

## Hexham Middle School

### English: Assessment Criteria (End Points)

#### English: Reading

	Expected Standard	Greater Depth
Year 5	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>I can read with increasing fluency and can read the majority of the year 5/6 exception words.</li> <li>I am able to identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>I can maintain a positive attitude to reading and understanding of what I have read by, when reading out loud, considering how my intonation, tone and volume could be changed for different audiences.</li> <li>I can maintain a positive attitude to reading and understanding of what I have read by reading a wider range of genres with different structures and purposes for pleasure.</li> <li>I can demonstrate understanding of what I have read by making comparisons between familiar books.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I can understand what I have read by explaining how language can give the reader certain impressions about the text.</li> <li>I can understand what I have read by asking questions about a familiar text.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>I can confidently read all of the year 5/6 common exception words and use my knowledge of prefixes, root words, suffixes/ word endings to read with greater fluency and understanding.</li> <li>I can read a wider range of challenging text with improving fluency and understanding, decoding the majority of unfamiliar words with speed and skills.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>I can maintain a positive attitude to reading and understanding what I have read by confidently reading a greater range of texts aloud, using a wide range of devices to engage the audience e.g. tone, volume and intonation.</li> <li>I can maintain a positive attitude to reading and understanding what I have read by reading for pleasure, discussing and comparing a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I can understand what I have read by starting to recognise themes.</li> <li>I can understand what I have read by comparing characters, settings and themes within a text.</li> <li>I can understand what I have read by considering different viewpoints and stating how they differ.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can understand what I have read by drawing simple inferences and inferring characters' feelings, thoughts and actions, whilst justifying these with evidence.</li> <li>• I can understand what I have read by making plausible predictions, based on details stated and implied, and I am starting to use evidence from the text to support these.</li> <li>• I can identify statements of fact and opinion about a text.</li> <li>• I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</li> <li>• I can participate in discussions about books which are read to me and those that I can read for myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand what I have read by understanding the difference between literal and figurative language and explain the effects of imagery on the reader.</li> <li>• I can understand what I have read by drawing inferences based on direct and indirect clues.</li> <li>• I can understand what I have read by summarising what paragraphs are about and how they are linked.</li> <li>• I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</li> <li>• I can participate in discussions about books that are read to me and those that I can read for myself and offer a clear viewpoint by referring confidently to the text.</li> </ul>
<b>Year 6</b>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/ word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>• I can maintain a positive attitude to reading and understanding of what I have read by adapting intonation, tone and volume to suit the purpose and audience, when reading aloud.</li> <li>• I can maintain a positive attitude to reading and understanding of what I have read by making comparisons within and across books.</li> <li>• I can maintain a positive attitude to reading and understanding of what I have read by reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• I can read a wider range of challenging texts that are above my chronological age with fluency and understanding, decoding any unfamiliar words with speed and skills and recognising their meaning through contextual clues.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>• I can maintain a positive attitude to reading and understanding what I have read by confidently performing texts using a wide range of devices to engage the audience and for effect.</li> <li>• I can maintain a positive attitude to reading and understanding what I have read by reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>

