

| | Working towards Y7 Expected Standards | Y7 Expected Standards | Y8 Expected Standards | Y9 Expected Standards | Working above Y9 Expected Standards | Working well above Y9 Expected Standards |
|-------------------------------|--|--|---|---|---|--|
| Reading | AO1 <i>Select and summarise information to display some understanding of the meanings of a text Make a Statement with support, sometimes a relevant Quotation, and add a comment</i> | AO1 <i>Produce accurate summaries which display understanding of explicit meanings and viewpoints of a text Make a Statement with support, often a Quotation, and add a comment which begins to Interpret</i> | AO1 <i>Make generally accurate and valid comments about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure with some success</i> | AO1 <i>Make accurate and coherent interpretations about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure consistently</i> | AO1 <i>Make mature inferences about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure insightfully</i> | AO1 <i>Sustain a convincing, personal response to explicit and implicit meanings of a text Use the Statement, Supporting Quotation, Interpretation structure critically</i> |
| | AO2 <i>Identify simple features of a writer's use of language Understand some simple subject terminology at word level and simple figurative features and attempt to use them in connection with a text</i> | AO2 <i>Identify or describe some features of a writer's use of language with simple statements of their effect Understand and use key terms for the descriptive features mostly accurately</i> | AO2 <i>Identify and explain some ways in which writers use language and form with reference to their effect Use key terms for word level features and figurative language accurately</i> | AO2 <i>Make links between the ways in which writers use language, form and structure and comment on their effects on readers Identify and refer to a range of features, from word, sentence and text level, with accurate links to a text</i> | AO2 <i>Analyse the ways in which writers use language, form and structure to create impact Make confident reference to the various features of a text using terminology accurately and consistently</i> | AO2 <i>Analyse and critically evaluate the ways in which writers use language, form and structure for impact Identify a wide variety of textual features with accurate terminology independently</i> |
| | AO3 <i>Make simple links between two texts or extracts, focusing on similarities of content Be aware of when and where a text is set</i> | AO3 <i>Make accurate links between two texts or extracts, including similarities and differences in content Demonstrate an understanding of a text's background and context</i> | AO3 <i>Make secure comparisons between two texts or extracts, commenting on content and some features of form Comment on the way a text reflects its historical context</i> | AO3 <i>Make sustained and secure comparisons between two texts or extracts, evaluating their success through commenting on content and some features of form Show an understanding of how a text reflects its historical and social context</i> | AO3 <i>Make thoughtful and interesting comparisons between two texts or extracts, interweaving interpretations of content and form Show an understanding of how a text reflects, and an author responds to, historical and social context</i> | AO3 <i>Make mature and developed comparisons between two texts or extracts, analysing and interpreting a variety of features of content and form Show perceptive understanding of how a text and author is influenced by historical and social context</i> |
| | AO4 <i>Make a personal response to a text or character with reasons</i> | AO4 <i>Make reasonable judgements about how characters are presented in a text, with evidence</i> | AO4 <i>Make secure and reasonable judgements about how characters or themes are presented in a text, with evidence</i> | AO4 <i>Evaluate the success or impact of character or theme in a text, including a personal, justified judgement</i> | AO4 <i>Respond to a text with a personal opinion or argument, including justification from the text</i> | AO4 <i>Produce insightful, critical and well-supported arguments about a text</i> |
| Writing | AO5 <i>Produce texts which include appropriate ideas, and an attempt at an appropriate form for the purpose Able to use paragraphs, sometimes erratically</i> | AO5 <i>Produce clear and detailed writing, which displays an awareness of the purpose Usually organise writing in paragraphs</i> | AO5 <i>Produce coherent and imaginative writing, showing some awareness of an appropriate form and style for the purpose and audience Organise and sequence writing in paragraphs</i> | AO5 <i>Produce effective and imaginative writing, using an appropriate form and style for the purpose and audience Organise and sequence writing effectively in paragraphs</i> | AO5 <i>Produce effectively structured and engaging writing, adapting form and style for the purpose and audience Use paragraphs to sequence writing as well as for impact</i> | AO5 <i>Produce ambitious and engaging texts, using form and style deliberately to create impact Paragraphs are consistently accurate and purposeful</i> |
