

English

English Reading Levels			
	Selection and Retrieval: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Deduction and Inference: deduce, infer or interpret information, events or ideas from texts	Analysis and Evaluation of Writers' Methods: explain and comment on writers' use of language, structure, grammatical features, form etc.
R1	In some reading I can occasionally recall some information from texts e.g. <i>names of characters</i> . I can sometimes locate information on a page e.g. <i>about characters, topics</i> . Teachers may need to help me.	In some reading I can make simple, basic inferences about events and information, sometimes using evidence from text e.g. <i>how a character is feeling, what makes a plant grow, but sometimes I guess</i>)	In some reading I can make some acknowledgement of language choices noted, e.g. <i>'slimy' is a good word there</i>
R2	In some reading I can recall some specific, straightforward information e.g. <i>names of characters, main ingredients</i> I have a generally clear idea of where to look for information, e.g. <i>about characters, topics</i>	In some reading I can make simple, plausible inference about events and information, using evidence from text e.g. <i>how a character is feeling, what makes a plant grow</i>	In some reading I can note some effective language choices e.g. <i>'slimy' is a good word there</i> I can identify some common patterns of language e.g. once upon a time; first, next, last
R3	In most reading I can identify the simple, most obvious points though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i> I can make some comments, which include quotations from or references to text, but they are not always relevant.	In most reading I can make straightforward inferences based on a single point of reference in the text, e.g. <i>'he was upset because it says "he was crying"'</i> I can make responses to text which show meaning established at a literal level e.g. <i>"walking good" means "walking carefully"</i>	In most reading I can identify a few basic features of writer's use of language, but struggle to offer a comment, e.g. <i>'there are lots of adjectives'</i>

English

<p>F1</p>	<p>Across a range of reading I can identify some relevant points I can make some comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus</p>	<p>Across a range of reading I can make comments make inferences based on evidence from different points in the text, e.g. <i>interpreting a character's motive from their actions at different points</i> My inferences are often correct, but comments are not always rooted securely in the text or repeat narrative or content</p>	<p>Across a range of reading I can identify some basic features of writer's use of language, e.g. <i>'all the questions make you want to find out what happens next'</i>, and make simple comments on writer's choices, e.g. <i>"disgraceful" is a good word to use to show he is upset'</i></p>
<p>F2</p>	<p>Across a range of reading I can identify most relevant points clearly, including those selected from different places in the text I can make comments generally supported by relevant textual reference or quotation, even when points made are not always accurate</p>	<p>Across a range of reading I can make comments to develop explanation of inferred meanings drawing on evidence across the text, e.g. <i>'you know her dad was lying because earlier she saw him take the letter'</i> I can make comments about inferences and deductions based on textual evidence, e.g. <i>in drawing conclusions about a character's feelings on the basis of their speech and actions</i></p>	<p>Across a range of reading I can identify various features of writer's use of language with some explanation, e.g. <i>'when it gets to the climax they speak in short sentences and quickly which makes it more tense'</i> I can make comments which show some awareness of the effect of writer's language choices, e.g. <i>"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'</i></p>
<p>F3</p>	<p>Across a range of reading I can identify relevant points clearly, including those selected from different places in the text I can make comments supported by relevant textual reference or quotation throughout</p>	<p>Across a range of reading I can make comments with developed explanations of inferred meanings drawing on evidence across the text, with some attempt at different layers of meaning My comments make inferences and deductions based on textual evidence and begin to consider wider implications or significance of information to the overall meaning</p>	<p>Across a range of reading I can identify various features of the writer's use of language and explain it throughout, e.g. <i>'when it gets to the climax they speak in short sentences and quickly which makes it more tense'</i> I can show an awareness of the effect of writer's language choices, e.g. <i>"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'</i></p>