	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• I can understand what I have read by explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text.</li> <li>• I can understand what I have read by asking questions about a text.</li> <li>• I can understand what I have read by drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>• I can understand what I have read by making predictions, based on details stated and implied, with evidence from the text.</li> <li>• I can distinguish independently between statements of fact and opinion.</li> <li>• I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</li> <li>• I can participate in discussions about books which are read to me and those that I can read for myself.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• I can understand what I have read by recognising themes in literature.</li> <li>• I can understand what I have read by comparing characters, settings and themes within a text and across more than one text.</li> <li>• I can understand what I have read by considering different accounts of the same event and discussing viewpoints.</li> <li>• I can understand what I have read by analysing the use of language, including figurative language, and how it is used for effect.</li> <li>• I can understand what I have read by discussing how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• I can understand what I have read by drawing out key information and summarising the main ideas in a text.</li> <li>• I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</li> <li>• I can participate in discussions about books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.</li> </ul>
<b>Year 7</b>	<b>Identify and interpret explicit and implicit information and ideas in texts.</b> <ul style="list-style-type: none"> <li>• I can respond to show a developing understanding of the main ideas in different texts.</li> <li>• I can show evidence of inferred meaning which is mostly accurate but is sometimes underdeveloped.</li> <li>• I can locate, retrieve and compare obvious information and ideas from a variety of texts.</li> </ul>	<b>Identify and interpret explicit and implicit information and ideas in texts.</b> <ul style="list-style-type: none"> <li>• My analysis of a range of texts is mostly relevant, clear and accurate with some detail.</li> <li>• I can consider some alternative interpretations as well as identifying some layers of meaning.</li> <li>• I can select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</li> </ul>

	<p><b>Select and synthesise information in texts using textual references to support and illustrate.</b></p> <ul style="list-style-type: none"> <li>• I can refer to a text to support my main points and ideas.</li> <li>• I can attempt to summarise and synthesise key ideas, impressions and information from a range of sources. This is sometimes successful but can be sometimes unfocused and repeat content.</li> <li>• My supporting references from texts are mostly relevant.</li> </ul> <p><b>Explain, comment on and analyse how writers use language to create meaning.</b></p> <ul style="list-style-type: none"> <li>• I can analysis how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features.</li> <li>• My responses show a general awareness of the writer’s craft.</li> <li>• The selection of references I use can be relevant and generally support the points being made.</li> </ul> <p><b>Explain, comment on and analyse how writers use structure and organisation.</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate some understanding of how a writer uses form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</li> </ul> <p><b>Use relevant subject terminology in written responses.</b></p> <ul style="list-style-type: none"> <li>• I can use some subject specific terminology accurately in responses and I select relevant evidence to support main points.</li> </ul>	<p><b>Select and synthesise information in texts using textual references to support and illustrate.</b></p> <ul style="list-style-type: none"> <li>• I make relevant references and quotations which are used to support the development of arguments and ideas.</li> <li>• I can summarise and synthesise key ideas, impressions and information from a range of sources with some accuracy and detail for different purposes.</li> <li>• My supporting references from texts are relevant and appropriately chosen to exemplify key ideas.</li> </ul> <p><b>Explain, comment on and analyse how writers use language to create meaning.</b></p> <ul style="list-style-type: none"> <li>• My analysis often demonstrates a clear understanding of how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features, and how this links to the overall purpose and effectiveness of the text and impact on readers.</li> <li>• The selection of references I make is mostly relevant, valid, and supports the points being made.</li> </ul> <p><b>Explain, comment on and analyse how writers use structure and organisation.</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate a clear understanding of how a writer uses form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</li> </ul> <p><b>Use relevant subject terminology in written responses.</b></p> <ul style="list-style-type: none"> <li>• My selection of subject terminology is usually appropriate and is included in explanations, often supporting a clear and consistent commentary.</li> </ul>
