



# KS3 Assessment Criteria: English

	Flight Path 1: GCSE grades 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 4 and above	Flight Path 4: GCSE grades 6 and above
<b>Year 7</b>	<p><b>READING:</b> Responses identify and begin to comment on language techniques. Expresses a simple, personal opinion. No/basic textual reference. Identify basic similarities and/or differences when exploring more than one text.</p> <p><b>WRITING:</b> Basic control and coherence (a basic sense of plot and characterisation) Basic organisation (paragraphs may be used to show obvious divisions) Some use of structure and grammatical features are used to convey meaning. Communication is limited but some meaning is conveyed. Basic awareness of the purpose and format of the task, with some basic awareness of the reader / intended audience. Some attempt to adapt register to purpose/audience (e.g. a degree of formality). Some relevant content despite uneven coverage of the topic, though content may be thin and brief. Simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order). Some basic clarity but communication of meaning is limited. Limited range of sentence structure. Control of sentence construction is limited. Some attempt to use punctuation. Some spelling is accurate. Control of tense and agreement is limited. Limited range of vocabulary.</p> <p><b>LITERATURE:</b> Limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register. Use a simple approach to the task. Show a basic understanding of some key aspects of the text, with a little engagement.</p>	<p><b>READING:</b> Responses identify and give straightforward comments on language techniques. Responses will simply identify language for effect and use some subject terminology. Personal opinion supported by straightforward textual reference. Identify and give a straightforward description of some of the main similarities and differences when exploring more than one text.</p> <p><b>WRITING:</b> Some control and coherence (in plot and characterisation). Some organisation (narrative is beginning to have some shape and development). Structure and grammatical features are used to convey meaning. Communication is limited but clear. Some awareness of the purpose and format of the task, showing awareness of the reader/intended audience. Clear attempt to adapt register to purpose / audience. Some reasons are given in support of opinions and ideas but with limited development of ideas. Some sequencing of ideas into paragraphs (structure /direction may be uncertain). Communication has some clarity and fluency. There is some control of sentence construction and some variety of sentence structure. Some control of a range of punctuation. Spelling is usually accurate and control of tense and agreement is generally secure. Some range of vocabulary.</p> <p><b>LITERATURE:</b> Some focus on the task, convey ideas with some coherence and sometimes use an appropriate register. Use a limited approach to the task. Show some understanding of key aspects of the text, with some engagement.</p>	<p><b>READING:</b> Responses explain how language is used to achieve effects and influence the reader and begin to show some understanding of language. Begins to use relevant subject terminology accurately to support their comments. Appropriate textual references and some critical awareness of the text. Identify similarities and differences and make some comparisons, commenting on how they are conveyed, when exploring more than one text.</p> <p><b>WRITING:</b> Mostly controlled and coherent (plot and characterisation show some detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with some accuracy to convey meaning. Communication is clear but limited in ambition. Shows clear understanding of the purpose and format of the task. Shows clear awareness of the reader/intended audience. Register is appropriately adapted to purpose/audience. Content is developed and appropriate reasons are given in support of opinions/ideas. Ideas are organised into coherent arguments. Some shape and structure in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. There is variety in sentence structure and control of sentence construction is mostly secure. A range of punctuation is used, mostly accurately. Most spelling, including that of irregular words, is correct. Control of tense and agreement is mostly secure. Vocabulary is beginning to develop and is used with some precision.</p>	<p><b>READING:</b> Responses make accurate comments and begin to analyse how language and tone are used to achieve effects. Subject terminology is used accurately to support comments effectively. Offers a critical evaluation of the text and its effects supported by well-selected textual references. Make detailed comparisons, with valid comments on how they are conveyed, when exploring more than one text.</p> <p><b>WRITING:</b> Clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination). Clearly organised (narrative is purposefully shaped and developed). Structure and grammatical features are used accurately to support cohesion and coherence. Communication shows some ambition and conveys precise meaning. Consistent understanding of the purpose and format of the task. Secure awareness of the reader/intended audience. Register is appropriately and consistently adapted to purpose/audience. Content is well-judged and detailed. Ideas are organised and coherently developed with supporting detail. There is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation). Communication has clarity, fluency and some ambition and control of tenses is secure. Sentence structure is varied to achieve particular effects and control of sentence construction is secure. Range of punctuation is used accurately. Spelling, including that of irregular words, is secure. Vocabulary is ambitious and used with precision.</p>



