



Year 9	English Grade Descriptors Building on Years 7 and 8
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p><b>In reading a student can:</b></p> <ul style="list-style-type: none"><li>• Show a developing understanding of how writers use language to achieve effects and influence the reader.</li><li>• Show a developing understanding of how writers use structure to achieve effects.</li><li>• Show a developing evaluation of the ideas, events, themes or settings in the text.</li></ul> <p><b>In writing a student can:</b></p> <ul style="list-style-type: none"><li>• Demonstrate some attempt to structure a response, linking relevant ideas.</li><li>• Show a developing and generally maintained form, appropriate to audience and purpose.</li><li>• Show a developing variety of sentence structures for purpose and effect including an attempt at some complex sentences.</li><li>• Spell accurately of simple words.</li><li>• Demonstrate a developing range of vocabulary choices showing clear awareness of audience and purpose.</li></ul>
Expected	<p><b>In reading a student can:</b></p> <ul style="list-style-type: none"><li>• Give a clear explanation of how writers use language to achieve effects and influence the writer.</li><li>• Give a clear explanation of how writers use structure to achieve effects.</li><li>• Provide clear evaluative comments of the ideas, events, themes and settings in the text.</li></ul> <p><b>In writing a student can:</b></p> <ul style="list-style-type: none"><li>• Show a clear awareness of the need to adapt form to the audience and purpose.</li><li>• Demonstrate a tone, style and register that generally appropriate to the purpose, form and audience.</li><li>• Use a mostly secure and successful range of punctuation.</li></ul>
Above	<p><b>In reading a student can:</b></p> <ul style="list-style-type: none"><li>• Give a clear and controlled analysis of how writers use language to achieve effects and influence the reader.</li><li>• Give a clear and controlled analysis of how writers use structure to achieve effects.</li><li>• Give a clear and controlled analysis of the success of the text including ideas, events, themes and settings.</li></ul> <p><b>In writing a student can:</b></p> <ul style="list-style-type: none"><li>• Show the ability to sustain the appropriate form to the purpose and audience.</li><li>• Confidently use of tone, style and register matched to form and audience.</li></ul>



	<ul style="list-style-type: none"><li>• Consistently provide clear and effective communication of a range of ideas, becoming more controlled and coherent.</li><li>• Coherently use paragraphs with a range of integrated discourse markers.</li></ul>
<b>Exceptional</b>	<p><b>In reading a student can:</b></p> <ul style="list-style-type: none"><li>• Provide a detailed analysis of how writers use language to achieve effects and influence the reader.</li><li>• Give a detailed analysis of how writers use structure to achieve effects and influence the reader (including sentence types where relevant).</li><li>• Choose precisely structural devices which are explored in detail using precise terminology to develop and support their analysis.</li></ul> <p><b>In writing a student can:</b></p> <ul style="list-style-type: none"><li>• Produce controlled and coherent writing matched to form, audience and purpose.</li><li>• Use a tone, style and register that are precise and convincing.</li><li>• Give precise and convincing writing using a wide range of intentionally shaped ideas.</li><li>• Use a coherent and cohesive overall structure, using appropriate paragraphing and discourse markers.</li></ul>



Year 9	English Grade Descriptors Building on Years 7 and 8
<b>Progress Grade</b>	<b>Data Drop 2 - Spring Term</b>
<b>Working Towards</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Textual references are identified and there is some consideration of effect.</li><li>• Identification of structural devices and there is some consideration of effect.</li><li>• The ability to comment on how the writer's methods have an impact on the reader.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• A straightforward use of tone, style and register.</li><li>• Mostly successful communication of ideas with a developing sense of control and coherence.</li><li>• The ability to write in paragraphs using some discourse markers, although these may not always be appropriate.</li><li>• The use of structural and grammatical features in non-fiction writing.</li><li>• A generally accurate range of punctuation.</li></ul>
<b>Expected</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Selection of textual references is appropriate and effects are explained.</li><li>• Clear explanation of the impact of the writer's methods on the reader.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Writing which is mostly engaging and has a range of connected ideas.</li><li>• Use of usually coherent paragraphs with a range of discourse markers.</li><li>• A variety of different sentence structures for purpose and effect, including complex sentences.</li></ul>
<b>Above</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• The ability to select and explore well-chosen textual references in detail.</li><li>• The ability to select and explore structural devices in detail using relevant subject terminology to develop and support analysis.</li><li>• A clear analysis of the effect/impact that the writer's methods have on the reader.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Accurate spelling of a wide vocabulary including irregular words.</li><li>• Secure and competent control of tense and agreement.</li><li>• A wide range of vocabulary choices showing a confident understanding of audience and purpose.</li></ul>



	<ul style="list-style-type: none"><li>• Vocabulary which is confidently used for deliberate effects.</li><li>• Engaging writing using a range of ideas which are developed logically and/or creatively.</li></ul>
<b>Exceptional</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Precise choice of textual references which are explored in detail.</li><li>• Well-chosen use of subject terminology to develop their analysis.</li><li>• Precise choice of structural devices which are explored in detail using precise terminology to develop and support their analysis.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Well-crafted and controlled sentence structures used for purpose and effect.</li><li>• Precise and accurate use of a wide range of punctuation.</li><li>• Accurate spelling of an increasingly complex vocabulary.</li></ul>



Year 9	English Grade Descriptors Building on Years 7 and 8
<b>Progress Grade</b>	<b>Data Drop 3 - Summer Term</b>
<b>Working Towards</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Some use of subject terminology.</li><li>• The ability to support comments with some undeveloped examples from the text.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• A developing range of vocabulary choices showing clear awareness of audience and purpose.</li><li>• Some evidence of vocabulary being selected for deliberate effects.</li></ul>
<b>Expected</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Selection of structural devices is appropriate and effects are explained using relevant subject terminology.</li><li>• The ability to offer quotations from the text to support and explain their comments.</li><li>• Consistent and relevant use of subject terminology.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Generally accurate spelling, including complex and irregular words.</li><li>• Mostly secure control of tense agreement.</li><li>• An increasingly varied range of vocabulary choices showing clear understanding of audience and purpose.</li><li>• Vocabulary which is consistently selected for deliberate effects.</li></ul>
<b>Above</b>	<p><b>In reading a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• Controlled use of subject terminology is used to support and develop analysis.</li><li>• The ability to support comments by using appropriate and well-chosen quotations.</li></ul> <p><b>In writing a student demonstrates:</b></p> <ul style="list-style-type: none"><li>• An increasingly effective use of vocabulary and phrasing, chosen for effect, with a range of linguistic devices used successfully.</li><li>• Structural and grammatical features used effectively and deliberately across non-fiction texts.</li><li>• Detailed and controlled use of plot/sequencing in narrative or descriptive writing.</li><li>• Coordination and subordination are used confidently and accurately.</li><li>• A confident use of Standard English.</li></ul>



## Exceptional

### **In reading a student demonstrates:**

- A convincing critique of the effect/impact that the writer's methods have on the reader.
- The ability to support comments with precise choice of quotations.
- Detailed and analytical evaluation of the text including ideas, events, themes and settings.

### **In writing a student demonstrates:**

- Wide and selective range of vocabulary choices employed convincingly.
- Vocabulary which is used with precision to show shades of meaning.
- The ability to communicate a broad range of ideas which are fluent and well-structured to create impact.
- A precise choice of vocabulary with a wide range of linguistic devices used effectively.
- Varied and effective use of structural and grammatical features in non-fiction texts.
- Convincing use of plot/sequencing in narrative or descriptive writing.