

English KS3 Assessment Descriptors



Year 7

Level	Descriptors
Advanced	<i>Reading</i> - Explains at least three clear themes or ideas in a text in detail, using them to support a clear personal interpretation of the text. - Uses at least three short quotations that are clearly linked to ideas and blended into sentences. - Identifies at least three writer's methods or techniques, including at least one more complex method. - Analyses the effect of at least two inferences in detail, developing the effect on the reader using "because" or "as" and exploring multiple or contrasting layers of meaning. - Response demonstrates a sustained use of 'what, how, why' paragraphs that show clear interpretation. <i>Writing</i> - Shows a good awareness of text type. - Purpose and audience is generally controlled. - Organises ideas clearly and develops them in some depth. - Selects vocabulary to support overall meaning. - Language devices are used to create effect. - Uses varied sentence structures. - Mostly accurate spelling and punctuation. <i>Oracy</i> - Builds on own ideas with explanation. - Begins to respond to others (agree/disagree). - Uses some subject vocabulary in speech. - Responses are becoming confident and audible.
Secure	<i>Reading</i> - Explains at least two clear themes or ideas in a text in some detail, using them to support a clear understanding of the text. - Uses at least two short quotations that are clearly linked to ideas and blended clearly into sentences. - Identifies at least two writer's methods or techniques correctly. - Explains at least one inference in detail, developing the effect on the reader using "because" or "as" and exploring at least two layers or a contrasting meaning. - Response is a clear and mostly consistent demonstration of the 'what, how, why' structure. <i>Writing</i> - Shows a clear awareness of text type. - Purpose and audience are beginning to be considered although this may be applied inconsistently. - Organises ideas logically and develops them with some detail. - Uses a range of vocabulary. - Language devices are beginning to be used to create effect. - Uses a variety of sentence structures. - Generally accurate spelling and punctuation in increasingly complex choices.

	<i>Oracy</i> • Speaks clearly in full sentences. • Explains ideas with some detail. • Listens and responds to others. • Responses are clear and audible.
Developing	<i>Reading</i> • Can identify at least one clear theme or main idea in a text. • Uses at least one quotation as evidence from a text. • Is able to identify at least one writer's method or technique correctly in a quotation or text. • Makes at least one simple inference about the effect on the reader. • Response follows a basic 'what, how, why' structure. <i>Writing</i> • Has some awareness of text type. • Purpose and audience is somewhat clear. • Organises ideas in a simple and generally logical way, with some use of paragraphs. • Uses some varied vocabulary. • A small range of language devices are used simply. • Uses a mix of sentence types • Mostly accurate spelling and punctuation, predominantly with simple choices. <i>Oracy</i> • Speaks in full sentences. • Shares ideas when prompted. • Begins to explain thinking. • Responses are generally clear and mostly audible.
Foundation	<i>Reading</i> • Has some ability to describe what happens in a text, though this may be basic. • Shows some reference to a moment or part of a story. • Begins to identify writer's methods or techniques, though this is often unclear or inaccurate. • Makes simple comments about impact on the reader, character, setting or story. • Overall response to a text is formed into simple paragraphs <i>Writing</i> • Has limited awareness of text type and purpose. • The intended purpose is unclear. • Shows simple organisation of ideas, with limited paragraphing. • Uses basic vocabulary. • Occasional use of simple language devices. • Uses mainly simple sentences. • Frequent errors in spelling and punctuation. <i>Oracy</i> • Gives simple responses (may be one word/sentence fragments). • Needs prompting to speak. • Ideas may be unclear. • Responses may be unclear or inaudible.