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	<p><b>Explain how social and historical context impacts on the ideas and perspectives in texts.</b></p> <ul style="list-style-type: none"> <li>• I can identify the main purpose of different texts (incl. pre-1900) often through general overview.</li> <li>• I can give some limited explanation as to how different texts compare with each other in relation to purpose, view-point and style.</li> <li>• I have a general awareness of some of the values and assumptions of writers which are compared with some awareness of their relationship to social, historical and cultural contexts.</li> </ul> <p><b>Explore how purpose and viewpoint are important in texts.</b></p> <ul style="list-style-type: none"> <li>• I can identify and discuss the overall effect of the text.</li> <li>• I am able to show some understanding and critical appreciation of writer's purposes and viewpoints.</li> <li>• I can make clear links to the overall purpose of the text and impact on readers.</li> </ul>	<p><b>Explain how social and historical context impacts on the ideas and perspectives in texts.</b></p> <ul style="list-style-type: none"> <li>• I demonstrate a mostly sound and credible understanding of how different texts (incl. pre-1900) compare with each other in relation to purpose, view-point and style.</li> <li>• I can convincingly analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their social, historical and cultural contexts.</li> </ul> <p><b>Explore how purpose and viewpoint are important in texts.</b></p> <ul style="list-style-type: none"> <li>• I can respond to the overall effect of the text.</li> <li>• I am able to show a clear understanding and critical evaluation of writer's purposes and viewpoints.</li> <li>• I make detailed links to the overall purpose of the text and impact on readers.</li> </ul>
<b>Year 8</b>	<p><b>Identify and interpret explicit and implicit information and ideas in texts.</b></p> <ul style="list-style-type: none"> <li>• My analysis of a range of texts is mostly relevant, clear and accurate with some detail.</li> <li>• I can consider some alternative interpretations as well as being able to identify layers of meaning.</li> <li>• I can select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</li> </ul> <p><b>Select and synthesise information in texts using textual references to support and illustrate.</b></p> <ul style="list-style-type: none"> <li>• I can use relevant references and quotations to support the development of arguments and ideas.</li> </ul>	<p><b>Identify and interpret explicit and implicit information and ideas in texts.</b></p> <ul style="list-style-type: none"> <li>• My analysis of a range of texts is relevant, detailed and accurate.</li> <li>• I can consider some alternative interpretations as well as being able to identify layers of meaning.</li> <li>• I can independently select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</li> </ul> <p><b>Select and synthesise information in texts using textual references to support and illustrate.</b></p> <ul style="list-style-type: none"> <li>• I can use considered references and quotations to support the development of arguments and ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can summarise and synthesise key ideas, impressions and information from a range of sources with some accuracy and detail for different purposes.</li> <li>• The supporting references I use from texts are relevant and appropriately chosen to exemplify key ideas.</li> </ul> <p><b>Explain, comment on and analyse how writers use language to create meaning.</b></p> <ul style="list-style-type: none"> <li>• My analysis often demonstrates a clear understanding of how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features, and how this links to the overall purpose and effectiveness of the text and impact on readers.</li> <li>• My selection of references is mostly relevant, valid, and supports the points being made.</li> </ul> <p><b>Explain, comment on and analyse how writers use structure and organisation.</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate a clear understanding of how a writer uses form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</li> </ul> <p><b>Use relevant subject terminology in written responses.</b></p> <ul style="list-style-type: none"> <li>• The selection of subject terminology that I use is usually appropriate and is included in explanations, often supporting a clear and consistent commentary.</li> </ul> <p><b>Explain how social and historical context impacts on the ideas and perspectives in texts.</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate a mostly sound and credible understanding of how different texts (incl. pre 1900) compare with each other in relation to purpose, view-point and style.</li> </ul>	<ul style="list-style-type: none"> <li>• I can summarise and synthesise key ideas, impressions and information from a range of sources accurately, clearly and in detail for a range of different purposes.</li> <li>• The selection of references I use is relevant, valid, and supports the points being made.</li> </ul> <p><b>Explain, comment on and analyse how writers use language to create meaning.</b></p> <ul style="list-style-type: none"> <li>• My analysis is valid and detailed, demonstrating a clear appreciation of how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features, and how this links to the overall purpose of the text and impact readers.</li> <li>• My selection of references is relevant, valid, and supports the points being made.</li> </ul> <p><b>Explain, comment on and analyse how writers use structure and organisation.