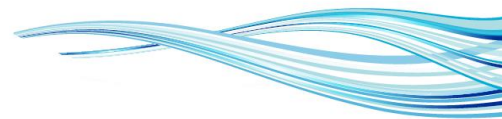




Year 7	English Grade Descriptors
Progress Grade	Data Drop 1 - Autumn Term
Working Towards	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select basic and obvious information and ideas from one or more texts.• Show an awareness of how writers use language to influence the reader and create effect(s).• Show a basic awareness of how structure is used to create effects.• Create a response which makes basic comparison between writers' ideas and perspectives.• Show a basic understanding of the text: often description of ideas, themes, events or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Attempt to match register to audience.• Attempt to match content to purpose.• Begin to vary vocabulary with some use of linguistic devices.
Expected	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select explicit information and ideas from one or more texts.• Straightforward comment on how writers use language to achieve influence the reader and create effects.• Straightforward comment on how writers use structure to achieve particular effects.• Create a response which identifies obvious points of comparison between writers' ideas and perspectives.• Straightforward comment on ideas, events, themes or settings. <p>In writing a student can:</p> <ul style="list-style-type: none">• Show some sustained attempt to match register to audience.• Show some sustained attempt to match content to purpose.• Consciously use vocabulary with some use of linguistic devices.• Show that sentence demarcation is mostly secure and mostly accurate.
Above	<p>In reading a student can:</p> <ul style="list-style-type: none">• Select explicit and some implicit information and ideas from one or more texts.• Show developing understanding of how writers use language to achieve effects and influence the reader.• Show developing understanding of how writers use structure to achieve effects.• Give points of comparison of writers' ideas and perspectives.

	<ul style="list-style-type: none">• Evaluate ideas, events, themes or settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Consciously use of vocabulary with some use of linguistic devices.• Show some use of structural features.• Use an increasing variety of linked and relevant ideas.• Confidently use of paragraphs and some use of discourse markers.
Exceptional	<p>In reading a student can:</p> <ul style="list-style-type: none">• Show clear evidence of the selection of implicit and explicit information and ideas from one or more texts (inference).• Give a clear explanation of how writers use language to achieve effects and influence the writer.• Give a clear explanation of how writers use structure to achieve effects.• Give a clear comparison of how writers' ideas and perspectives are conveyed.• Give clear evaluative comments of the ideas, events, themes and settings in the text. <p>In writing a student can:</p> <ul style="list-style-type: none">• Demonstrate register matched to audience.• Give content generally matched to purpose.• Choose clearly vocabulary for effect and use appropriate linguistic devices.



Year 7	English Grade Descriptors
Progress Grade	Data Drop 2 - Spring Term
Working Towards	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select obvious evidence from one or more texts.• Identification of words/phrases used by the writer.• Limited references to structural devices.• Simple quotations/references which are not always relevant (from one or both texts).• Limited mention of the writer's methods. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Attempts to use structural features.• Some linked and relevant ideas.• Attempts a variety of sentence forms.• Some use of Standard English with some control of agreement.
Expected	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select relevant evidence from one or more texts.• Identification of textual references.• Identification of structural devices.• Straightforward use quotations/ reference.• Some attempt to comment on the writer's methods and the impact on the reader. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Sentence demarcation which is mostly secure and mostly accurate.• Range of punctuation use, mostly with success.• Use of a variety of sentence forms for effect.• Generally accurate spelling, including complex and irregular words.
Above	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• The ability to select relevant evidence from one or more texts that generally supports their points.• Textual references being identified and there is some consideration of effect.• Some use of subject.• Identification of structural devices and there is some consideration of effect.

	<ul style="list-style-type: none">• use of subject terminology. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• A competent use of Standard English.• Effective use of structural and grammatical features in non-fiction writing.• Clear and logical development of plot/sequencing in narrative or descriptive writing.• A variety of different sentence structures for purpose and effect used, including complex sentences.• Increasingly varied vocabulary choices.
Exceptional	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• Selection of appropriate evidence from one or more texts that supports their points.• selection of textual references is appropriate and effects are explained.• The selection of some appropriate quotations/references from both texts.• Clear explanation of the impact of the writer’s methods on the reader. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Use of a full range of appropriate sentence forms for effect.• Use of Standard English consistently and appropriately with secure control of complex grammatical structures.• High levels of accuracy in spelling, including ambitious vocabulary.• Usually effective use of structural features.• Writing that is engaging, with a range of connected ideas.



Year 7	English Grade Descriptors
Progress Grade	Data Drop 3 - Summer Term
Working Towards	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• A simple awareness of the connections between texts.• Some simple comments in response to theme, language and/or structure (in one or both texts).• Understanding of implied textual references. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Some linked and relevant ideas.• Attempts to write in paragraphs with some discourse markers, not always appropriate.• Some accurate spelling of more complex words.
Expected	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• A straightforward awareness of the connections between texts.• Use of subject terminology.• Comments in response to theme, language and/or structure (in one or both texts).• selection of some textual references which occasionally support views and comments. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• Some use of structural features.• Increasing variety of linked and relevant ideas.• Some use of paragraphs and some use of discourse markers.
Above	<p>In reading a student demonstrates:</p> <ul style="list-style-type: none">• selection of straightforward quotations/references to develop ideas although not always consistent.• A developing explanation of theme, language and/or structure across the texts.• The ability to support comments with some undeveloped examples from the text. <p>In writing a student demonstrates:</p> <ul style="list-style-type: none">• An increasingly varied range of vocabulary choices showing clear understanding of audience and purpose.• Vocabulary use which is consistently selected for deliberate effects and can be rationalised by the student.• Mostly secure control of tense agreement.• The ability to a clearly communicate ideas with increasing success.• Vocabulary use that is clearly chosen for effect and a broadening range of linguistic devices.

Exceptional**In reading a student demonstrates:**

- A clear understanding of the connections between texts.
- Consistent and relevant use of subject terminology.
- selection of structural devices is appropriate and effects are explained using relevant subject terminology.
- Clear and appropriate explanation in response to theme, language and/or structure across the texts.
- The ability to offer quotations from the text to support and explain their comments.

In writing a student demonstrates:

- Sentence demarcation that is consistently secure and consistently accurate.
- Wide range of punctuation is used with a high level of accuracy.