

KS3 English Progress Criteria

Year & KS4 Indicator step			KS3 English Progress Criteria			
Yr 7	Yr 8	Yr 9	Writing			
			Communication and Creativity	Content and Organisation	Spelling and Grammar	Vocabulary
		9+	<ul style="list-style-type: none"> I can meet the top criteria consistently. My approach is unique and original. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. My writing is originally and uniquely crafted. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. My vocabulary choices are inspiring and unique.
	9+	9	<ul style="list-style-type: none"> I can communicate in a manner that is convincing and compelling throughout. I can use tone, style and register in a way that is manipulative, subtle and increasingly abstract. 	<ul style="list-style-type: none"> The length of the response is perfectly crafted to suit the purpose, audience and form. I can write in a way that is highly structured and developed, incorporating a range of integrated ideas. I can use paragraphs that are fluently linked, with seamless integration of discourse markers and cohesive features. Ambitious choices are made and rules are knowingly broken for impact. 	<ul style="list-style-type: none"> I can produce writing that is virtually error free, with the full range of sentence structures and punctuation being used with ambition, with rules knowingly broken for impact. I can spell with a high level of accuracy, even when using very ambitious vocabulary. 	<ul style="list-style-type: none"> I can make sometimes surprising and unusual vocabulary choices to have a specific effect on the reader. My choices are drawn from a sophisticated and mature range.
9+	9	8	<ul style="list-style-type: none"> I can write in a sophisticated way for a wide range of challenging purposes, audiences and forms. I can create linguistic devices that are subtle and mature. 	<ul style="list-style-type: none"> The length of the response is well-judged to suit the purpose, audience and form. I can use paragraphs that are linked, with sophisticated integration of cohesive features. Paragraphs are used for sophisticated effect. 	<ul style="list-style-type: none"> I can use the full range sentence forms for sophisticated effect alongside the full range of punctuation that is used accurately and for a sophisticated range of effects. I can spell with a high level of accuracy across the piece. 	<ul style="list-style-type: none"> I use a sophisticated range of vocabulary.
9	8	7	<ul style="list-style-type: none"> I can write convincingly for purpose, audience and form, using a range of convincing devices. 	<ul style="list-style-type: none"> My responses are developed convincingly. I can write in a way that is structured with an overall sense of coherence. I can convincingly employ a range of structural features and integrated discourse markers. 	<ul style="list-style-type: none"> I can use convincing and purposeful sentence constructions accurately. Punctuation is, by now, used for a convincing variety of effects. I can spell complex words accurately, demonstrated by my use of high level vocabulary. 	<ul style="list-style-type: none"> I make convincing vocabulary choices.
8	7	6	<ul style="list-style-type: none"> I can communicate in a manner that is consistently suited for audience, purpose and form. I can use appropriate devices effectively. 	<ul style="list-style-type: none"> I can produce effectively developed pieces. I can use paragraphs purposefully and integrate a range of discourse markers effectively. 	<ul style="list-style-type: none"> I can use the full range sentence forms for sophisticated effect alongside the full range of punctuation that is used accurately and for a sophisticated range of effects. 	<ul style="list-style-type: none"> I make well-judged and effective vocabulary choices.