</b></p> <ul style="list-style-type: none"> <li>• I can comment with understanding on a writer's inventiveness in their use of form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</li> </ul> <p><b>Use relevant subject terminology in written responses.</b></p> <ul style="list-style-type: none"> <li>• I can use a range of subject specific terminology accurately and appropriately in responses and I use relevant evidence frequently.</li> </ul> <p><b>Explain how social and historical context impacts on the ideas and perspectives in texts.</b></p> <ul style="list-style-type: none"> <li>• I can appreciate and comprehensively analyse how different texts (incl pre 1900) compare with each other in relation to purpose, view-point and style.</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can convincingly analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their social, historical and cultural contexts.</li> </ul> <p><b>Explore how purpose and viewpoint are important in texts.</b></p> <ul style="list-style-type: none"> <li>• I can respond to the overall effect of the text.</li> <li>• I show clear understanding and critical evaluation of writer's purposes and viewpoints.</li> <li>• I can make detailed links to the overall purpose of the text and impact on readers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and understand a range of perspectives, including readers', writers' and critics'.</li> <li>• I can soundly analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their relationship to social, historical and cultural contexts.</li> </ul> <p><b>Explore how purpose and viewpoint are important in texts.</b></p> <ul style="list-style-type: none"> <li>• I can make focused evaluations of texts which make clear and valid judgements on the intention, success and impact of features and techniques on reader and audience.</li> <li>• The judgements that I make are credible and appropriate.</li> </ul>
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## English: Writing

	Expected Standard	Greater Depth
<b>Year 5</b>	<p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• I can use a range of devices to adapt writing to the reader.</li> <li>• I can use different techniques to conclude work appropriately.</li> <li>• I use paragraphs appropriately.</li> <li>• I can begin to use devices to build cohesion within and across paragraphs (ie. time connectives, adverbials).</li> <li>• I am beginning to use sophisticated conjunctions.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can use the passive voice and modal verbs for variety and to shift focus.</li> <li>• I can use a range of punctuation for effect such as ! - ...</li> <li>• I can use complex sentences which are structured appropriately, with support where necessary.</li> <li>• I can use coordinating and subordinating conjunctions.</li> <li>• I am able to describe character and setting.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• I can select from a range of known and sometimes adventurous vocabulary. Some words are particularly well chosen.</li> <li>• I can use appropriate informal and formal styles of vocabulary.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can spell many of the lower KS2 high frequency words and spelling patterns.</li> </ul>	<p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• With some support, I can use a wide range of conventions appropriate to the context to organise my work (i.e. paragraphs, sub and side headings, contents, etc.)</li> <li>• I can use a range of cohesive devices, including adverbials within and across sentences and paragraphs.</li> <li>• I show some evidence of interweaving of implicit and explicit links between paragraphs.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can vary sentence length and word order confidently to sustain interest.</li> <li>• I can use punctuation to show division between clauses, to indicate, to vary pace and to create atmosphere.</li> <li>• I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly.</li> <li>• I can use a range of narrative techniques to create atmosphere (i.e. dialogue, quotation, formal and informal style etc.)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• I can select from a wide range of imaginative and often ambitious vocabulary accurately.</li> <li>• I can use vocabulary and grammatical structures that reflect the level of formality.</li> <li>• I can use literary features to create effect.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can spell most of the lower KS2 high frequency words and spelling patterns.</li> </ul>



	<ul style="list-style-type: none"> <li>• I can spell some of the upper KS2 high frequency words and spelling patterns.</li> </ul> <p><b>Drafting and editing</b></p> <ul style="list-style-type: none"> <li>• I can proof read for SPAG errors and correct these with support.</li> <li>• I can ensure correct subject/verb agreement by proof-reading and editing my work appropriately.</li> <li>• I can use joined up handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell a range of the upper KS2 high frequency words and spelling patterns.</li> </ul> <p><b>Drafting and editing</b></p> <ul style="list-style-type: none"> <li>• I make some attempt to independently propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</li> <li>• I can show some evidence of being able to assess the effectiveness of my own work.</li> <li>• I can maintain legibility, fluency and speed in handwriting through choosing whether to join specific letters.</li> <li>• I can write neatly and accurately in a joined and flowing style.</li> </ul>