| | AO6 <i>Demonstrate the ability to use simple and compound sentences Sometimes select words for effect Spell most commonly used words and use full stops accurately</i> | AO6 <i>Use simple and compound sentences, mostly correctly Sometimes select vocabulary for effect or appropriately for the purpose Spell commonly used words and use basic punctuation accurately</i> | AO6 <i>Demonstrate some variety in the types of sentences used for clarity, often correctly Select vocabulary for effect and appropriately for the purpose, usually accurately Spell regularly used words and punctuation for meaning accurately</i> | AO6 <i>Demonstrate the use of a variety of sentence types, usually used accurately Select vocabulary for effect and appropriately for the purpose Spell, punctuate and use grammar mostly accurately</i> | AO6 <i>Demonstrate a variety of sentence types, used for clarity and effect Select more sophisticated vocabulary for effect and the purpose Spell, punctuate and use grammar accurately</i> | AO6 <i>Use a wide range of well-selected sentence types and structures for clarity an effect Use precise and sophisticated vocabulary for impact Spell, punctuate and use grammar accurately so that writing is virtually error-free</i> |
| Speaking and Listening | <i>Attempt to deliver presentations in an appropriate style Listen and respond with simple questions or comments Play a part in the delivery of presentations and make some comments to the audience Sometimes use Standard English in formal contexts Attempt to present a character which includes some accurate content in dialogue</i> | <i>Deliver presentations and show some awareness of a formal style Listen and respond with questions or comments Deliver presentations with some confidence using a script or notes and making eye contact with the audience occasionally Use some Standard English in formal contexts Make attempts to present a character through language and content in dialogue</i> | <i>Deliver presentations in a mostly appropriate and formal style Listen carefully and respond with appropriate questions or comments Deliver presentations without too much reliance on a script or notes and making some eye contact with the audience Attempt to use Standard English consistently in formal contexts Select some language features and body language to represent a character</i> | <i>Deliver presentations in an appropriately formal style Deliver speeches and presentations making some reference to a script or notes and making some eye contact with the audience Listen in a focused manner and respond with thoughtful questions or comments Use Standard English consistently in formal contexts Select vocabulary and some features of body language effectively when in role</i> | <i>Deliver presentations in an effectively formal style Deliver speeches and presentations making reference to notes and making consistent eye contact with the audience Listen in a focused manner and respond with insightful questions or comments Use Standard English consistently in a variety of contexts Present in role with effective use of vocabulary, tone and body language</i> | <i>Deliver ambitious and engaging formal presentations Deliver speeches and presentations using minimal notes and making consistent eye contact with the audience Listen attentively and respond with challenging questions or comments Use Standard English consistently Present a convincing character when in role through vocabulary, tone and body language</i> |

| | Working towards Y7 Expected standards | Y7 Expected Standards *MEETING* | Working above Y7 Expected Standards | Working well above Y7 Expected Standards |
|-------------------------------|--|--|---|---|
| Reading | AO1 <i>Select and summarise information to display some understanding of the meanings of a text Make a Statement with support, sometimes a relevant Quotation, and add a comment</i> | AO1 <i>Produce accurate summaries which display understanding of explicit meanings and viewpoints of a text Make a Statement with support, often a Quotation, and add a comment which begins to Interpret</i> | AO1 <i>Make generally accurate and valid comments about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure with some success</i> | AO1 <i>Make accurate and coherent interpretations about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure consistently</i> |
| | AO2 <i>Identify simple features of a writer's use of language Understand some simple subject terminology at word level and simple figurative features and attempt to use them in connection with a text</i> | AO2 <i>Identify or describe some features of a writer's use of language with simple statements of their effect Understand and use key terms for the descriptive features mostly accurately</i> | AO2 <i>Identify and explain some ways in which writers use language and form with reference to their effect Use key terms for word level features and figurative language accurately</i> | AO2 <i>Make links between the ways in which writers use language, form and structure and comment on their effects on readers Identify and refer to a range of features, from word, sentence and text level, with accurate links to a text</i> |
