



ENGLISH WRITING

LEVEL	W1: Communicate clearly, effectively and imaginatively	W2: Organise information and ideas	W3: Use a range of sentence structures and vocabulary	W4: Write with technical accuracy
9	<ul style="list-style-type: none"> - Communication is thoroughly convincing and compelling throughout - Tone, style and register is assuredly matched to purpose, form and audience - Writing is imaginative, manipulated, subtle and increasingly abstract - Sustained, original and purposeful crafting of linguistic devices 	<ul style="list-style-type: none"> - Creatively structured and developed writing, incorporating a range of integrated and complex ideas - Fluently linked paragraphs with seamlessly integrated discourse markers - Sophisticated, varied and inventive use of structural features 	<ul style="list-style-type: none"> - Extensive, sophisticated and ambitious vocabulary; Standard English is used consistently and with precision - Assuredly and accurately uses a full range of appropriate sentence forms - Sophisticated and secure control of complex grammatical structures; crafted for effect 	<ul style="list-style-type: none"> - Sentence demarcation is consistently secure, accurate and precise - Wide range of punctuation is used with an assured level of accuracy - Spelling is thoroughly accurate including the spellings of complex and irregular words
8	<ul style="list-style-type: none"> - Communication is convincing and compelling throughout - Tone, style and register is confidently matched to purpose, form and audience - Writing is imaginative, 	<ul style="list-style-type: none"> - Highly structured and developed writing with a range of engaging, complex ideas - Fluently linked paragraphs with subtle, 	<ul style="list-style-type: none"> - Extensive and sophisticated vocabulary; Standard English is used consistently and purposefully - Confidently and accurately uses a full 	<ul style="list-style-type: none"> - Sentence demarcation is consistently secure, accurate and purposeful - Wide range of punctuation is used with a high level of accuracy



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	<ul style="list-style-type: none"> manipulated for effect and is subtle - Sustained, original and increasingly purposeful crafting of linguistic devices 	<ul style="list-style-type: none"> integrated discourse markers - Varied and inventive use of structural features 	<ul style="list-style-type: none"> range of appropriate sentence forms - Confident and secure control of complex grammatical structures; crafted for effect 	<ul style="list-style-type: none"> - Spelling is perfectly accurate including the spellings of complex and irregular words
7	<ul style="list-style-type: none"> - Communication is convincing and engaging throughout - Tone, style and register is confidently match purpose, form and audience - Writing is manipulated for effect and is increasingly subtle - Sustained and original crafting of linguistic devices throughout 	<ul style="list-style-type: none"> - Structured and developed writing with a range of engaging and complex ideas - Fluently linked paragraphs with integrated discourse markers - Varied and effective use of structural features 	<ul style="list-style-type: none"> - Sophisticated vocabulary; Standard English is used consistently and confidently - Accurately uses a full range of appropriate sentence forms - Secure control of grammatical structures; crafted for effect 	<ul style="list-style-type: none"> - Sentence demarcation is consistently secure and accurate - Wide range of punctuation is used with a high level of accuracy - Spelling is consistently accurate, including complex and irregular words
6	<ul style="list-style-type: none"> - Communication is consistently clear, engaging and effective - Tone, style and register is matched consistently to purpose, form and audience - A wide range of increasingly original linguistic devices with evidence of conscious crafting 	<ul style="list-style-type: none"> - Writing is consistently engaging with a range of detailed, connected ideas - Consistently coherent paragraphs with integrated discourse markers - Effective and confident 	<ul style="list-style-type: none"> - A range of vocabulary which is increasingly sophisticated; Standard English is used consistently - Uses a variety of appropriate sentence form - Control of grammatical structures 	<ul style="list-style-type: none"> - Sentence demarcation is consistently secure and mostly accurate - Wide range of punctuation is used and it is mostly accurate - Spelling is mostly accurate, including complex and irregular words



		use of structural features		
5	<ul style="list-style-type: none">- Communication is consistently clear and effective- Tone, style and register matched to purpose, form and audience- A range of linguistic devices used effectively	<ul style="list-style-type: none">- Writing is clear and engaging with a range of connected ideas- Coherent paragraphs with range of discourse markers- Effective use of structural features	<ul style="list-style-type: none">- A range of vocabulary clearly chosen for effect; Standard English is used appropriately- Uses a variety of sentence forms for effect- Mostly controlled grammatical structures	<ul style="list-style-type: none">- Sentence demarcation is mostly secure and generally accurate- A range of punctuation is used and it is generally accurate- Spelling is generally accurate, including complex and irregular words
4	<ul style="list-style-type: none">- Communication is clear and effective- Tone, style and register generally matched to purpose, form and audience- Effective use of linguistic devices	<ul style="list-style-type: none">- Writing is clear and engaging and includes a range of ideas- Usually coherent paragraphs with range of discourse markers- Usually effective use of structural features	<ul style="list-style-type: none">- Conscious use of vocabulary chosen for effect; Standard English is used appropriately most of the time- Uses sentence forms for effect- Mostly controlled grammatical structures	<ul style="list-style-type: none">- Sentence demarcation is generally secure and generally accurate- A range of punctuation is used- Spelling of common words is mostly accurate, there may be mistakes in the spellings of complex and irregular words



