

KS3 'Stages of Excellence': English

	Year 7	Year 8	Year 9
4.Extending	<p>I am able to confidently interpret implicit and explicit ideas from fiction and non-fiction texts.</p> <ul style="list-style-type: none"> I am able to support ideas with precise textual details using quotation marks. I can confidently link ideas back to writer's intentions and purposes of writing. I can analyse writers' methods and explain the effects of these on readers. I am able to consciously craft my ideas with sophisticated and ambitious vocabulary. I vary my sentence structures for high impact. I am able to use a range of punctuation for effect. I am able to link my ideas within and between paragraphs. I am confident in spoken language activities and I can use sophisticated vocabulary. I am able to use verbal and non-verbal communication effectively to clarify my ideas when presenting to others. 	<ul style="list-style-type: none"> I can make effective use of references to support explanations. I can clearly explain and understand the effects of the writer's methods to create meaning. I can make clear understanding of contextual factors shown by specific links to the task. I can generally communicate clearly in an appropriate tone, style and register, whilst generally matching these to the audience appropriately. I can choose vocabulary effectively, and appropriately use linguistic devices. I can usually use structural features effectively, whilst usually keeping my writing engaging in coherent paragraphs, with a range of connected ideas. I can use a range of punctuation mostly with accuracy mostly using standard English appropriately with mostly secure control of complex grammatical structures. I can use tone for emphasis, and mostly speak with clarity. I can perform speeches with some eye contact with the audience and use gestures for effect. I can listen to peers and teachers, answering and asking questions. 	<ul style="list-style-type: none"> I can make appropriate references integrated into interpretations. I can examine of writer's methods with subject terminology used effectively to support consideration of methods. I can make thoughtful consideration of contextual factors shown by the exploration of detailed links between the context and the task. I can consistently communicate an appropriate tone, style and register clearly whilst matching register to the audience. I can use increasingly sophisticated vocabulary and phrasing with a range of successful language devices. I can use structural features effectively, whilst keeping my writing engaging in coherent paragraphs. I can use a wide range of punctuation with a high level of accuracy. I can perform speeches maintaining eye contact with the audience and use gestures for effect. I can actively listen to peers and teachers, answering and asking perceptive quality questions of an increasing complexity.
3.Secure	<ul style="list-style-type: none"> I clearly identify implicit and explicit ideas from texts. I am able to use and adopt skimming and scanning skills from a text to support relevant chosen evidence to support my view. I am able to embed the writer's ideas and intentions through analysis of wider writer's methods. I always use a clear plan to structure my ideas chronologically and coherently. I consistently use a range of paragraphs to construct my ideas clearly in a coherent way to build on one another. I always use ambitious vocabulary for deliberate effect and accurately. I use Standard English in my expression to consistently portray my ideas. I always adopt use of gestures, body language and intonation/expression to aid meaning in formal spoken presentations. 	<ul style="list-style-type: none"> I can analyse and synthesize complex ideas and themes from both fiction and non-fiction texts and insightful inferences. I can select a diverse range of evidence, including quotes, to construct a compelling and well-supported argument. I can write effectively and coherently using Standard English appropriately. Use grammar correctly, punctuate and spell accurately. I am able to acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language I can engage and captivate my audience through effective use of rhetorical techniques, voice modulation, and non-verbal communication. I can give clear and convincing speeches, using my knowledge and linking it to my experiences and current events. 	<ul style="list-style-type: none"> I can clearly analyse and synthesize complex ideas and themes from both fiction and non-fiction texts and insightful inferences. I can select a precise range of evidence, including quotes, to construct a compelling and well-supported argument. I can write effectively and coherently using Standard English appropriately. Use grammar correctly, punctuate and spell accurately. I confidently apply a range of sophisticated vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language I can captivate my audience through effective use of rhetorical techniques, voice modulation, and non-verbal communication. I can give clear and convincing speeches, using my knowledge and linking it to my experiences and current events.
2.Developing	<ul style="list-style-type: none"> I begin to identify implicit and explicit ideas from texts. I am able to skim and scan a text to select relevant evidence to support my point of view. I am able to explore writers' ideas and intentions through language analysis. I can sometimes explain my ideas using a clear plan to structure my ideas. I can sometimes use paragraphs to organise my ideas. I can sometimes use a range of punctuation for effect and aiding meaning. I can use some ambitious vocabulary not always accurately. I can sometimes express my ideas using standard English. I begin to explore how to use gesture to aid meaning in formal spoken presentations. 	<ul style="list-style-type: none"> I am able to infer and deduce ideas from fiction and non-fiction texts. I can select relevant evidence to support my point of view. I begin to identify writers' use of methods and techniques sometimes using accurate subject terminology. I am able to explain writer's ideas and intentions and link to the purpose of writers' not always accurately. I can explain my ideas clearly in full sentences using some punctuation for effect, for example using semi-colons to link ideas in compound and complex sentences. I can organise my ideas into clear paragraphs in a chronological manner using some discourse markers to link ideas within and between characters. I can use some ambitious adjectives, verbs, nouns and pronouns for effect. I can speak clearly and confidently making some links to my own experiences and the experiences of others. 	<ul style="list-style-type: none"> I am able to clearly infer and deduce ideas from fiction and non-fiction texts. I can select a range of relevant evidence to support my point of view. I begin to identify writers' use of methods and techniques sometimes using accurate subject terminology. I am able to explain writer's ideas and intentions and link to the purpose of writers' not always accurately. I can explain my ideas clearly in full sentences using some punctuation for effect, for example using semi-colons to link ideas in compound and complex sentences. I am able to use a variety of sentence types to craft my ideas. I can organise my ideas into clear paragraphs in a chronological manner using some discourse markers to link ideas within and between characters. I can use some ambitious adjectives, verbs, nouns and pronouns for effect. I can speak clearly and confidently making some links to my own experiences and the experiences of others.

1. Novice

- I am able to infer and deduce ideas from fiction and non-fiction texts.
- I can select relevant evidence to support my point of view.
- I am able to explain writer's ideas and intentions.
- I can explain my ideas clearly in full sentences using basic punctuation for effect.
- I can organise my ideas my ideas into clear paragraphs.
- I can use some ambitious adjectives, verbs, nouns and pronouns for effect.
- I can speak clearly and confidently making some links to my own experiences.

- I am able to infer and deduce ideas from fiction and non-fiction texts.
- I can select relevant evidence to support my point of view using quotation marks.
- I begin to identify writers' use of methods and techniques
- I am able to explain writer's ideas and intentions and link to the purpose of writers' not always accurately.
- I can explain my ideas clearly in full sentences using basic punctuation for effect.
- I can organise my ideas into clear paragraphs in a chronological manner.
- I can use some ambitious adjectives, verbs, nouns and pronouns for effect.
- I can speak clearly and confidently making some links to my own experiences and the experiences of others.

- I am able to infer implicit and explicit ideas from fiction and non-fiction texts.
- I can select precise evidence to support my point of view.
- I can identify writers' use of methods and techniques and begin to analyse the effects.
- I am able to explain writer's ideas and intentions and link to the purpose and context of the writers' intentions.
- I can explain my ideas clearly in full sentences using a range of punctuation for effect.
- I can organise my ideas into clear paragraphs in a chronological manner using discourse markers.
- I can use a range of ambitious adjectives, verbs, adverbs, nouns and pronouns for effect.
- I can speak clearly and confidently making some links to my own experiences and the experiences of others.
- I can use verbal and non-verbal gestures for effect.