| | AO3 <i>Make simple links between two texts or extracts, focusing on similarities of content Be aware of when and where a text is set</i> | AO3 <i>Make accurate links between two texts or extracts, including similarities and differences in content Demonstrate an understanding of a text's background and context</i> | AO3 <i>Make secure comparisons between two texts or extracts, commenting on content and some features of form Comment on the way a text reflects its historical context</i> | AO3 <i>Make sustained and secure comparisons between two texts or extracts, evaluating their success through commenting on content and some features of form Show an understanding of how a text reflects its historical and social context</i> |
| | AO4 <i>Make a personal response to a text or character with reasons</i> | AO4 <i>Make reasonable judgements about how characters are presented in a text, with evidence</i> | AO4 <i>Make secure and reasonable judgements about how characters or themes are presented in a text, with evidence</i> | AO4 <i>Evaluate the success or impact of character or theme in a text, including a personal, justified judgement</i> |
| Writing | AO5 <i>Produce texts which include appropriate ideas, and an attempt at an appropriate form for the purpose Able to use paragraphs, sometimes erratically</i> | AO5 <i>Produce clear and detailed writing, which displays an awareness of the purpose Usually organise writing in paragraphs</i> | AO5 <i>Produce coherent and imaginative writing, showing some awareness of an appropriate form and style for the purpose and audience Organise and sequence writing in paragraphs</i> | AO5 <i>Produce effective and imaginative writing, using an appropriate form and style for the purpose and audience Organise and sequence writing effectively in paragraphs</i> |
| | AO6 <i>Demonstrate the ability to use simple and compound sentences Sometimes select words for effect Spell most commonly used words and use full stops accurately</i> | AO6 <i>Use simple and compound sentences, mostly correctly Sometimes select vocabulary for effect or appropriately for the purpose Spell commonly used words and use basic punctuation accurately</i> | AO6 <i>Demonstrate some variety in the types of sentences used for clarity, often correctly Select vocabulary for effect and appropriately for the purpose, usually accurately Spell regularly used words and punctuation for meaning accurately</i> | AO6 <i>Demonstrate the use of a variety of sentence types, usually used accurately Select vocabulary for effect and appropriately for the purpose Spell, punctuate and use grammar mostly accurately</i> |
| Speaking and Listening | <i>Attempt to deliver presentations in an appropriate style Listen and respond with simple questions or comments Play a part in the delivery of presentations and make some comments to the audience Sometimes use Standard English in formal contexts Attempt to present a character which includes some accurate content in dialogue</i> | <i>Deliver presentations and show some awareness of a formal style Listen and respond with questions or comments Deliver presentations with some confidence using a script or notes and making eye contact with the audience occasionally Use some Standard English in formal contexts Make attempts to present a character through language and content in dialogue</i> | <i>Deliver presentations in a mostly appropriate and formal style Listen carefully and respond with appropriate questions or comments Deliver presentations without too much reliance on a script or notes and making some eye contact with the audience Attempt to use Standard English consistently in formal contexts Select some language features and body language to represent a character</i> | <i>Deliver presentations in an appropriately formal style Deliver speeches and presentations making some reference to a script or notes and making some eye contact with the audience Listen in a focused manner and respond with thoughtful questions or comments Use Standard English consistently in formal contexts Select vocabulary and some features of body language effectively when in role</i> |

| | Working towards Y8 Expected standards | Y8 Expected Standards *MEETING* | Working above Y8 Expected Standards | Working well above Y8 Expected Standards |
|-------------------------------|--|---|---|---|
| Reading | AO1 <i>Produce accurate summaries which display understanding of explicit meanings and viewpoints of a text Make a Statement with support, often a Quotation, and add a comment which begins to Interpret</i> | AO1 <i>Make generally accurate and valid comments about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure with some success</i> | AO1 <i>Make accurate and coherent interpretations about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure consistently</i> | AO1 <i>Make mature inferences about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure insightfully</i> |
| | AO2 <i>Identify or describe some features of a writer's use of language with simple statements of their effect Understand and use key terms for the descriptive features mostly accurately</i> | AO2 <i>Identify and explain some ways in which writers use language and form with reference to their effect Use key terms for word level features and figurative language accurately</i> | AO2 <i>Make links between the ways in which writers use language, form and structure and comment on their effects on readers Identify and refer to a range of features, from word, sentence and text level, with accurate links to a text</i> | AO2 <i>Analyse the ways in which writers use language, form and structure to create impact Make confident reference to the various features of a text using terminology accurately and consistently</i> |