Level	Descriptors
Advanced	<i>Reading</i> - Analyses at least three clear themes or ideas in a text in detail, using them to support a range of arguments. - Uses at least four concise quotations that are clearly linked to ideas and often embedded into sentences. - Identifies at least four writer's methods or techniques, mostly focused complex methods. - Explains at least three inferences in detail, developing the effect on the reader using "because" or "as" and exploring multiple or contrasting layers of meaning. - Response demonstrates a detailed overarching argument supported by sustained and detailed use of 'what, how, why' paragraphs that show confident interpretation. - Makes multiple, clear and different links between texts and context, supporting analysis of writer's intentions. <i>Writing</i> - Shows strong awareness of text type. - Purpose and audience are created with consistent control. - Organises ideas effectively and develops them in a clear and sustained way. - Uses a range of challenging vocabulary to match purpose. - A range of language devices are used deliberately and precisely. - Uses sentence structures are used for effect. - Punctuation is used accurately to create meaning. <i>Oracy</i> - Builds, challenges, and extends ideas. - Justifies opinions clearly. - Uses subject vocabulary appropriately. - Responses are confident and uses voice to express emotion.
Secure	<i>Reading</i> - Explains at least three clear themes or ideas in a text in detail, using them to support a clear personal interpretation of the text. - Uses at least three short quotations that are clearly linked to ideas and blended into sentences. - Identifies at least three writer's methods or techniques, including at least one more complex method. - Analyses the effect of at least two inferences in detail, developing the effect on the reader using "because" or "as" and exploring multiple or contrasting layers of meaning. - Response demonstrates a relevant overarching argument supported by sustained use of 'what, how, why' paragraphs that show clear interpretation. - Makes clear links between texts and context, supporting ideas about writer's intentions. <i>Writing</i> - Shows a good awareness of text type. - Purpose and audience is generally controlled. - Organises ideas clearly and develops them in some depth. - Selects vocabulary to support overall meaning. - Language devices are used to create effect.

	• Uses varied sentence structures. • Mostly accurate spelling and punctuation. <i>Oracy</i> • Builds on own ideas with explanation. • Begins to respond to others (agree/disagree). • Uses some subject vocabulary in speech. • Responses are becoming confident and audible.
Developing	<i>Reading</i> • Explains at least two clear themes or ideas in a text in some detail, using them to support a clear understanding of the text. • Uses at least two short quotations that are clearly linked to ideas and blended clearly into sentences. • Identifies at least two writer's methods or techniques correctly. • Explains at least one inference in detail, developing the effect on the reader using "because" or "as" and exploring at least two layers or a contrasting meaning. • Response is a clear and mostly consistent demonstration of the 'what, how, why' structure with a simple overarching statement to show an interpretation of the text. • Makes clear and relevant links between texts and contexts. <i>Writing</i> • Shows a clear awareness of text type. • Purpose and audience are beginning to be considered although this may be applied inconsistently. • Organises ideas logically and develops them with some detail. • Uses a range of vocabulary. • Language devices are beginning to be used to create effect. • Uses a variety of sentence structures. • Generally accurate spelling and punctuation in increasingly complex choices. <i>Oracy</i> • Speaks clearly in full sentences. • Explains ideas with some detail. • Listens and responds to others. • Responses are clear and audible.
Foundation	<i>Reading</i> • Can identify at least one clear theme or main idea in a text. • Uses at least one quotation as evidence from a text. • Is able to identify at least one writer's method or technique correctly in a quotation or text. • Makes at least one simple inference about the effect on the reader. • Response follows a basic 'what, how, why' structure and a basic overall line of reasoning to demonstrate understanding. • Makes simple references to the writer or the time a text was written. <i>Writing</i> • Has some awareness of text type. • Purpose and audience is somewhat clear. • Organises ideas in a simple and generally logical way, with some use of paragraphs. • Uses some varied vocabulary.

	• A small range of language devices are used simply. • Uses a mix of sentence types • Mostly accurate spelling and punctuation, predominantly with simple choices. <i>Oracy</i> • Speaks in full sentences. • Shares ideas when prompted. • Begins to explain thinking. • Responses are generally clear and mostly audible.
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Year 9

