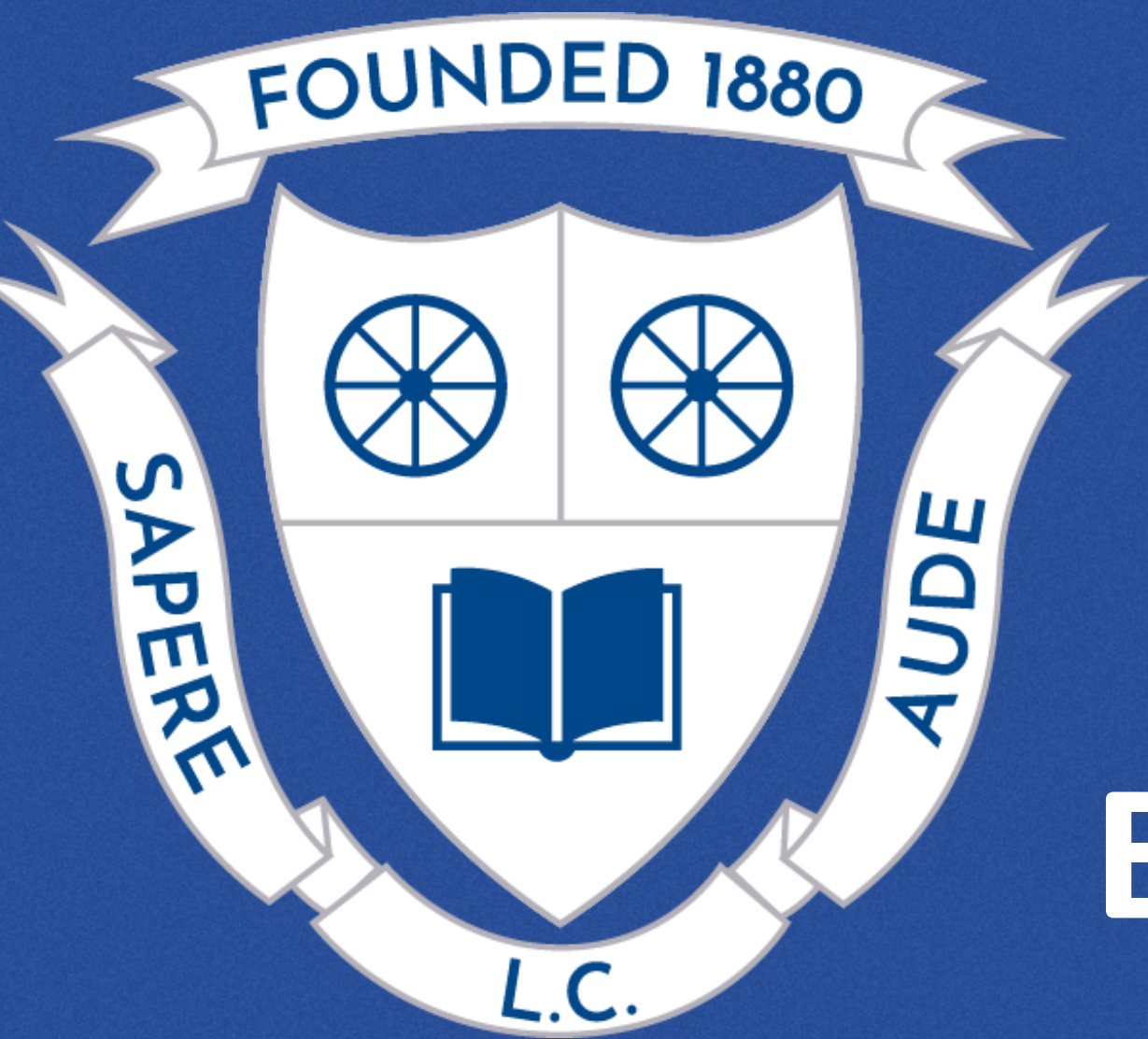




KS3 ASSESSMENT FRAMEWORK:

ENGLISH

ENGLISH: Year 7 Writing Assessment Framework

	Communication and organisation	Technical accuracy, spelling, sentences and grammar
Developing	Expresses some ideas in writing. Uses at least one feature of writing to meet the purpose of the task. Produces writing with a clear beginning and ending. Begins to use paragraphs to organise ideas and uses some simple language devices.	Uses capital letters with some accuracy and applies conscious punctuation. Makes simple vocabulary choices and writes simple sentences that communicate meaning. Attempts to spell most common words correctly, makes increasingly deliberate vocabulary choices and uses simple and compound sentences.
Approaching	Engages the reader through some logically organised ideas. Demonstrates some engagement with the task and purpose of writing. Uses at least two language features to maintain purpose, structures writing with a beginning, middle and ending, and organises ideas into paragraphs.	Accurately uses capital letters consistently and applies full stops, question marks and exclamation marks appropriately. Uses commas accurately in lists and clauses and sometimes applies apostrophes correctly. Varies sentence openings, uses some vocabulary variety, spells regular words with familiar suffixes and prefixes correctly and begins to use a range of sentence types, including complex sentences. Mostly maintains tense.
Secure	Engages the reader through developed ideas. Demonstrates clear engagement with the task and purpose of writing. Uses at least four language features with some effectiveness, structures writing logically with a clear beginning, middle and ending, and uses paragraphing to sequence ideas and create impact. Applies sophisticated language devices to add impact to the writing.	Uses a wide range of punctuation with increasing accuracy. Varies sentence openings effectively and begins to use ambitious and sophisticated vocabulary accurately. Applies apostrophes correctly on most occasions, spells accurately including homophones, and uses a range of sentence lengths and forms appropriately to communicate ideas effectively. Maintains tense accurately.
Extending	Sustains reader engagement throughout a detailed piece of writing. Demonstrates clear engagement with task and purpose. Uses an ambitious range of language features for specific effects, creates and sustains a consistent voice, and structures paragraphs coherently for impact. Selects vocabulary purposefully for effect.	Uses a full range of punctuation accurately. Varies sentence openings to organise and connect ideas effectively. Selects varied and ambitious vocabulary, applies apostrophes accurately and spells correctly, including ambitious vocabulary. Adapts sentence structures purposefully to achieve specific effects.

ENGLISH: Year 8 Writing Assessment Framework

	Communication and organisation	Technical accuracy, spelling, sentences and grammar
Developing	Engages the reader through some logically organised ideas. Demonstrates some engagement with the task and purpose of writing. Uses at least two language features to maintain purpose, structures writing with a beginning, middle and ending, and organises ideas into paragraphs.	Accurately uses capital letters consistently and applies full stops, question marks and exclamation marks appropriately. Uses commas accurately in lists and clauses and sometimes applies apostrophes correctly. Varies sentence openings, uses some vocabulary variety, spells regular words with familiar suffixes and prefixes correctly and begins to use a range of sentence types, including complex sentences. Mostly maintains tense.
Approaching	Engages the reader through developed ideas. Demonstrates clear engagement with the task and purpose of writing. Uses at least four language features with some effectiveness, structures writing logically with a clear beginning, middle and ending, and uses paragraphing to sequence ideas and create impact. Applies sophisticated language devices to add impact to the writing.	Uses a wide range of punctuation with increasing accuracy. Varies sentence openings effectively and begins to use ambitious and sophisticated vocabulary accurately. Applies apostrophes correctly on most occasions, spells accurately including homophones, and uses a range of sentence lengths and forms appropriately to communicate ideas effectively. Maintains tense accurately.
Secure	Sustains reader engagement throughout a detailed piece of writing. Demonstrates clear engagement with task and purpose. Uses an ambitious range of language features for specific effects, creates and sustains a consistent voice, and structures paragraphs coherently for impact. Selects vocabulary purposefully for effect.	Uses a full range of punctuation accurately. Varies sentence openings to organise and connect ideas effectively. Selects varied and ambitious vocabulary, applies apostrophes accurately and spells correctly, including ambitious vocabulary. Adapts sentence structures purposefully to achieve specific effects.
Extending	Sustains reader engagement through clearly connected ideas throughout a piece of writing. Demonstrates confident engagement with task and purpose, creates and sustains a consistent voice, and structures paragraphs coherently for impact. Uses an ambitious range of language devices for specific effects and selects increasingly sophisticated vocabulary.	Uses a full range of punctuation accurately. Varies sentence openings to organise and connect ideas effectively. Selects varied and ambitious vocabulary, applies apostrophes accurately and spells correctly, including ambitious vocabulary. Adapts sentence structures purposefully to achieve specific effects.