| | AO3 <i>Make accurate links between two texts or extracts, including similarities and differences in content Demonstrate an understanding of a text's background and context</i> | AO3 <i>Make secure comparisons between two texts or extracts, commenting on content and some features of form Comment on the way a text reflects its historical context</i> | AO3 <i>Make sustained and secure comparisons between two texts or extracts, evaluating their success through commenting on content and some features of form Show an understanding of how a text reflects its historical and social context</i> | AO3 <i>Make thoughtful and interesting comparisons between two texts or extracts, interweaving interpretations of content and form Show an understanding of how a text reflects, and an author responds to, historical and social context</i> |
| | AO4 <i>Make reasonable judgements about how characters are presented in a text, with evidence</i> | AO4 <i>Make secure and reasonable judgements about how characters or themes are presented in a text, with evidence</i> | AO4 <i>Evaluate the success or impact of character or theme in a text, including a personal, justified judgement</i> | AO4 <i>Respond to a text with a personal opinion or argument, including justification from the text</i> |
| Writing | AO5 <i>Produce clear and detailed writing, which displays an awareness of the purpose Usually organise writing in paragraphs</i> | AO5 <i>Produce coherent and imaginative writing, showing some awareness of an appropriate form and style for the purpose and audience Organise and sequence writing in paragraphs</i> | AO5 <i>Produce effective and imaginative writing, using an appropriate form and style for the purpose and audience Organise and sequence writing effectively in paragraphs</i> | AO5 <i>Produce effectively structured and engaging writing, adapting form and style for the purpose and audience Use paragraphs to sequence writing as well as for impact</i> |
| | AO6 <i>Use simple and compound sentences, mostly correctly Sometimes select vocabulary for effect or appropriately for the purpose Spell commonly used words and use basic punctuation accurately</i> | AO6 <i>Demonstrate some variety in the types of sentences used for clarity, often correctly Select vocabulary for effect and appropriately for the purpose, usually accurately Spell regularly used words and punctuation for meaning accurately</i> | AO6 <i>Demonstrate the use of a variety of sentence types, usually used accurately Select vocabulary for effect and appropriately for the purpose Spell, punctuate and use grammar mostly accurately</i> | AO6 <i>Demonstrate a variety of sentence types, used for clarity and effect Select more sophisticated vocabulary for effect and the purpose Spell, punctuate and use grammar accurately</i> |
| Speaking and Listening | <i>Deliver presentations and show some awareness of a formal style Listen and respond with questions or comments Deliver presentations with some confidence using a script or notes and making eye contact with the audience occasionally Use some Standard English in formal contexts Make attempts to present a character through language and content in dialogue</i> | <i>Deliver presentations in a mostly appropriate and formal style Listen carefully and respond with appropriate questions or comments Deliver presentations without too much reliance on a script or notes and making some eye contact with the audience Attempt to use Standard English consistently in formal contexts Select some language features and body language to represent a character</i> | <i>Deliver presentations in an appropriately formal style Deliver speeches and presentations making some reference to a script or notes and making some eye contact with the audience Listen in a focused manner and respond with thoughtful questions or comments Use Standard English consistently in formal contexts Select vocabulary and some features of body language effectively when in role</i> | <i>Deliver presentations in an effectively formal style Deliver speeches and presentations making reference to notes and making consistent eye contact with the audience Listen in a focused manner and respond with insightful questions or comments Use Standard English consistently in a variety of contexts Present in role with effective use of vocabulary, tone and body language</i> |

| | Working towards Y9 Expected standards | Y9 Expected Standards *MEETING* | Working above Y9 Expected Standards | Working well above Y9 Expected Standards |
|-------------------------------|---|---|---|--|
| Reading | AO1 <i>Make generally accurate and valid comments about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure with some success</i> | AO1 <i>Make accurate and coherent interpretations about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure consistently</i> | AO1 <i>Make mature inferences about explicit and implicit meanings and viewpoints of a text Use the Statement, Supporting Quotation, Interpretation structure insightfully</i> | AO1 <i>Sustain a convincing, personal response to explicit and implicit meanings of a text Use the Statement, Supporting Quotation, Interpretation structure critically</i> |
