

# The Lion Works School: Grade descriptors for use at Key Stage 3 - English



Current National Curriculum Levels	Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	<b>Reading</b> <i>'Pupils should: Develop an appreciation and love of reading, and read increasingly challenging material independently'. 'Understand increasingly challenging texts'. 'Read critically'.</i>	<b>Writing</b> <i>'Pupils should: Write accurately, fluently, effectively and at length'. 'Plan, draft, edit and proof-read'. 'Consolidate and build on their knowledge of grammar and vocabulary'.</i>	<b>Speaking and Listening</b> <i>'Pupils should: Speak confidently and effectively'.</i>
8			<b>Mastered</b>	<ul style="list-style-type: none"> <li>Critical understanding of how the text's language &amp; structure support a writer's viewpoint.</li> <li>Clear critical interpretation with well supported reference.</li> <li>Critical analysis and appreciation of a text in context</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structures are imaginative, accurate and matched to purpose and intended effect on the audience.</li> <li>Writing at length is imaginative, well-structured and accurate.</li> <li>Distinctive personal voice and style.</li> <li>Vocabulary used imaginatively and with precision.</li> <li>Correct spelling throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Constantly exhibits perceptive listening skills and readily follows the development of discussions.</li> <li>Structures speech carefully, using sophisticated vocabulary, intonation and emphasis.</li> </ul>
7		<b>Mastered</b>	<b>Extended</b>	<ul style="list-style-type: none"> <li>Clear interpretation of texts and evaluation of structural choices.</li> <li>Precise analysis of language and appreciation of writer's choices.</li> <li>Writer's purpose and viewpoint is shown through analytical and evaluative comment.</li> <li>Analysis of meaning in relation to the context of when the text was written or read.</li> </ul>	<ul style="list-style-type: none"> <li>Full control of sentence structures.</li> <li>Texts skilfully organised and managed, clear evidence of editing/proof-reading.</li> <li>Paragraphs shaped for effect.</li> <li>Distinctive individual voice sustained.</li> <li>Imaginative vocabulary, judiciously chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits confidence in all situations, including ones which are new or unexpected.</li> <li>Presents confident use of Standard English in appropriate situations.</li> </ul>
6	<b>Mastered</b>	<b>Extended</b>	<b>Secure</b>	<ul style="list-style-type: none"> <li>Secure comments based in textual evidence, some attempt at detailed exploration.</li> <li>Some detailed exploration of structural choices and a range of features relating to organisation.</li> <li>Exploration of writer's use of language with appropriate use of terminology.</li> <li>Some detailed exploration of context.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of sentence structures help to achieve purpose and contribute to overall effect.</li> <li>Accurate punctuation use across a variety of more ambitious sentence structures.</li> <li>Writing is imaginative with an established point of view and an appropriate level of formality; carefully planned/edited.</li> <li>Vocabulary is varied and often ambitious.</li> <li>Spellings generally correct including in some ambitious and more complex word choices.</li> </ul>	<ul style="list-style-type: none"> <li>When speaking, vocabulary and expression is varied and lively.</li> <li>Consistently shows sensitivity and understanding of others' ideas and opinions.</li> </ul>
5	<b>Extended</b>	<b>Secure</b>	<b>Approaching</b>	<ul style="list-style-type: none"> <li>Developing understanding of inferred meanings using evidence from the texts.</li> <li>Shows an awareness of writer's use of structural features and other features relating to the organisation of a text.</li> <li>Developing comments on writer's use of language and its effect.</li> <li>Viewpoint in texts is identified.</li> <li>Some explanation of context and its contribution to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Writes with clarity using a wide range of connectives.</li> <li>Full range of punctuation used.</li> <li>Writing is clearly structured with links between paragraphs; planning clearly evident with some evidence of editing.</li> <li>Vocabulary is chosen for effect.</li> <li>Spelling is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk and listen confidently in a range of situations, including formal ones.</li> <li>Is able to interest the audience by varying expression and vocabulary.</li> </ul>
4	<b>Secure</b>	<b>Approaching</b>	<b>Developing</b>	<ul style="list-style-type: none"> <li>Inferences based on evidence from different points in a text are often correct.</li> <li>Ability to explore structural choices and basic features of organisation at text level.</li> <li>Simple comments on writer's choices using some quotation to support.</li> <li>Simple comments on context in relation to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of sentences accurately and with correct punctuation.</li> <li>Secure paragraphing.</li> <li>Writing purpose is clear; further evidence of planning.</li> <li>Deliberate vocabulary choices used.</li> <li>Spelling is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Listens carefully in discussions and sometimes asks pertinent questions.</li> <li>Can talk and listen in a range of different situations.</li> </ul>
3	<b>Approaching</b>	<b>Developing</b>	<b>Beginning</b>	<ul style="list-style-type: none"> <li>Developing inference skills and responses to texts to show meaning.</li> <li>Understanding of some basic features of organisation and writer's use of language.</li> <li>Some ability to comment on writer's main purpose and attempt to develop response.</li> <li>Simple connections between texts spotted.</li> <li>Reading for meaning now achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex sentences at times.</li> <li>Punctuation use developing.</li> <li>Material sequenced logically; some evidence of planning.</li> <li>Some adventurous words used for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Can generally understand the main points of a discussion.</li> <li>Can sometimes change the style of speech in order to suit the listener.</li> </ul>
2	<b>Developing</b>	<b>Beginning</b>		<ul style="list-style-type: none"> <li>Some awareness of writer's language choices and organisation in a text.</li> <li>Simple inference and attempt to use evidence from the text.</li> <li>Developing awareness that writers have viewpoints and purposes.</li> <li>Reading for meaning – unfamiliar words can be decoded.</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences used with basic conjunctions.</li> <li>Use of capital letters and full stops usually accurate.</li> <li>Basic sequencing of ideas.</li> <li>Some adventurous word choices.</li> </ul>	<ul style="list-style-type: none"> <li>Can show some confidence when Speaking and Listening about topics of interest.</li> <li>Can explain some ideas with clarity.</li> </ul>
1	<b>Beginning</b>			<ul style="list-style-type: none"> <li>Beginning to show some awareness of organisation of a text.</li> <li>Some comments on obvious features of language.</li> <li>Starting to read for meaning and decode words.</li> </ul>	<ul style="list-style-type: none"> <li>Basic information and ideas are conveyed with simple connections made between ideas.</li> <li>Some awareness of full stops/capital letters.</li> <li>Simple vocabulary.</li> <li>High frequency words spelled correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Clear explanations are in the early stages.</li> <li>Is beginning to show confidence when speaking in front of others.</li> </ul>