<b>Year 6</b>	<p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• I can use a range of conventions appropriate to the context (ie. paragraphs, sub and side headings, contents etc)</li> <li>• I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</li> <li>• I show some evidence of interweaving links between paragraphs, with support.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can vary sentence length and word order confidently to sustain interest.</li> <li>• I can use punctuation to show clauses and to sub divide (, ; -) with support</li> <li>• I can use inverted commas, commas for clarity and punctuation for parenthesis mostly accurately.</li> <li>• I can use a range of narrative techniques to create atmosphere and advance the action (ie. Dialogue, quotation, formal and informal style etc).</li> </ul>	<p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• I can use implicit links within texts, ie. referring back to a point made earlier or forward to more information or detail to come.</li> <li>• I can show evidence of some structural features which encourage specific responses from the reader.</li> <li>• My paragraph structure is usually secure.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can correctly use all forms of punctuation taught at KS2</li> <li>• I can use colons and semi-colons to make the boundary between independent clauses effectively.</li> <li>• I can select verb forms for meaning and effect.</li> <li>• I can manage shifts between levels of formality through precise selection of vocabulary and grammatical structures.</li> <li>• I can intermingle a variety of sentence types with confidence.</li> <li>• I can use a wide range of connectives including conjunctions, adverbs and prepositions to show time, cause, sequence and mode.</li> </ul>

	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• I can select from a range of known imaginative and sometimes ambitious vocabulary, mostly accurately.</li> <li>• I understand how to use vocabulary and grammatical structures that reflect the level of formality.</li> <li>• I can use literary features to create effect.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can consistently spell all of the lower KS2 high frequency words and spelling patterns.</li> <li>• I can spell most of the upper KS2 high frequency words and spelling patterns.</li> </ul> <p><b>Drafting and editing</b></p> <ul style="list-style-type: none"> <li>• I can attempt to propose changes to vocabulary, grammar and punctuation.</li> <li>• I can show some evidence of being able to assess the success of my own and others' writing.</li> <li>• I can maintain legibility, fluency and speed in handwriting and chose whether or not to join specific letters.</li> <li>• I can write neatly and accurately in a joined and flowing style.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• There is some evidence of stylistic features to create effect within a text (ie. Rhetorical questions, repetition, figurative language, passive voice, onomatopoeia.)</li> <li>• I can use modifiers to create shades of meaning.</li> <li>• I can create precise detail via vocabulary choices.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can accurately and consistently spell the upper and lower KS2 high frequency words and spelling patterns.</li> </ul> <p><b>Drafting and editing</b></p> <ul style="list-style-type: none"> <li>• I an independently propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</li> <li>• I can assess the success of my own and others' writing.</li> </ul>
<b>Year 7</b>	<p><b>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences</b></p> <ul style="list-style-type: none"> <li>• My writing is mostly straightforward with some attempts to develop more sophisticated techniques and effects.</li> <li>• I demonstrate success with maintaining a distinct narrative voice and viewpoint.</li> <li>• It is evident that I attempt to use descriptive techniques to enrich my writing.</li> <li>• My writing attempts to match purpose, form and audience consistently.</li> </ul>	<p><b>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences</b></p> <ul style="list-style-type: none"> <li>• My writing is mostly appropriate and successful in intention. The narrative voice and view point I use is mostly clear with some sustained development.</li> <li>• I can use some descriptive techniques to create detail and specific effects.</li> <li>• I can successfully match purpose, form and audience whilst varying tone, style and register to suit.</li> <li>• I can use a variety of literary and rhetorical devices appropriately and these are selected for effect.</li> </ul>