English

<p>A1</p>	<p>Across a range of reading I can identify relevant points clearly, including summarising and synthesising of information from different sources or different places in the same text I can comment using apt textual reference and quotation to support my main ideas or argument</p>	<p>Across a range of reading I can comment securely about textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, <i>e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement</i> My comments consider wider implications or significance of information, events or ideas in the text, <i>e.g. tracing how details contribute to overall meaning</i></p>	<p>Across a range of reading I can offer some detailed explanation, with the appropriate terminology, of how language is used, <i>e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text</i> I can draw together some comments on how the writer's language choices contribute to the overall effect on the reader, <i>e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'</i></p>
<p>A2</p>	<p>Across a range of reading I am increasingly precise in my selection and application of textual reference to the point being made, <i>e.g. close reference at word level to refute an argument in a short stretch of text, or, deft selection across a longer textual stretch to evaluate a writer's viewpoint</i> I demonstrate an increasing ability to draw on knowledge of other sources to develop or clinch an argument, <i>e.g. referring to sources beyond the text to compare the effectiveness of imagery used</i></p>	<p>Across a range of reading I can make comments, which begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence, <i>e.g. considering the relative importance of different pieces of evidence when evaluating a character's actions; rejecting an argument after exploring what is left unsaid by its proponent; developing a critique of a writer's viewpoint by adducing evidence from a range of insights</i></p>	<p>Across a range of reading My comments begin to develop precise, perceptive analysis of how language is used, <i>e.g. showing how language use reflects Macbeth's changing emotional state or explaining how euphemisms conceal brutality in a political statement</i>, or have some appreciation of how the writer's language choices contribute to the overall effect on the reader, <i>e.g. demonstrating the greater effectiveness of imagery in poem A than poem B, or arguing that the use of highly emotive language in a campaign leaflet is/is not counterproductive in audience effect</i></p>
<p>A3</p>	<p>Across a range of reading I can offer a clear critical and mature stance, which develops a coherent interpretation of text(s), drawing on imaginative insights and well supported by reference and wider textual knowledge that I have gained from outside of the classroom</p>		<p>Across a range of reading I demonstrate a clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning</p>

English

English Writing Levels			
	<p>SPAG: vary and construct sentences for clarity, purpose and effect; write with technical accuracy regarding syntax, spelling and punctuation in phrases, clauses and sentences</p>	<p>Text Organisation: organise and present whole texts effectively, sequencing and structuring information, ideas and events; construct paragraphs and use cohesion within and between paragraphs</p>	<p>Style and Purpose: produce texts which are appropriate to task, reader and purpose; select appropriate and effective vocabulary for the style and purpose</p>
R1	<p>In some forms of writing I can use mainly simple sentences with 'and' used to connect clauses, often in place of full stops I have some awareness of tenses when writing</p> <p>I use capital letters and full stops occasionally accurately and sometimes question and exclamation marks</p> <p>I can spell common words correctly e.g. the, this etc.</p>	<p>In some forms of writing I can sequence my ideas in a basic way e.g. time-related words or phrases I can make it obvious which is the opening and/or closing part of my writing at times</p>	<p>In some forms of writing I can show some basic awareness of purpose e.g. main features of story, report I attempt to use appropriate features of the writing style I can use simple, often speech-like vocabulary</p>
R2	<p>In some forms of writing I can show some variation in sentence openings. I can use mainly simple sentences with <i>and</i> used to connect clauses I can write in past and present tense generally consistently</p> <p>I use capital letters and full stops usually accurately and sometimes accurately use of question and exclamation marks, and commas in lists</p> <p>I usually correctly spell high frequency words or spell them as they sound.</p>	<p>In some forms of writing I can sequence ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers I often make it obvious that my writing has an opening and/or closing part. I can write ideas in sections grouped by content, with some linking by simple pronouns</p>	<p>In some forms of writing I can show that the basic purpose of my writing is established, e.g. main features of story, report I can use some appropriate features of the writing style and make some attempt to adopt appropriate style I offer simple, often speech-like vocabulary, which conveys relevant meanings I can use some adventurous word choices, e.g. use of new vocabulary</p>
R3	<p>In most writing I tend to mostly use simple structured sentences, but give some variation with support, e.g. <i>some complex sentences if I am given the words to use or reminded</i></p>	<p>In some forms of writing I can usually correctly spell high frequency grammatical words I make likely errors with inflected endings, e.g. past tense, plurals, adverbs</p>	<p>In most writing I can make the purpose of my writing obviously established at a general level I can use the main features of selected writing style, sometimes signalled to the reader</p>