# KS3 Assessment Criteria: English

	<p>May support and justify their responses by some general reference to the text, perhaps including some quotations.</p> <p>May make generalised comments on writers' use of language, form and structure.</p> <p>May make basic reference to meanings and effects.</p> <p>May use some subject terminology but not always accurately.</p> <p>Limited understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures.</p>	<p>Support and justify their responses by some direct reference to the text, including some quotations.</p> <p>Recognise and make simple comments on writers' use of language, form and structure.</p> <p>May make limited reference to meanings and effects.</p> <p>May use some relevant subject terminology.</p> <p>Show some understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p> <p>Comment on and begin to analyse writers' use of language, form and structure.</p> <p>Make some reference to meanings and effects.</p> <p>Use relevant subject terminology.</p> <p>Show an understanding of the relationships between texts and the contexts in which they were written.</p>	<p><b>LITERATURE:</b></p> <p>Focus on the task, convey ideas with general coherence and use a mostly appropriate register.</p> <p>Use a straightforward approach to the task.</p> <p>Show an understanding of key aspects of the text, with engagement.</p> <p>Support and justify their responses by appropriate direct reference to the text, including quotations.</p> <p>Show an understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p><b>LITERATURE:</b></p> <p>Sustain focus on the task, convey ideas with coherence and use an appropriate register.</p> <p>Use a thoughtful approach to the task.</p> <p>Show a secure understanding of key aspects of the text, with considerable engagement.</p> <p>Support and justify their responses by well-chosen direct reference to the text, including quotations.</p> <p>Discuss and increasingly analyse writers' use of language, form and structure.</p> <p>Make thoughtful reference to the meanings and effects of stylistic features used by the writer.</p> <p>Use apt subject terminology.</p> <p>Show a secure understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
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King Edward



# KS3 Assessment Criteria: English

	Flight Path 1: GCSE grades 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 5 and above	Flight Path 4: GCSE grades 6 and above
<b>Year 8</b>	<p><b>READING:</b> Responses identify and give straightforward comments on language techniques. Responses will simply identify language for effect and use some subject terminology. Personal opinion supported by straightforward textual reference. Identify and give a straightforward description of some of the main similarities and differences when exploring more than one text.</p> <p><b>WRITING:</b> Some control and coherence (some control of plot and characterisation) Some organisation (narrative is beginning to have some shape and development). Structure and grammatical features are used to convey meaning. Communication is limited but clear. Some awareness of the purpose and format of the task. Shows awareness of the reader/intended audience. Clear attempt to adapt register to purpose / audience. Some reasons are given in support of opinions and ideas. Limited development of ideas. Some sequencing of ideas into paragraphs (structure /direction may be uncertain). Communication has some clarity and fluency. Some variety of sentence structure. There is some control of sentence construction. Some control of a range of punctuation. Spelling is usually accurate. Control of tense and agreement is generally secure. Some range of vocabulary.</p> <p><b>LITERATURE:</b> Some focus on the task, convey ideas</p>	<p><b>READING:</b> Responses explain how language is used to achieve effects and influence the reader and begin to show some understanding of language. Begins to use relevant subject terminology accurately to support their comments. Appropriate textual references and some critical awareness of the text. Identify similarities and differences and make some comparisons, commenting on how they are conveyed, when exploring more than one text.</p> <p><b>WRITING:</b> Mostly controlled and coherent (plot and characterisation show some detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with some accuracy to convey meaning. Communication is clear but limited in ambition. Shows clear understanding of the purpose and format of the task. Shows clear awareness of the reader/intended audience. Register is appropriately adapted to purpose/audience. Content is developed and appropriate reasons are given in support of opinions/ideas. Ideas are organised into coherent arguments. Some shape and structure in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. Variety in sentence structure. Control of sentence construction is mostly secure. Range of punctuation is used, mostly accurately. Most spelling, including that of irregular words, is correct. Control of tense and agreement is mostly secure. Vocabulary is beginning to develop and is used</p>	<p><b>READING:</b> Responses make accurate comments and begin to analyse how language and tone are used to achieve effects. Subject terminology is used accurately to support comments effectively. Offers a critical evaluation of the text and its effects supported by well-selected textual references. Make detailed comparisons, with valid comments on how they are conveyed, when exploring more than one text.</p> <p><b>WRITING:</b> Clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination). Clearly organised (narrative is purposefully shaped and developed). Structure and grammatical features are used accurately to support cohesion and coherence. Communication shows some ambition and conveys precise meaning. Consistent understanding of the purpose and format of the task. Secure awareness of the reader/intended audience. Register is appropriately and consistently adapted to purpose/audience. Content is well-judged and detailed. Ideas are organised and coherently developed with supporting detail. There is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation). Communication has clarity, fluency and some ambition. Sentence structure is varied to achieve particular effects. Control of sentence construction is secure.</p>	<p><b>READING:</b> Responses make accurate and perceptive comments, and analyse how language and tone are used to achieve effects. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively. Offers a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. Show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text. Make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, when exploring more than one text.</p> <p><b>WRITING:</b> Fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination). Clearly and imaginatively organised (narrative is sophisticated and fully engages the reader’s interest). Structure and grammatical features are used ambitiously to give the writing cohesion and coherence. Communication is ambitious and consistently conveys precise meaning. Shows sophisticated understanding of the purpose and format of the task. Shows sustained awareness of the reader/intended audience. Appropriate register is confidently adapted to purpose/audience. Content is ambitious, pertinent and sophisticated Ideas are convincingly developed and supported by a range of relevant details. Sophistication in the shape and structure of the writing.</p>