	<ul style="list-style-type: none"> <li>• I show an awareness and distinction of register, however this may not be consistently maintained.</li> <li>• I am able to employ literary and rhetorical devices effectively.</li> <li>• My communication quality is occasionally inconsistent with regard to clarity and sustained style, however the reader's interest is mostly sustained and intentions are achieved.</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• I can show evidence of simple structural features.</li> <li>• My writing engages with multiple ideas, sometimes linked.</li> <li>• I can use some structural features with success in encouraging specific responses from the reader, at whole text, paragraph and sentence level.</li> <li>• I show a limited use of discourse markers with few links made between ideas. Movement between sections may still be slightly abrupt, disjointed or illogical.</li> <li>• My paragraph structure generally secure.</li> </ul> <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• My sentence demarcation is present and mainly correct but may be inconsistent in its accuracy, leading to occasional lack of clarity.</li> <li>• I use a number of different sentence structures and types, however I sometimes lack confidence with the management and frequency of more complex structures when working independently.</li> <li>• My grammar may not be consistently secure, however my writing shows control of agreement at a general level.</li> <li>• My command of Standard English is reasonably secure, but may have non-standard forms occasionally used.</li> </ul>	<ul style="list-style-type: none"> <li>• I use clear communication which engages and sustains the reader's interest and can be successful in stylistic adaptations.</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• The structure of my writing shows features which organise and develop content.</li> <li>• My writing links and connects related ideas and points.</li> <li>• I use structural features which are successful in encouraging specific responses from the reader, at whole text, paragraph and sentence level.</li> <li>• I can demonstrate use of discourse markers to link and progress plot focus or ideas. My work is paragraphed correctly.</li> <li>• I include some detailed development and explanation within individual paragraphs.</li> </ul> <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• My sentence demarcation is accurate and can aid emphasis and precision.</li> <li>• I use a variety of different sentence structures and types in my writing and sometimes achieve particular effects, for example in building up detail or elaborating on points.</li> <li>• My grammar is secure but may still have very occasional errors.</li> <li>• My command of Standard English is secure and grammatical structures can provide clarity, elaboration and emphasis.</li> </ul> <p><b>Vocabulary and spelling</b></p> <ul style="list-style-type: none"> <li>• I can show evidence of conscious use of vocabulary for effect with some use of linguistic devices and expansion of general vocabulary to match topic.</li> </ul>
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	<p><b>Vocabulary and spelling</b></p> <ul style="list-style-type: none"> <li>• I can use vocabulary appropriately with attempts at selection for deliberate effect, however, my choices can sometimes be limited in ambition.</li> <li>• I use a variety of adjectives and verbs.</li> <li>• My spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.</li> </ul> <p><b>Plan, draft and proofread to improve work</b></p> <ul style="list-style-type: none"> <li>• I can use a drafting and proof-reading process to improve work.</li> <li>• I can comment on the effectiveness of my own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell words with complex regular patterns correctly.</li> </ul> <p><b>Plan, draft and proofread to improve work</b></p> <ul style="list-style-type: none"> <li>• I make effective use of the drafting and proof-reading process to edit and improve work.</li> <li>• I can comment on the effectiveness of my own and others' writing, making appropriate suggestions for improvement where appropriate.</li> </ul>
Year 8	<p><b>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences</b></p> <ul style="list-style-type: none"> <li>• My writing is mostly appropriate and successful in intention.</li> <li>• I can use a consistent narrative voice and my view point is mostly clear, with some sustained development.</li> <li>• I can use a variety of descriptive techniques to create detail and for specific effect.</li> <li>• I can successfully match purpose, form and audience whilst varying tone, style and register to suit.</li> <li>• I can use a number of literary and rhetorical devices appropriately and these are selected for effect.</li> <li>• I communicate clearly in my writing which engages and sustains the reader's interest.</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• The structure of my writing shows features to organise and develop content.</li> <li>• I am able to make clear links and connections between related ideas and points.</li> </ul>	<p><b>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences</b></p> <ul style="list-style-type: none"> <li>• My writing is clear, purposeful and appropriate to task without exception.</li> <li>• I consistently establish an identifiable narrative voice or perspective which is sustained with ease throughout.</li> <li>• I use descriptive techniques with ease to create credible detail and specific effects.