ENGLISH: Year 9 Writing Assessment Framework

	Communication and organisation	Technixcal accuracy, spelling, sentences and grammar
Developing	Engages the reader through developed ideas. Demonstrates clear engagement with the task and purpose of writing. Uses at least four language features with some effectiveness, structures writing logically with a clear beginning, middle and ending, and uses paragraphing to sequence ideas and create impact. Applies sophisticated language devices to add impact to the writing.	Uses a wide range of punctuation with increasing accuracy. Varies sentence openings effectively and begins to use ambitious and sophisticated vocabulary accurately. Applies apostrophes correctly on most occasions, spells accurately including homophones, and uses a range of sentence lengths and forms appropriately to communicate ideas effectively. Maintains tense accurately.
Approaching	Sustains reader engagement throughout a detailed piece of writing. Demonstrates clear awareness of task and purpose. Uses an ambitious range of language features for specific effects, creates and sustains a consistent voice, and structures paragraphs coherently for impact. Selects vocabulary purposefully for effect.	Uses a full range of punctuation accurately. Varies sentence openings to organise and connect ideas effectively. Selects varied and ambitious vocabulary, applies apostrophes accurately and spells correctly, including ambitious vocabulary. Adapts sentence structures purposefully to achieve specific effects.
Secure	Sustains reader engagement through clearly connected ideas throughout a piece of writing. Demonstrates confident engagement with task and purpose, creates and sustains a consistent voice, and structures paragraphs coherently for impact. Uses an ambitious range of language devices for specific effects and selects increasingly sophisticated vocabulary.	Uses a full range of punctuation accurately. Varies sentence openings to organise and connect ideas effectively. Selects varied and ambitious vocabulary, applies apostrophes accurately and spells correctly, including ambitious vocabulary. Adapts sentence structures purposefully to achieve specific effects.
Extending	Produces convincing and compelling writing that engages the reader through a range of clearly connected ideas. Demonstrates precise control of tone, style and register to match purpose and audience. Structures paragraphs coherently using integrated discourse markers and selects increasingly sophisticated vocabulary and phrasing for effect through a range of successful linguistic devices.	Demonstrates highly accurate sentence demarcation and punctuation choices that are selected deliberately for effect. Uses a wide range of sentence structures to engage the reader and create specific effects. Applies sophisticated vocabulary precisely and effectively throughout.

ENGLISH: Year 7 What, How, Why Assessment Framework

	Ideas about the test (WHAT)	Use of Evidence (HOW)	Understanding/analysis of effects (WHY)	Context
Developing	Demonstrates some understanding of the text by making straightforward points with support. Paraphrases the text to communicate understanding and begins to make straightforward points independently.	Makes some reference to the text to support understanding. Uses some subject terminology and begins to apply it accurately.	Makes simple comments on choices and offers personal responses to the text.	Makes simple comments about contexts/themes.
Approaching	Communicates increasingly clear ideas about the text and links some ideas to the task.	Supports ideas with evidence. Uses the terms <i>shows</i> and <i>suggests</i> when commenting on evidence and applies some subject terminology with increasing accuracy.	Comments on language choices and begins to zoom in on evidence and analyse some in greater detail.	Demonstrates some understanding of the importance of context within a response.
Secure	Clearly identifies a range of points about the text. Demonstrates consideration of the big ideas and concepts within the text and links ideas effectively to the task.	Supports ideas using evidence from different parts of the text. Uses increasingly sophisticated analytical verbs with some accuracy and begins to embed quotations successfully. Applies subject terminology accurately to support an argument.	Explains the effects of writer choices across at least two methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at word or sentence level and comments on effects on the reader and/or writer's purpose. Begins to identify layers of meaning and writer intentions, attempting to use tentative language where appropriate.	Demonstrates increasing awareness of how context contributes to meaning and ideas in relation to the question.
Extending	Makes a connected range of ideas about the text, using tentative argument where appropriate. Explains the big ideas and concepts within a text. Considers the big ideas and concepts linked to the task	Consistently supports ideas with evidence from across the text. Uses sophisticated analytical verbs and embeds quotations effectively within responses. Begins to identify patterns in the methods used and applies sophisticated subject terminology to strengthen arguments.	Understands the effects of writer choices across at least three methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at work and sentence/whole text level within explanations. Zooms in on a variety of evidence and can explain the effects. Explores writer purpose and evaluates the success of the writer's methods. Uses tentative language across answer to strengthen explanations.	Demonstrates a secure awareness of how context shapes meanings and ideas within a text.