Level	Descriptors
Advanced	<i>Reading</i> • Explores and compares at least three clear themes or ideas in a text in detail, using them to support a consistent line of argument. • Consistently uses concise quotations that effectively support personal interpretations of ideas and are consistently embedded into sentences. • Identifies a wide range writer's methods or techniques, mostly focused complex methods. • Consistently evaluates in detail, developing the effect of specific techniques, linking clearly to the intended impact on the reader using "because" or "as" and exploring multiple or contrasting layers of meaning. • Writing is advanced, with paragraphs purposefully ordered to create a clear overall argument, and spelling and punctuation are accurate with errors being extremely rare, including in more complex vocabulary. • Makes a range of effective and well-argued links between texts and context, supporting evaluation of writer's intentions. <i>Writing</i> • Shows confident, highly effective and sustained control of text type. • Purpose is clearly controlled with appropriate impact on audiences. • Organises ideas fluently and develops them in a detailed and engaging way. • Consistently uses sophisticated vocabulary choices to match the intended ideas. • A wide range of effective language devices are used with precision to create impact. • Intentional use of sentence structures. • Punctuation is used confidently and creatively to shape meaning. <i>Oracy</i> • Clear and detailed responses to others' ideas and opinion. • Sustained, persuasive argument. • Sophisticated use of vocabulary and tone. • Responses demonstrate confident, controlled delivery (presentation-ready).
Secure	<i>Reading</i> • Analyses and compares at least three clear themes or ideas in a text in detail, using them to support a range of arguments. • Uses at least four concise quotations that are clearly linked to ideas and often embedded into sentences. • Identifies at least four writer's methods or techniques, mostly focused complex methods.

	- Explains at least three inferences in detail, developing the effect on the reader using “because” or “as” and exploring multiple or contrasting layers of meaning. - Response demonstrates a detailed overarching argument supported by sustained and detailed use of ‘what, how, why’ paragraphs that show confident interpretation. - Makes multiple, clear and different links between texts and context, supporting analysis of writer’s intentions. <i>Writing</i> - Shows strong awareness of text type. - Purpose and audience are created with consistent control. - Organises ideas effectively and develops them in a clear and sustained way. - Uses a range of challenging vocabulary to match purpose. - A range of language devices are used deliberately and precisely. - Uses sentence structures are used for effect. - Punctuation is used accurately to create meaning. <i>Oracy</i> - Builds, challenges, and extends ideas. - Justifies opinions clearly. - Uses subject vocabulary appropriately. - Responses are confident and uses voice to express emotion.
Developing	<i>Reading</i> - Explains and compares at least three clear themes or ideas in a text in detail, using them to support a clear personal interpretation of the text. - Uses at least three short quotations that are clearly linked to ideas and blended into sentences. - Identifies at least three writer’s methods or techniques, including at least one more complex method. - Analyses the effect of at least two inferences in detail, developing the effect on the reader using “because” or “as” and exploring multiple or contrasting layers of meaning. - Response demonstrates a relevant overarching argument supported by sustained use of ‘what, how, why’ paragraphs that show clear interpretation. - Makes clear links between texts and context, supporting ideas about writer’s intentions. <i>Writing</i> - Shows a good awareness of text type. - Purpose and audience is generally controlled. - Organises ideas clearly and develops them in some depth. - Selects vocabulary to support overall meaning. - Language devices are used to create effect. - Uses varied sentence structures. - Mostly accurate spelling and punctuation. <i>Oracy</i> - Builds on own ideas with explanation. - Begins to respond to others (agree/disagree). - Uses some subject vocabulary in speech. - Responses are becoming confident and audible.
Foundation	<i>Reading</i> Explains and compares at least two clear themes or ideas in a text in some detail, using them to support a clear understanding of the text.

	• Uses at least two short quotations that are clearly linked to ideas and blended clearly into sentences. • Identifies at least two writer's methods or techniques correctly. • Explains at least one inference in detail, developing the effect on the reader using "because" or "as" and exploring at least two layers or a contrasting meaning. • Response is a clear and mostly consistent demonstration of the 'what, how, why' structure with a simple overarching statement to show an interpretation of the text. • Makes clear and relevant links between texts and contexts. <i>Writing</i> • Shows a clear awareness of text type. • Purpose and audience are beginning to be considered although this may be applied inconsistently. • Organises ideas logically and develops them with some detail. • Uses a range of vocabulary. • Language devices are beginning to be used to create effect. • Uses a variety of sentence structures. • Generally accurate spelling and punctuation in increasingly complex choices. <i>Oracy</i> • Speaks clearly in full sentences. • Explains ideas with some detail. • Listens and responds to others. • Responses are clear and audible.
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