</li> <li>• I vary the tone, style and register of my writing with ease, matching these to purpose, form and audience.</li> <li>• I use a variety of linguistic and rhetorical devices which are clearly employed to have specific effects.</li> <li>• I use clear, competent communication which sustains the reader's interest in every piece I write.</li> </ul> <p><b>Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• My writing consistently uses a variety of features to organise and develop content.</li> <li>• My writing links and connects related ideas and points in a variety of ways.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use structural features successfully to encourage specific responses from the reader, at whole text, paragraph and sentence level.</li> <li>• I demonstrate use of discourse markers to link and progress plot focus or ideas.</li> <li>• My work is paragraphed correctly. I show detailed development and explanation within individual paragraphs.</li> </ul> <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• My sentence demarcation is accurate and can aid emphasis and precision.</li> <li>• Different sentence structures and types are evident in writing and achieve particular effects, for example in building up detail or elaborating on points.</li> <li>• My grammar is secure but may have some very occasional errors. Command of Standard English is secure whilst grammatical structures can provide clarity, elaboration and emphasis.</li> </ul> <p><b>Vocabulary and spelling</b></p> <ul style="list-style-type: none"> <li>• I can make conscious use of vocabulary for effect with some use of linguistic devices and expansion of general vocabulary to match topic.</li> <li>• I spell words with complex regular patterns correctly.</li> </ul> <p><b>Plan, draft and proof read to improve work</b></p> <ul style="list-style-type: none"> <li>• I consistently make effective use of the drafting and proof-reading process to improve my work.</li> <li>• I can make detailed comments on the effectiveness of my own and others' writing, making appropriate suggestions for improvement where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• I use many structural features which are successful in encouraging specific responses from the reader, at whole text, paragraph and sentence level.</li> <li>• I can use a variety of discourse markers to link and progress plot focus or ideas with flair.</li> <li>• I include detailed development and explanation within individual paragraphs and can manipulate paragraph length and structure for effect on the reader.</li> </ul> <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• My sentence demarcation is accurate, aiding emphasis and precision with variety and flair as standard.</li> <li>• I use the full range of sentence structures and types purposefully to achieve specific effects.</li> <li>• I use the full range of punctuation (including semi-colon and colon) and use of grammar is used effectively and always accurate. My command of Standard English is secure, whilst complex grammatical structures are purposeful and contribute to overall effect.</li> </ul> <p><b>Vocabulary and spelling</b></p> <ul style="list-style-type: none"> <li>• I can use increasingly ambitious vocabulary choices appropriately.</li> <li>• My spelling is accurate with only very occasional errors.</li> </ul> <p><b>Plan, draft and proof read to improve work</b></p> <ul style="list-style-type: none"> <li>• I consistently make effective and sustained use of drafting and proof-reading process to make tangible improvement to my work.</li> <li>• I can make detailed comments on the effectiveness of my own and others' writing, making appropriate suggestions for improvement in multiple areas, where appropriate.</li> </ul>
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## English: EGPS

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Vocabulary	<ul style="list-style-type: none"> <li>I can extend the range of sentences with support, using more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>I can begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I use conjunctions, adverbs and prepositions to express time and cause (and place) with support.</li> </ul>	<p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> <li>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I use conjunctions, adverbs and prepositions to express time and cause and place</li> </ul>	<ul style="list-style-type: none"> <li>I can use a thesaurus with support</li> <li>I am beginning to use expanded noun phrases to convey complicated information concisely</li> <li>I can use modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a thesaurus</li> <li>I can use expanded noun phrases to convey complicated information concisely</li> <li>I can consistently use modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>I can access a thesaurus independently and use this to improve my vocabulary when writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw on new vocabulary from my in-class and independent reading.</li> <li>I use ambitious vocabulary consciously to achieve particular effects on the reader.</li> </ul>