ENGLISH: Year 8 What, How, Why Assessment Framework

	Ideas about the test (WHAT)	Use of Evidence (HOW)	Understanding/analysis of effects (WHY)	Context
Developing	Communicates increasingly clear ideas about the text and links some ideas to the task.	Supports ideas with evidence. Uses the terms <i>shows</i> and <i>suggests</i> when commenting on evidence and applies some subject terminology with increasing accuracy.	Comments on language choices and begins to zoom in on evidence and analyse some in greater detail.	Demonstrates some understanding of the importance of context within a response.
Approaching	Clearly identifies a range of points about the text. Demonstrates consideration of the big ideas and concepts within the text and links ideas effectively to the task.	Supports ideas using evidence from different parts of the text. Uses increasingly sophisticated analytical verbs with some accuracy and begins to embed quotations successfully. Applies subject terminology accurately to support an argument.	Explains the effects of writer choices across at least two methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at word or sentence level and comments on effects on the reader and/or writer's purpose. Begins to identify layers of meaning and writer intentions, attempting to use tentative language where appropriate.	Demonstrates increasing awareness of how context contributes to meaning and ideas in relation to the question.
Secure	Makes a connected range of ideas about the text, using tentative argument where appropriate. Explains the big ideas and concepts within a text. Considers the big ideas and concepts linked to the task	Consistently supports ideas with evidence from across the text. Uses sophisticated analytical verbs and embeds quotations effectively within responses. Begins to identify patterns in the methods used and applies sophisticated subject terminology to strengthen arguments.	Understands the effects of writer choices across at least three methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at word and sentence/whole text level within explanations. Zooms in on a variety of evidence and can explain the effects. Explores writer purpose and evaluates the success of the writer's methods. Uses tentative language across answer to strengthen explanations.	Demonstrates a secure awareness of how context shapes meanings and ideas within a text.
Extending	Explores a range of connected and thoughtful ideas about the text. Demonstrates perceptive inferences and considers original interpretations of the big ideas and concepts linked to the task.	Supports all ideas with carefully selected evidence from across the text. Uses sophisticated analytical verbs confidently, identifies patterns across writer methods and embeds subject terminology to strengthen an argument.	Evaluates the effects of a variety of writer methods, including language and structural choices. Zooms in on a variety of evidence, exploring multiple interpretations and evaluating writer purpose. Considers how successful a writer has been in achieving purpose, linking this back to the big idea. Consistently uses tentative language to strengthen analytical arguments.	Integrates contextual understanding into analysis to support interpretations and arguments.

ENGLISH: Year 9 What, How, Why Assessment Framework

	Ideas about the test (WHAT)	Use of Evidence (HOW)	Understanding/analysis of effects (WHY)	Context
Developing	Clearly identifies a range of points about the text. Demonstrates consideration of the big ideas and concepts within the text and links ideas effectively to the task.	Supports ideas using evidence from different parts of the text. Uses increasingly sophisticated analytical verbs with some accuracy and begins to embed quotations successfully. Applies subject terminology accurately to support an argument.	Explains the effects of writer choices across at least two methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at word or sentence level and comments on effects on the reader and/or writer's purpose. Begins to identify layers of meaning and writer intentions, attempting to use tentative language where appropriate.	Demonstrates increasing awareness of how context contributes to meaning and ideas in relation to the question.
Approaching	Makes a connected range of ideas about the text, using tentative argument where appropriate. Explains the big ideas and concepts within a text. Considers the big ideas and concepts linked to the task	Consistently supports ideas with evidence from across the text. Uses sophisticated analytical verbs and embeds quotations effectively within responses. Begins to identify patterns in the methods used and applies sophisticated subject terminology to strengthen arguments.	Understands the effects of writer choices across at least three methods, including characterisation, language, structure, setting or plot. Zooms in on evidence at work and sentence/whole text level within explanations. Zooms in on a variety of evidence and can explain the effects. Explores writer purpose and evaluates the success of the writer's methods. Uses tentative language across answer to strengthen explanations.	Demonstrates a secure awareness of how context shapes meanings and ideas within a text.
Secure	Explores a range of connected and thoughtful ideas about the text. Demonstrates perceptive inferences and considers original interpretations of the big ideas and concepts linked to the task.	Supports all ideas with carefully selected evidence from across the text. Uses sophisticated analytical verbs confidently, identifies patterns across writer methods and embeds subject terminology to strengthen an argument.	Evaluates the effects of a variety of writer methods, including language and structural choices. Zooms in on a variety of evidence, exploring multiple interpretations and evaluating writer purpose. Considers how successful a writer has been in achieving purpose, linking this back to the big idea. Consistently uses tentative language to strengthen analytical arguments.	Integrates contextual understanding into analysis to support interpretations and arguments.
Extending	Produces critical and perceptive responses to both the text and task. Explores the text as a whole and develops a fully integrated response through seamless connections within and beyond the text.	Integrates evidence, references and analytical verbs to strengthen responses. Explores patterns across the writer's methods to strengthen critical interpretations.	Analyses a range of writer methods in depth and makes connections across methods to explore how meanings and messages are developed. Integrates discussion of methods seamlessly and evaluates their contribution to the text as a whole.	Explores contextual influences as an integral part of analysis.