English

	<p><i>and, but, so</i> are the most common connectives in my writing I can use straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks I use some limited speech punctuation I tend to use comma splicing instead of using them properly</p> <p>I correctly spell some common words, including compound words</p>		<p>I can make some attempts at appropriate style, with attention to reader I can use simple, generally appropriate vocabulary used, limited in range I occasionally select some words for effect.</p>
F1	<p>Across a range of writing I can offer some variety in length or structure of sentences I can use some subordinating connectives, <i>e.g. if, when, because throughout the text</i> My sentences are demarcated accurately through most of the text, including question marks I can use speech marks to denote speech generally accurately I use commas used in lists and occasionally to mark clauses, although not always accurately I can correctly spell most common grammatical function words</p>	<p>Across a range of writing My ideas are organised simply with a fitting opening and closing, sometimes linked My ideas or material generally in logical sequence I can use paragraphs/sections help to organise content, I make some attempts to establish simple links between paragraphs/sections, although this is not always maintained, <i>e.g. firstly, next</i></p>	<p>Across a range of writing I can make the main purpose of writing clear but this is not always consistently maintained I can make the main features of selected style clear and appropriate to purpose I can demonstrate some evidence of deliberate vocabulary choices I can demonstrate some expansion of general vocabulary to match the topic</p>
F2	<p>Across a range of writing I can use a variety of sentence lengths and structures, sometimes used for effect I can use a wider range of connectives used, <i>e.g. although, on the other hand, meanwhile</i> I can use the most common punctuation used accurately to demarcate sentences, including speech punctuation I can correctly spell of grammatical function words</p>	<p>Across a range of writing I can structure material clearly, with sentences organised into appropriate paragraphs I can develop material effectively managing it across the text, <i>e.g. closings refer back to openings</i> I can use paragraphs clearly, which the structure main ideas across text to support the purpose, <i>e.g. clear chronological or logical links between paragraphs</i> within paragraphs/sections, I can use a range of devices support cohesion, <i>e.g. secure use of pronouns, connectives, references back to text</i> I can make links between paragraphs/sections, which are generally maintained across whole text</p>	<p>Across a range of writing The main purpose of my writing is clear and consistently maintained The features of selected form clearly established with some adaptation to purpose in my writing I can write appropriately in the correct style to clearly established to maintain reader's interest throughout I can choose vocabulary chosen for effect I can use a reasonably wide vocabulary used, though not always appropriately</p>
F3	<p>Across a range of writing</p>	<p>Across a range of writing I can structure material clearly throughout and begins to show consideration of the reader</p>	<p>Across a range of writing The main purpose of my writing is clear and consistently maintained with some imaginative</p>