Grammar	<p>I can use the present perfect form of verbs in contrast to the past tense</p> <ul style="list-style-type: none"> <li>I can form nouns using prefixes (super-, anti-)</li> <li>I can use the correct form of 'a' or 'an'</li> <li>I can identify and understand word families based on common words (solve, solution, dissolve, insoluble).</li> </ul>	<ul style="list-style-type: none"> <li>I can use fronted adverbials</li> <li>I understand the difference between plural and possessive -s</li> <li>I can use Standard English verb inflections (I did vs I done)</li> <li>I can write extended noun phrases, including with prepositions</li> <li>I make appropriate choices of pronouns or nouns to create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>I can write relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>I can convert nouns or adjectives into verbs</li> <li>I can use verb prefixes to change the meaning</li> <li>I understand and can use devices to build cohesion, including adverbials of time, place and number.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>I can use passive verbs to affect the presentation of information in a sentence</li> <li>I can use the perfect form of verbs to mark relationships of time and cause</li> <li>I understand differences in informal and formal language</li> <li>I recognise and can use synonyms and antonyms</li> <li>I use further cohesive devices such as grammatical connections and adverbials</li> <li>I make use of ellipsis.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of KS2 grammatical rules to analyse more challenging texts with support.</li> <li>I can identify grammatical features in the text I am reading.</li> <li>I can use Standard English confidently in my own writing and speech with only occasional errors.</li> <li>I can identify the difference between spoken and written language.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of the KS2 grammatical rules to analyse a variety of more challenging texts independently.</li> <li>I can discuss the impact of the grammatical feature(s) on the text I am reading.</li> <li>I can use Standard English confidently in my own writing and speech.</li> <li>I know and understand the difference between spoken and written language, including differences between formal and informal registers.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>I can use and punctuate direct speech at a basic level (i.e. with inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>I can use commas after fronted adverbials</li> <li>I can indicate possession by using the possessive apostrophe with singular and plural nouns</li> <li>I can use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>I can use commas to clarify meaning or avoid ambiguity in writing</li> <li>I can use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>I can use hyphens to avoid ambiguity</li> <li>I can use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>I can use a colon to introduce a list</li> <li>I can punctuate bullet points consistently and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I can write accurately, fluently and often at length, using a range of punctuation taught at KS2.</li> </ul>	<ul style="list-style-type: none"> <li>I use the full range of punctuation taught at KS2 accurately to write fluently and at length.</li> </ul>

Spelling	<ul style="list-style-type: none"> <li>• I can spell further homophones</li> <li>• I am learning to use further prefixes and suffixes and understand how to add them</li> <li>• I can use the first 2 or 3 letters of a word to check its spelling in a dictionary with support.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell words that are often misspelt (Appendix 1)</li> <li>• I can use a variety of prefixes and suffixes and understand how they change the meaning of a word</li> <li>• I am learning to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• I can use the first 2 or 3 letters of a word to check its spelling in a dictionary independently.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell some words with 'silent' letters</li> <li>• I can often distinguish between homophones and other words which are often confused</li> <li>• I use knowledge of morphology and etymology in spelling</li> <li>• I can use further prefixes and suffixes in my writing</li> <li>• I can use dictionaries to check the spelling and meaning of words</li> <li>• I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell many words with 'silent' letters</li> <li>• I can independently distinguish between homophones and other words which are often confused</li> <li>• I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>• I use further prefixes and suffixes and understand the guidance for adding them</li> <li>• I can use dictionaries to check the spelling and meaning of words</li> <li>• I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• My spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell words with complex regular patterns correctly.</li> </ul>
Terminology	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').	determiner, pronoun, possessive pronoun, adverbial.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	formal, informal, standard, non-standard, summarise, organise, literary, rhetorical, effectiveness.	accuracy, fluency, expository, narrative, impact, enhance, flair, coherence.