ENGLISH: Speaking and Listening Year 7 Assessment Framework

	Content and organisation	Speaking	Listening
Developing	Demonstrates some planning of ideas and consideration of the order in which they are presented.	Uses a clear voice and begins to make eye contact with an audience.	Listens to others and demonstrates interest in what they are saying.
Approaching	Plans and organises presentations and explains ideas with some detail.	Uses a clear and audible voice and makes some eye contact with an audience.	Listens with interest and respect when others are presenting.
Secure	Plans effectively, using structural devices and sequencing ideas to engage an audience. Communicates thoughtful ideas with detail and depth.	Varies pace, tone and volume for effect. Uses eye contact, gesture and body language effectively.	Demonstrates sensitivity and understanding when listening to the ideas and opinions of others.
Extending	Shapes presentations using a range of structural devices to create impact. Communicates perceptive ideas that encourage discussion.	Makes deliberate choices about speech, movement and gesture to create different roles and scenarios.	Demonstrates perceptive listening skills and confidently follows the development of discussions.

ENGLISH: Speaking and Listening Year 8 Assessment Framework

	Content and organisation	Speaking	Listening
Developing	Plans and organises presentations and explains ideas with some detail.	Uses a clear and audible voice and makes some eye contact with an audience.	Listens with interest and respect when others are presenting.
Approaching	Plans effectively, using structural devices and sequencing ideas to engage an audience. Communicates thoughtful ideas with detail and depth.	Varies pace, tone and volume for effect. Uses eye contact, gesture and body language effectively.	Demonstrates sensitivity and understanding when listening to the ideas and opinions of others.
Secure	Shapes presentations using a range of structural devices to create impact. Communicates perceptive ideas that encourage discussion.	Makes deliberate choices about speech, movement and gesture to create different roles and scenarios.	Demonstrates perceptive listening skills and readily follows the development of discussions.
Extending	Crafts and shapes presentations using a wide range of structural and rhetorical devices. Communicates challenging ideas that encourage discussion and debate.	Employs a wide range of presentation techniques effectively, including voice, eye contact, body language, stance and gesture.	Engages actively with the ideas of others through discussion and debate.

ENGLISH: Speaking and Listening Year 9 Assessment Framework

	Content and organisation	Speaking	Listening
Developing	Plans effectively, using structural devices and sequencing ideas to engage an audience. Communicates thoughtful ideas with detail and depth.	Varies pace, tone and volume for effect. Uses eye contact, gesture and body language effectively.	Demonstrates sensitivity and understanding when listening to the ideas and opinions of others.
Approaching	Shapes presentations using a range of structural devices to create impact. Communicates perceptive ideas that encourage discussion.	Makes deliberate choices about speech, movement and gesture to create different roles and scenarios.	Demonstrates perceptive listening skills and readily follows the development of discussions.
Secure	Crafts and shapes presentations using a wide range of structural and rhetorical devices. Communicates challenging ideas that encourage discussion and debate.	Employs a wide range of presentation techniques effectively, including voice, eye contact, body language, stance and gesture.	Engages actively with the ideas of others through discussion and debate.
Extending	Crafts presentations with sophistication, flair and imagination. Employs a full range of structural and rhetorical devices to influence an audience and sustains exploration of complex issues to provoke thoughtful discussion and debate.	Adapts speech, movement and gesture insightfully to create precise and sophisticated roles and scenarios. Applies dramatic conventions with confidence and flair.	Builds on the ideas of others thoughtfully and actively provokes further discussion and debate.