marks accurately | **I can:**  use punctuation marks for effect and spell most words accurately | **I can:**  spell most high-level words accurately and I am usually error free with my punctuation | **I can:**  spell and punctuate accurately and error free |

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| **English**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | | | | | | |
| **Learning Focus** | **Milestone 1** | | | **Milestone 2** | | **Milestone 3** | | **Milestone 4** | | **Milestone 5** |
| **Emerging** | | | **Developing** | | **Securing** | | **Mastering** | | **Beyond** |
| **Identify and interpret explicit and implicit information and ideas** | **I can:**  infer from the text and gain information and ideas that are relevant | | | **I can:**  carefully select explicit and implicit information that is relevant to the task | | **I can:**  accurately infer implicit information in the text | | **I can:**  accurately and in detail select explicit and implicit detail within the framework | | **I can:**  judiciously identify and interpret explicit and implicit information from the text |
| **Select and synthesise evidence from different texts** | **I can:**  identify and link information from more than one text and from different places | | | **I can:**  use evidence from more than one source | | **I can:**  select and comment on evidence from a range of sources | | **I can:**  select evidence from historical sources/high level sources | | **I can:**  select evidence and comment on them from a range of complex texts |
| **Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology** | **I can:**  explain how writers use of language and structural features to influence the reader | | | **I can:**  analyse language to show how writers achieve effects | | **I can:**  analyse language and structure with relevant subject terminology | | **I can:**  analyse in detail and comment on language and structural effects | | **I can:**  explain, comment on and analyse complex texts |
| **Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts** | **I can:**  comment on the viewpoint using evidence from the text | | | **I can:**  understand perspectives and comment on them | | **I can:**  compare ideas and perspectives across two different texts | | **I can:**  accurately compare ideas and perspectives across a range of complex texts | | **I can:**  use historical, non-fiction and complex texts to draw detailed comparisons |
| **Evaluate texts critically and support this with appropriate textual references** | **I can:**  use judicious quotations and analyse them for effect | | | **I can:**  evaluate another point of view using evidence from the text | | **I can:**  make sophisticated and detailed comments on the texts using evidence | | **I can:**  evaluate texts critically within a contextual framework | | **I can:**  evaluate texts critically within a contextual framework using appropriate textual references |
| **Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences** | **I can:**  use the correct tone and register for audience and purpose | | | **I can:**  write imaginatively in more than one tone | | **I can:**  communicate clearly and adapt my style to suit form, purpose and audience | | **I can:**  communicate in detail, accurately using the appropriate style and register | | **I can:**  communicate consistently, effectively and imaginatively under time pressure |
| **Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts** | **I can:**  select and sequence my ideas for effect | | | **I can:**  use grammatical features for aid the structure of my text | | **I can:**  organise my writing using structural and grammatical features accurately | | **I can:**  organise my ideas so the cohesion is clear | | **I can:**  ensure that my writing has accurate coherence and cohesion |
| **A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation** | **I can:**  use a range of structures with deliberate purpose and effect | | | **I can:**  use a range of vocabulary which is appropriate to the task | | **I can:**  use a range of vocabulary and punctuation for purpose and effect | | **I can:**  use sophisticated sentence structures for clarity | | **I can:**  use a range of vocabulary, sentence structures and punctuation accurately and without error |
| **Read, understand and respond to texts** | **I can:**  read and understand texts beyond my age group | | | **I can:**  read and respond to texts that are above my age group in a sophisticated way | | **I can:**  respond to them in a sophisticated way using evidence from the text to back up what I’m saying | | **I can:**  keep my sophisticated response focused on a specific task | | **I can:**  respond individually and thoughtfully, creating my own interpretations |
| **Students should be able to maintain a critical style and develop an informed personal response** | | **I can:**  maintain a personal and critical style over several paragraphs | **I can:**  balance both critical and personal responses without error. | | I **can:**  maintain a critical style throughout with elements of academic writing. | | **I can:**  use an academic register when required | | **I can:**  be selective in critical academic or personal responses using subject terminology accurately | |
| **Students should use textual references, including quotations, to support and illustrate interpretations** | | **I can:**  use quotations to illustrate a range of interpretations | **I can:**  embed quotations into my work coherently to amplify my points | | **I can:**  carefully select quotations from the text that fit within my framework | | **I can:**  use quotations judiciously | | **I am:**  judicious in the precise use of referencing from the text to support interpretations | |
| **Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate** | | **I can:**  effectively analyse language, structure and/or form | **I can:**  analyse language used by writers and comment on their effect | | **I can:**  analyse language/form and comment in detail about their meanings and effects | | **I can:**  analyse language/form and use subject terminology | | **I can:**  analyse language/form and use subject terminology appropriately | |
| **Show understanding of the relationships between texts and the contexts in which they were written** | | **I can:**  comment on context when it is relevant to the task | **I can:**  make detailed comments on context which are linked to the task | | **I can:**  carefully select contextual comments which fit the framework of my writing | | **I can:**  give thoughtful consideration to ideas/perspectives/ contextual factors and comment in detail on them | | **I can:**  provide detailed links between context, text and task and write judiciously on them | |
| **Use a range of vocabulary and sentence structures for clarity, purpose and effect** | | **I can:**  use a range of vocabulary to enhance reader understanding and enjoyment | **I can:**  use appropriate vocabulary for clarity | | **I can:**  use appropriate high-level vocabulary for purpose and effect | | I **can:**  use a range of appropriate vocabulary and sentence structures to enhance points made | | **I can:**  select vocabulary judiciously | |
| **Accurate spelling and punctuation** | | **I can:**  use all punctuation marks accurately | **I can:**  use punctuation marks for effect and spell most words accurately | | **I can:**  spell most high-level words accurately and I am usually error free with my punctuation | | **I can:**  spell and punctuate accurately and error free | | **I can:**  use a range of punctuation marks accurately | |