# KS3 Assessment Criteria: English

<p>with some coherence and sometimes use an appropriate register.          Use a limited approach to the task.          Show some understanding of key aspects of the text, with some engagement.          Support and justify their responses by some direct reference to the text, including some quotations.          Recognise and make simple comments on writers' use of language, form and structure.          May make limited reference to meanings and effects.          May use some relevant subject terminology.          Show some understanding of the relationships between texts and the contexts in which they were written.          Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>with some precision.</p> <p><b>LITERATURE:</b>          Focus on the task, convey ideas with general coherence and use a mostly appropriate register.          Use a straightforward approach to the task.          Show an understanding of key aspects of the text, with engagement.          Support and justify their responses by appropriate direct reference to the text, including quotations.          Comment on and begin to analyse writers' use of language, form and structure.          Make some reference to meanings and effects.          Use relevant subject terminology.          Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>A range of punctuation is used accurately.          Spelling, including that of irregular words, is secure.          Control of tense and agreement is secure.          Vocabulary is ambitious and used with precision.</p> <p><b>LITERATURE:</b>          Sustain focus on the task, convey ideas with coherence and use an appropriate register.          Use a thoughtful approach to the task.          Show a secure understanding of key aspects of the text, with considerable engagement.          Support and justify their responses by well-chosen direct reference to the text, including quotations.          Discuss and increasingly analyse writers' use of language, form and structure.          Make thoughtful reference to the meanings and effects of stylistic features used by the writer.          Use apt subject terminology.          Show a secure understanding of the relationships between texts and the contexts in which they were written.          Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	<p>Communication has ambition and sophistication.          Appropriate and effective variation of sentence structures.          Virtually all sentence construction is controlled and accurate.          Range of punctuation is used confidently and accurately.          Virtually all spelling, including that of complex irregular words, is correct.          Control of tense and agreement is totally secure.          Wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning.</p> <p><b>LITERATURE:</b>          Sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register.          Use a sensitive and evaluative approach to the task and analyse the text critically.          Show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response.          Include pertinent, direct references from across the text, including quotations.          Analyse and appreciate writers' use of language, form and structure.          Make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form.          Use precise subject terminology in an appropriate context.          Show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.          Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
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