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<p>3</p>	<ul style="list-style-type: none"> - Communicates with some success and is mostly effective - Sustained attempt to match purpose, form and audience; some control of register - Some use of linguistic devices 	<ul style="list-style-type: none"> - Increasing variety of linked and relevant ideas - Some use of paragraphs and some use of discourse markers - Some use of structural features for effect 	<ul style="list-style-type: none"> - Some use of varied vocabulary chosen for effect; Standard English is used appropriately some of the time - Some use of sentence forms for effect - Some control of grammatical structures 	<ul style="list-style-type: none"> - Sentence demarcation is used throughout and is accurate some of the time - Some control of a range of punctuation - Spelling of common words is generally accurate, some accurate spelling of more complex words
<p>2</p>	<ul style="list-style-type: none"> - Communicates with some success and is effective in places - Attempts to match purpose, form and audience; some control of register - Some use of basic linguistic devices 	<ul style="list-style-type: none"> - Some linked and relevant ideas - Attempts to write in paragraphs with some discourse markers, not always appropriate - Attempts to use structural features 	<ul style="list-style-type: none"> - Attempts to use vocabulary for effect; attempts to use Standard English - Attempts to use different sentence forms - Attempts to control grammatical structures 	<ul style="list-style-type: none"> - Attempts to use sentence demarcation in places and is used accurately some of the time - Attempts to use a range of punctuation and is accurate some of the time - Basic spelling is accurate most of the time
<p>1</p>	<ul style="list-style-type: none"> - Simple success in communication of ideas - Simple awareness of purpose, form and audience; limited control of register - Simple use of linguistic devices 	<ul style="list-style-type: none"> - Simple yet relevant ideas linked together - Simple paragraph structure - Evidence of simple structural features 	<ul style="list-style-type: none"> - Simple vocabulary - Simple use of sentence forms - Limited control of grammatical structures 	<ul style="list-style-type: none"> - Evidence of simple sentence demarcation - Simple punctuation used and is accurate some of the time - Basic spelling is accurate some of the time
<p>B</p>	<ul style="list-style-type: none"> - Some success in communicating some ideas 	<ul style="list-style-type: none"> - Ideas are logically grouped together 	<ul style="list-style-type: none"> - Some attempt to use a range of sentence 	<ul style="list-style-type: none"> - Some attempt to use a simple range of



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	<ul style="list-style-type: none">- Simple awareness of purpose, form and audience; limited control of register- Limited use of simple linguistic devices	<ul style="list-style-type: none">- Simple paragraph structure- Some attempt to use simple structural features	<ul style="list-style-type: none">starters- Uses time connective phrases- Some attempt to use interesting vocabulary	<ul style="list-style-type: none">punctuation- Evidence of simple sentence demarcation- High frequency words spelt correctly most of the time
B1	<ul style="list-style-type: none">- Communicates some meaning- Simple awareness of purpose, form and audience- Limited use of linguistic devices; may include some describing words	<ul style="list-style-type: none">- One or two unlinked ideas- No paragraphs- Limited or no evidence of structural features	<ul style="list-style-type: none">- Limited range of simple vocabulary- Simple use of sentence forms- Very limited control of grammatical structures	<ul style="list-style-type: none">- Occasional evidence of simple sentence demarcation- Limited punctuation is used and is occasionally accurate- High frequency words spelt correctly some of the time
B2	<ul style="list-style-type: none">- Awareness that writing can have a range of purposes- Communicate simple meaning	<ul style="list-style-type: none">- Awareness of how sentences are arranged- No paragraphs- Writing goes from left to right	<ul style="list-style-type: none">- Limited vocabulary- Appropriate use of upper and lower case letters	<ul style="list-style-type: none">- Most letters are recognisable- Can spell most CVC words accurately