					<ul style="list-style-type: none"> I can spell with a high level of accuracy across the piece. 	
7	6	5	<ul style="list-style-type: none"> I can communicate clearly, and match tone, style and register to audience, form and purpose. I can successfully use devices. 	<ul style="list-style-type: none"> I can produce responses which are clearly developed. I can write clearly about a range of relevant and connected ideas. I can use paragraphs coherently, and with discourse markers 	<ul style="list-style-type: none"> I can demarcate a range of sentences and use most punctuation accurately. I can spell complex and irregular words accurately. 	<ul style="list-style-type: none"> I make a clear and consistent effort to vary their vocabulary.
6	5	4	<ul style="list-style-type: none"> I can communicate in a manner that is mostly successful, with a sustained attempt to match purpose, form, audience. I can use some devices. 	<ul style="list-style-type: none"> I can make an attempt to sustain my response. I can link a variety of ideas with some use of paragraphs and discourse markers. 	<ul style="list-style-type: none"> I can demarcate a wider range of sentences and show some control over a range of punctuation. I can spell more complex vocabulary accurately and consistently. 	<ul style="list-style-type: none"> I can show a sustained attempt to vary my vocabulary choices beyond the obvious.
5	4	3	<ul style="list-style-type: none"> I can communicate meaning with some success, and with some attempt to match to audience, purpose and form. I can begin to use some devices. 	<ul style="list-style-type: none"> I have some attempt at developing my ideas. I can use relevant ideas that are linked in an attempt to use paragraphs 	<ul style="list-style-type: none"> I can demarcate a range of sentences and use most punctuation accurately. I can spell complex and irregular words accurately. 	<ul style="list-style-type: none"> I can use a range of vocabulary by expanding choices and show an understanding of effect
4	3	2	I can communicate simple ideas, with a simple awareness of audience, purpose or form. I can use some simple devices.	<ul style="list-style-type: none"> I can produce responses with simple development. I can produce one or two ideas which are simply linked and may use a random paragraph structure. 	<ul style="list-style-type: none"> I can use simple sentence structures, which may not be demarcated accurately. I can spell basic words accurately. 	<ul style="list-style-type: none"> I can use varied vocabulary and show that my choice is deliberate
3	2	1	I can communicate simple meanings, with occasional awareness of purpose, form and audience.	<ul style="list-style-type: none"> I can produce one or two unlinked ideas, with no evidence of structural features. 	<ul style="list-style-type: none"> I can write a limited sense of sentence structures, with basic punctuation. I can spell some basic words accurately. I am beginning to check my work for mistakes. 	<ul style="list-style-type: none"> I can use simple vocabulary but think about variation
2	1	-1	I can write a few sentences that are relevant and show some features of story-telling.	I can plan at least two points and can place in an order.	<p>I can use simple and some compound sentences.</p> <p>I can spell some basic words accurately.</p>	I can use simple vocabulary in my writing.
1	-1	-1	I can write a few sentences that are relevant to the topic.		I can attempt to use full stops and capital letters.	I can use simple vocabulary in my writing.

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Yr 7	Yr 8	Yr 9	Reading			
			Knowledge and Content	Inference	Analysis	Evaluation and Connections
		9+	<ul style="list-style-type: none"> I can meet the top criteria consistently. I can include knowledge discovered independently. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. I can infer unique ideas. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. My analysis is perceptive and concise. 	<ul style="list-style-type: none"> I can meet the top criteria consistently. I can show evidence of intertextuality
	9+	9	<ul style="list-style-type: none"> I can demonstrate a critical understanding of the content studied. I can make convincing explorations of contextual factors linked to insightful interpretations. They can integrate these throughout their responses to aid in shaping a viewpoint. 	<ul style="list-style-type: none"> I can make mature, sophisticated and original interpretations, and explore these concisely and fluently. I can make judicious use of precise textual references to support interpretations. I make perceptive comparisons. 	<ul style="list-style-type: none"> I can analyse language, form and structure in an insightful and imaginative way. I can make judicious use of terminology. I can demonstrate a perceptive and mature understanding of writer's possible intentions. 	<ul style="list-style-type: none"> I can make detailed and sophisticated comparisons between perspectives. I can analyse methods in a convincing and sophisticated manner. I can give an engaged and critical response to a text, which is also imaginative, perceptive and convincing. I may show evidence of intertextuality.
9+	9	8	<ul style="list-style-type: none"> I can demonstrate a sophisticated and perceptive understanding of the content studied. I can explore and analyse a range of contextual factors and relate these to a text. 	<ul style="list-style-type: none"> I can make sophisticated interpretations, drawing on subtle meanings from across a text. I can perceptively select evidence and integrate this into their arguments. I can synthesise two texts. 	<ul style="list-style-type: none"> I can demonstrate thoughtful and often sophisticated analysis of writer's methods, drawing upon terminology as appropriate. I can demonstrate a sophisticated understanding of writer's possible intentions. 	<ul style="list-style-type: none"> I can demonstrate detailed understanding of differences between ideas. I make points of comparison which are developed, analytical and supported with quotations. I can critically evaluate texts and use evidence to explain their views. I use a range of quotations to validate my response.
9	8	7	<ul style="list-style-type: none"> I can demonstrate thoughtful understanding of the content studied. I can thoughtfully consider contextual factors, and clearly link these to the interpretation of a text. 	<ul style="list-style-type: none"> I can make perceptive interpretations of a text, and make a wider judgement about an overall piece. I can use select apt references and integrate these into interpretations. I can make thoughtful connections between texts. 	<ul style="list-style-type: none"> I can examine effects of writer's choices in a thoughtful and detailed manner, supported by apt use of terminology. I can demonstrate a thoughtful consideration of writer's possible intentions. 	<ul style="list-style-type: none"> I can thoughtfully comment on differences between ideas, with some examination of how these are conveyed. I can evaluate texts in a considered way with some thoughtful comments on my own views, supported by apt textual references.
8	7	6	<ul style="list-style-type: none"> I can demonstrate a detailed understanding of the content studied. I can show a detailed understanding of contextual factors, and explain how they link to a text. 	<ul style="list-style-type: none"> I can identify and interpret more subtle, implicit meanings. Ideas are well developed, and a range of meanings are considered. I can consistently choose appropriate quotation to support a range of inferences. 	<ul style="list-style-type: none"> I can explain effects of language and structure choices in increasing detail using relevant subject terminology. I can show a detailed understanding of writer's possible intentions. 	<ul style="list-style-type: none"> I can show an increasingly detailed understanding of differences between texts, and make focused comparisons supported by quotation. I can clearly and consistently evaluate a range of factors in a text, using well-chosen examples to illustrate my views.