| | AO2 <i>Identify and explain some ways in which writers use language and form with reference to their effect Use key terms for word level features and figurative language accurately</i> | AO2 <i>Make links between the ways in which writers use language, form and structure and comment on their effects on readers Identify and refer to a range of features, from word, sentence and text level, with accurate links to a text</i> | AO2 <i>Analyse the ways in which writers use language, form and structure to create impact Make confident reference to the various features of a text using terminology accurately and consistently</i> | AO2 <i>Analyse and critically evaluate the ways in which writers use language, form and structure for impact Identify a wide variety of textual features with accurate terminology independently</i> |
| | AO3 <i>Make secure comparisons between two texts or extracts, commenting on content and some features of form Comment on the way a text reflects its historical context</i> | AO3 <i>Make sustained and secure comparisons between two texts or extracts, evaluating their success through commenting on content and some features of form Show an understanding of how a text reflects its historical and social context</i> | AO3 <i>Make thoughtful and interesting comparisons between two texts or extracts, interweaving interpretations of content and form Show an understanding of how a text reflects, and an author responds to, historical and social context</i> | AO3 <i>Make mature and developed comparisons between two texts or extracts, analysing and interpreting a variety of features of content and form Show perceptive understanding of how a text and author is influenced by historical and social context</i> |
| | AO4 <i>Make secure and reasonable judgements about how characters or themes are presented in a text, with evidence</i> | AO4 <i>Evaluate the success or impact of character or theme in a text, including a personal, justified judgement</i> | AO4 <i>Respond to a text with a personal opinion or argument, including justification from the text</i> | AO4 <i>Produce insightful, critical and well-supported arguments about a text</i> |
| Writing | AO5 <i>Produce coherent and imaginative writing, showing some awareness of an appropriate form and style for the purpose and audience Organise and sequence writing in paragraphs</i> | AO5 <i>Produce effective and imaginative writing, using an appropriate form and style for the purpose and audience Organise and sequence writing effectively in paragraphs</i> | AO5 <i>Produce effectively structured and engaging writing, adapting form and style for the purpose and audience Use paragraphs to sequence writing as well as for impact</i> | AO5 <i>Produce ambitious and engaging texts, using form and style deliberately to create impact Paragraphs are consistently accurate and purposeful</i> |
| | AO6 <i>Demonstrate some variety in the types of sentences used for clarity, often correctly Select vocabulary for effect and appropriately for the purpose, usually accurately Spell regularly used words and punctuation for meaning accurately</i> | AO6 <i>Demonstrate the use of a variety of sentence types, usually used accurately Select vocabulary for effect and appropriately for the purpose Spell, punctuate and use grammar mostly accurately</i> | AO6 <i>Demonstrate a variety of sentence types, used for clarity and effect Select more sophisticated vocabulary for effect and the purpose Spell, punctuate and use grammar accurately</i> | AO6 <i>Use a wide range of well-selected sentence types and structures for clarity and effect Use precise and sophisticated vocabulary for impact Spell, punctuate and use grammar accurately so that writing is virtually error-free</i> |
| Speaking and Listening | <i>Deliver presentations in a mostly appropriate and formal style Listen carefully and respond with appropriate questions or comments Deliver presentations without too much reliance on a script or notes and making some eye contact with the audience Attempt to use Standard English consistently in formal contexts Select some language features and body language to represent a character</i> | <i>Deliver presentations in an appropriately formal style Deliver speeches and presentations making some reference to a script or notes and making some eye contact with the audience Listen in a focused manner and respond with thoughtful questions or comments Use Standard English consistently in formal contexts Select vocabulary and some features of body language effectively when in role</i> | <i>Deliver presentations in an effectively formal style Deliver speeches and presentations making reference to notes and making consistent eye contact with the audience Listen in a focused manner and respond with insightful questions or comments Use Standard English consistently in a variety of contexts Present in role with effective use of vocabulary, tone and body language</i> | <i>Deliver ambitious and engaging formal presentations Deliver speeches and presentations using minimal notes and making consistent eye contact with the audience Listen attentively and respond with challenging questions or comments Use Standard English consistently Present a convincing character when in role through vocabulary, tone and body language</i> |