English

	<p>I can use a variety of sentence lengths, structures begin to contribute to purpose and overall effect</p> <p>I can begin to confidently use a wider range of connectives to clarify relationship between ideas connectives</p> <p>I can use features of sentence structure used to build up detail or convey shades of meaning, <i>e.g. variation in word order, expansions in verb phrases</i></p> <p>I can use syntax and full range of punctuation are consistently accurate in a variety of sentence structures, I correctly spell less common place vocabulary</p>	<p>The overall direction of my writing is supported by clear links between paragraphs with some features used to signal the direction of the overall direction for the reader</p> <p>My paragraphs clearly structure main ideas across text to support purpose and some support of meaning, <i>e.g. clear chronological or logical links between paragraphs</i></p> <p>within paragraphs/sections, I can use a controlled range of devices support cohesion, <i>e.g. secure use of pronouns, connectives, references back to text</i></p> <p>I can use links between paragraphs/sections, which are maintained across whole text</p>	<p>use of appropriate forms that attempt to match purpose and audience</p> <p>I can write appropriately clearly in the correct style to establish to maintain the reader's interest throughout, with some attempt at devices appropriate for audience</p> <p>I choose vocabulary for effect reasonably frequently</p> <p>I can use a reasonably wide vocabulary chosen appropriately for purpose and audience</p>
A1	<p>Across a range of writing</p> <p>I can offer controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect</p> <p>I can confidently use a range of sentence features to clarify or emphasise meaning, <i>e.g. fronted adverbials ('Reluctantly, he...', 'Five days later, it...'), complex noun or prepositional phrases</i></p> <p>My syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, <i>e.g. only occasional comma splices, some use of semi-colons, not always accurate</i></p> <p>I generally use correct spelling throughout, including some ambitious, uncommon words, but make errors with words such as: <i>outrageous, exaggerated, announcing, parallel</i></p>	<p>Across a range of writing</p> <p>I can produce material that is clearly controlled and sequenced, taking account of the reader's likely reaction, <i>e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i></p> <p>I can use a range of features clearly signal overall direction of the text for the reader, <i>e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</i></p> <p>The construction of my paragraphs clearly supports meaning and purpose, <i>e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i></p> <p>Within paragraphs, I can use cohesive devices, which contribute to emphasis and effect, <i>e.g. adverbials as sentence starters</i></p>	<p>Across a range of writing</p> <p>I can offer imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, <i>e.g. deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot</i></p> <p>I can create a convincing, individual voice or point of view, which is mostly sustained throughout, <i>e.g. authoritative expert view, convincing characterisation, adopting a role</i></p> <p>I can write with a level of formality, which is generally appropriate for purpose and audience, and use a range of stylistic devices to achieve effect, not always successfully, <i>e.g. controlled informality, generalisations or shifts between conversational style and more literary language</i></p> <p>I can choose vocabulary appropriate to purpose and audience</p> <p>I can use a range of vocabulary, which is generally varied and often ambitious, even though my choices not always apt</p>
A2	<p>Across a range of writing</p> <p>I can use a variety of sentence types, which are deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control</p> <p>I can shape/craft a range of features within my sentences that have individual merit and contribute to overall development of the text, <i>e.g. embedded phrases and clauses that</i></p>	<p>Across a range of writing</p> <p>I can skilfully manage and shape a range of ideas and information to achieve the intended purpose and effect, <i>e.g. introduction and development of character, plot, event, or the terms of an argument, are paced across the text</i></p> <p>I can use a variety of devices to position the reader, <i>e.g. skilful control of information flow to</i></p>	<p>Across a range of writing</p> <p>I can imaginatively and generally successfully adapt a wide range of forms and conventions to suit variety of purposes and audiences, <i>e.g. deliberate reference to other texts or textual conventions for effect or emphasis</i></p> <p>I can create a well-judged, distinctive individual voice or point of view, which is sustained throughout, <i>e.g. consistent handling of narrator's</i></p>

English

	<p><i>support succinct explanation; secure control of complex verb forms; antithesis, repetition or balance in sentence structure</i></p> <p>I demonstrate correct spelling of less frequent vocabulary throughout my writing</p>	<p><i>reader; teasing the reader by drawing attention to how the narrative or argument is being handled</i></p> <p>My paragraphing across the text is integral to meaning and purpose, <i>e.g. paragraph length and complexity varied to match narrative pace or development of argument; varied devices to link or juxtapose paragraphs; paragraph structure repeated for effect</i></p> <p>I can construct individual paragraphs, shaping or crafting for imaginative or rhetorical effect, <i>e.g. last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue</i></p>	<p><i>persona in fiction; well controlled use of original turns of phrase in formal discursive writing</i></p> <p>I can create a generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, <i>e.g. varying the level of formality within a piece for effect; direct address to the reader or taking the reader into their confidence</i></p> <p>I can choose vocabulary imaginatively and consistently, which is well-matched to purpose and audience</p> <p>I can use a range of vocabulary, which is generally varied and ambitious, and often judiciously chosen</p>
<p>A3</p>	<p>Across a range of writing My choice of sentence structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader I demonstrate correct spelling of ambitious vocabulary throughout my writing</p>	<p>Across a range of writing I demonstrate imaginative, well controlled structuring of subject matter and management of paragraphing, which provides textual coherence and cohesion, and positions the reader appropriately in relation to the writer's purpose</p>	<p>Across a range of writing I can creatively select and adapt my writing to a wide range of forms and conventions, to meet varied writing challenges with distinctive personal voice and style matched to intended effect I choose wide ranging vocabulary and use it imaginatively and with precision</p>