7	6	5	<ul style="list-style-type: none"> I can demonstrate a confident understanding of the content studied. I can explain some relevant contextual factors and link these to a text. 	<ul style="list-style-type: none"> I can understand ideas in texts that are both implicit and explicit. My responses are relevant, developed and based on quotation. I can accurately use quotation to support my points. I understand connections between texts. 	<ul style="list-style-type: none"> I can explain effects of a range of writers' methods, supported by relevant subject terminology. I can clearly explain writer's intentions. 	<ul style="list-style-type: none"> I can show clear understanding of difference between ideas and perspectives, making clear and relevant comparisons supported by quotation. I can clearly evaluate a text to show my personal response, and identify explicit effects on the reader.
6	5	4	<ul style="list-style-type: none"> I can demonstrate a clear understanding of the content studied. I can make some relevant comments on contextual factors, which may be linked to a point. 	<ul style="list-style-type: none"> I can begin to interpret information and ideas with some relevant and accurate inference, though not always rooted securely in the text. I can make references and use quotations which are mostly relevant, and are taken from more than one place in a text. I can see some connections between texts. 	<ul style="list-style-type: none"> I can begin to explain effects of writers' choices though this is limited. Some reference to subject terminology. I demonstrate a clear understanding of writer's intentions, and why the text was produced. 	<ul style="list-style-type: none"> I can identify differences between ideas, and attempt to compare these with examples from the texts. I can make comments on the general effect on the reader.
5	4	3	<ul style="list-style-type: none"> I can demonstrate an obvious understanding of the text studied. I can show awareness of some contextual factors. 	<ul style="list-style-type: none"> I can attempt to infer meanings, though not always accurately, and often on a literal level. I can make references to the text, and attempt to use quotations, but not always accurately. Some attempts made to link evidence across texts. 	<ul style="list-style-type: none"> I can use some subject terminology, but do not make a comment on its usage. I can show awareness of writer's main purpose. 	<ul style="list-style-type: none"> I can identify obvious differences between ideas and views. I can make simple comparisons. I can give a personal view of a text, based on my own experiences, which may be supported by evidence.
4	3	2	<ul style="list-style-type: none"> I can show a simple understanding of the content studied. I can make a simple reference to context, which is usually explicit. 	<ul style="list-style-type: none"> I can respond to texts in a descriptive manner, focusing on explicit meanings., sometimes misunderstanding. I can make simple references to the texts, such as main characters' names and key events and find simple links between texts. 	<ul style="list-style-type: none"> I can show some awareness of simple language choices, these are usually focused on individual words. I can make a simple comment on writer's intentions. 	<ul style="list-style-type: none"> I can show some awareness of different views between texts, though these may be limited to text types, time of writing, setting or character. I can make a simple, limited comment on a text which reflects my personal likes and dislikes.
3	2	1	I can show a limited overall understanding of the whole text	<ul style="list-style-type: none"> I can respond simply to a text; identifying explicit ideas and information. I can make simple references to the text. 	<ul style="list-style-type: none"> I can identify simple methods of language or structure through generic statements that aren't always relevant. I can attempt to make a simple reference to writer's intentions. 	<ul style="list-style-type: none"> I can make very simple comments on the differences and similarities between texts. I can make a very simple personal response to a text
2	1	-1	I can recall basic points about the text	I can identify words and phrases which have links or patterns.	I can explain the link between words and phrases I have selected.	
1	-1	-1	I can recall basic facts about the text	I can identify my favourite words from the text.	I can describe what my favourite words from the text mean.	