ENGLISH READING

LEVEL	R1: Understand, interpret and respond to texts.	R2: Analyse and evaluate language and structure.	R3: Understand writers' viewpoints, ideas and perspectives.	R4: Understand contexts and make comparisons between texts.
9	Shows assured and discriminating appreciation of the ideas and information in texts: <ul style="list-style-type: none">- Offers original and perceptive interpretation of the texts- Authoritatively synthesises evidence between texts- Selection of quotations is discriminating and precise	Shows assured and discriminating appreciation of <i>language and structural features</i> : <ul style="list-style-type: none">- Offers original analysis and critically evaluates the effects of the writer's choices of <i>language and structure</i>- Precise use of sophisticated subject terminology- Precisely selects quotations and/or features to convincingly validate views and comments	Shows assured and discriminating appreciation of the writer's ideas and perspectives: <ul style="list-style-type: none">- Explores ideas and perspectives in a perceptive and original way- Offers original and perceptive analysis of how methods are used to convey ideas and perspectives- Precisely selects quotations to convincingly validate views and comments	Shows assured and discriminating appreciation of contextual factors and the links between texts: <ul style="list-style-type: none">- Original and perceptive exploration of contextual factors shown by specific, detailed links between context/text/task- Explores original, critical, comparisons- Judicious use of precise references to support interpretation(s)



8	Shows a comprehensive understanding of the ideas and information in texts: <ul style="list-style-type: none">- Offers highly perceptive interpretation of the texts- Confidently synthesises evidence between texts- Selects a judicious range of quotations from texts	Shows a comprehensive understanding of <i>language and structural features</i> : <ul style="list-style-type: none">- Offers highly perceptive analysis and critically evaluates the effects of the writer's choices of <i>language and structure</i>- Judicious use of sophisticated subject terminology- Selects a judicious range of quotations and/or features to convincingly validate views/comments	Shows a comprehensive understanding of the writer's ideas and perspectives: <ul style="list-style-type: none">- Exploration of ideas and perspectives is highly perceptive- Offers highly perceptive analysis of how methods are used to convey ideas and perspectives- Selects a judicious range of quotations to convincingly validate views/comments	Shows a comprehensive understanding of contextual factors and the links between texts: <ul style="list-style-type: none">- Highly perceptive exploration of contextual factors shown by specific, detailed links between context/text/task- Explores highly perceptive, critical comparisons- Judicious use of references to support interpretation(s)
7	Shows a detailed understanding of the ideas and information in texts: <ul style="list-style-type: none">- Offers perceptive interpretation of the texts- Establishes highly convincing connections between ideas and information in texts- Selects an apt range of quotations from texts	Shows detailed understanding of <i>language and structural features</i> : <ul style="list-style-type: none">- Analyses and effectively evaluates the effects of the writer's choices of <i>language and structure</i>- Apt use of sophisticated subject terminology- Selects an apt range of quotations and/or features to validate views/comments	Shows a detailed understanding of the writer's ideas and perspectives: <ul style="list-style-type: none">- Exploration of ideas and perspectives is perceptive- Perceptively analyses how methods are used to convey ideas and perspectives- Selects an apt range of quotations to validate views/comments	Shows a detailed understanding of contextual factors and the links between texts: <ul style="list-style-type: none">- Perceptive consideration of contextual factors shown by examination of detailed links between context/text/task- Offers perceptive, detailed comparison- Apt references integrated into interpretation(s)



6	<p>Shows consistently clear and developed understanding of the ideas and information in texts:</p> <ul style="list-style-type: none">- Offers clear and insightful interpretation of the texts- Establishes convincing connections between ideas and information in texts- Selects pertinent quotations/references to support response	<p>Shows consistently clear and developed understanding of <i>language and structural features</i>:</p> <ul style="list-style-type: none">- Clearly analyses and evaluates the effects of the writer's choices of <i>language and structure</i>- Uses range of subject terminology accurately- Selects a range of pertinent quotations and/or features	<p>Shows consistently clear and developed understanding of the writer's ideas and perspectives:</p> <ul style="list-style-type: none">- Explains ideas and perspectives in a clear and insightful way- Explains clearly how methods are used to convey ideas and perspectives- Selects pertinent quotations to support ideas	<p>Shows consistently clear and developed understanding of contextual factors and links between texts:</p> <ul style="list-style-type: none">- Clear understanding of implicit ideas/perspectives/contextual factors shown by specific links between context/text/task- Offers sustained, insightful comparison- Effective use of pertinent references to support explanation
5	<p>Shows clear understanding of the ideas and information in texts:</p> <ul style="list-style-type: none">- Offers clear interpretation of the texts- Demonstrates clear connections between ideas and information in texts- Selects relevant quotations/references to support response	<p>Shows clear understanding of <i>language and structural features</i>:</p> <ul style="list-style-type: none">- Clearly explains and evaluates the effects of the writer's choices of <i>language and structure</i>- Uses subject terminology accurately- Selects a range of relevant quotations and/or features	<p>Shows clear understanding of the writer's ideas and perspectives:</p> <ul style="list-style-type: none">- Explains ideas and perspectives in a clear and relevant way- Explains clearly how methods are used to convey ideas and perspectives- Selects relevant quotations to support ideas	<p>Shows clear understanding of contextual factors and links between texts:</p> <ul style="list-style-type: none">- Clear understanding of implicit ideas/perspectives/contextual factors shown by specific links between context/text/task- Offers clear comparison- Effective use of references to support explanation



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4	<p>Shows mostly clear understanding of the ideas and information in texts:</p> <ul style="list-style-type: none">- Interprets texts- Demonstrates some clear connections between ideas and information in texts- Selects some relevant quotations/references to support response	<p>Shows mostly clear understanding of <i>language and structural features</i>:</p> <ul style="list-style-type: none">- Explains and evaluates the effects of the writer's choices of <i>language and structure</i>- Uses subject terminology mostly appropriately- Selects a range of mostly relevant quotations and/or features	<p>Shows mostly clear understanding of the writer's ideas and perspectives:</p> <ul style="list-style-type: none">- Explains ideas and perspectives in a mostly clear and relevant way- Explains how methods are used to convey ideas and perspectives- Selects mostly relevant quotations to support ideas	<p>Shows mostly clear understanding of contextual factors and links between texts:</p> <ul style="list-style-type: none">- Mostly clear understanding of implicit ideas/perspectives/contextual factors shown by specific links between context/text/task- Offers mostly clear comparison- Mostly effective use of references to support explanation
3	<p>Shows some understanding of the ideas and information in texts:</p> <ul style="list-style-type: none">- Makes some inference from texts- Makes some links between evidence from different texts- Selects some quotations/references; mostly appropriately	<p>Shows some understanding of <i>language and structural features</i>:</p> <ul style="list-style-type: none">- Comments on and makes some evaluation of the effect of <i>language and structure</i>- Uses subject terminology, not always accurately- Selects some relevant quotations and/or features	<p>Shows some understanding of the writer's ideas and perspectives:</p> <ul style="list-style-type: none">- Presents some of the writer's ideas and perspectives- Some comment on how methods are used to convey ideas and perspectives- Selects some quotations/references, not always appropriately	<p>Shows some understanding of contextual factors and links between texts:</p> <ul style="list-style-type: none">- Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task- Some explained comparison- Some references used to support relevant comments



<p>2</p>	<p>Shows some awareness of ideas and information in texts:</p> <ul style="list-style-type: none"> - Attempts some inference from texts - Attempts to link evidence between texts - Attempts to select some quotations/references; not always appropriately 	<p>Shows some awareness of <i>language and structural features</i>:</p> <ul style="list-style-type: none"> - Attempts to comment on and make some evaluation of the effect of <i>language and structure</i> - Attempts to use some subject terminology, not always appropriately - Attempts to select some relevant quotations or textual details 	<p>Shows some awareness of the writer's ideas and perspectives:</p> <ul style="list-style-type: none"> - Attempts to identify some of the writer's ideas and perspectives - Attempts to comment on how methods are used to convey ideas and perspectives - Attempts to select some quotations/references, not always appropriately 	<p>Shows some awareness of contextual factors and links between texts:</p> <ul style="list-style-type: none"> - Some awareness of implicit contextual factors - Attempts to make some straightforward links - Attempts to comment on references
<p>1</p>	<p>Shows simple awareness of ideas and information in texts:</p> <ul style="list-style-type: none"> - Offers paraphrase rather than inference - Makes simple or no links between texts - Simple reference or textual details from texts 	<p>Shows simple awareness of <i>language and structure</i>:</p> <ul style="list-style-type: none"> - Offers simple comment on and evaluation of the effect of <i>language and structure</i> - Simple mention of subject terminology - Simple references or textual details 	<p>Simple awareness of ideas and/or perspectives:</p> <ul style="list-style-type: none"> - Simple identification of ideas and/or perspectives - Simple identification of how views are conveyed - Simple references or textual details from texts 	<p>Shows some awareness of contextual factors and links between texts:</p> <ul style="list-style-type: none"> - Simple comment on explicit contextual factors - Simple comments on links between texts - Simple reference to relevant detail(s)
<p>B</p>	<ul style="list-style-type: none"> - Locates information to find the answers to simple questions - Able to comment on plot, setting and characters 	<ul style="list-style-type: none"> - Can distinguish between fact and opinion - Identifies language used to add meaning 	<ul style="list-style-type: none"> - Beginning to show awareness of why the writer has used a specific word - Able to express an opinion on content of a 	<ul style="list-style-type: none"> - Simple awareness of contextual factors - No links between texts



			text	
B1	<ul style="list-style-type: none">- <i>This level has significant focus on reading aloud ability:</i> Uses simple punctuation to aid expression, makes a good attempt at reading unfamiliar words, can read a range of appropriate texts fluently with few mistakes, can pace reading.			
B2	<ul style="list-style-type: none">- Answer simple questions from memory of reading- Show understanding of the main events- Understand whether a character is good or bad	<ul style="list-style-type: none">- With help, can work out what will happen next in the story	<ul style="list-style-type: none">- Awareness that writers may use features like capitals or bold print to add interest and effect	