

Reading skills Band	Year 7	Year 8	Year 9
Higher GCSE: 7-8	<ul style="list-style-type: none"> Consistently accurate understanding of explicit and implicit information Detailed understanding of language and structural features Critically evaluates the text in detail Makes detailed inferences and selects a range of relevant quotations 	<ul style="list-style-type: none"> Consistently accurate and confident understanding of explicit and implicit information Detailed and confident analysis of language and structural features Critically evaluates the text in a detailed and confident way Makes detailed and convincing inferences and selects a judicious range of quotations 	<ul style="list-style-type: none"> Consistently accurate and perceptive understanding of explicit and implicit information Shows detailed and perceptive analysis of language and structural features Critically evaluates the text in a convincing and discerning way Makes perceptive and insightful inferences about texts and selects a judicious range of quotations
Intermediate GCSE: 5-6	<ul style="list-style-type: none"> Some accurate understanding of explicit and implicit information Makes some explained comments showing understanding of language and structural features Makes some explained evaluative comments Makes some explained inferences and selects relevant quotations 	<ul style="list-style-type: none"> Generally accurate understanding of explicit and implicit information Shows clear understanding of language and structural features Clearly evaluates the text Makes clear and relevant inferences and selects apt and relevant quotations 	<ul style="list-style-type: none"> Mostly accurate understanding of explicit and implicit information Shows clear and consistent understanding of language and structural features Critical evaluation is clear and consistent Consistently makes clear and explained inferences and selects a range of relevant quotations Compares ideas and perspectives in a consistently clear way
Foundation GCSE: 2-4	<ul style="list-style-type: none"> Occasional understanding of explicit and implicit information Occasional awareness of language and structural features Occasional personal comment on the text Offers paraphrase rather than inference with limited textual details 	<ul style="list-style-type: none"> Simple understanding of explicit and implicit information Simple awareness of language and structural features Simple personal comment on the text Offers paraphrase rather than inference and selects some quotations/references that occasionally support views 	<ul style="list-style-type: none"> Some attempts to show understanding of explicit and implicit information Some attempts to show understanding of language and structural features Some attempts to evaluate the text Attempts to infer from texts and selects quotations/references which sometimes support views

Writing skills Band	Year 7	Year 8	Year 9
<p>Higher</p> <p>GCSE: 7-8</p>	<ul style="list-style-type: none"> Communication is convincing and tone, style and register consistently match purpose Extensive vocabulary with evidence of conscious crafting of linguistic devices Consistently coherent use of paragraphs with integrated discourse markers Sentence demarcation is consistently secure and mostly accurate and wide range of punctuation is used, mostly with success Uses a variety of sentence forms for effect 	<ul style="list-style-type: none"> Communication is consistently convincing and tone, style and register confidently and consistently match purpose Extensive and ambitious vocabulary with evidence of conscious crafting of linguistic devices Consistently coherent use of paragraphs with a range of integrated discourse markers Sentence demarcation is consistently secure and accurate and a wide range of punctuation is used successfully Uses a full range of appropriate sentence forms for effect 	<ul style="list-style-type: none"> Communication is convincing and compelling throughout and tone, style and register assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Fluently linked paragraphs with seamlessly integrated discourse markers Sentence demarcation is consistently secure and consistently accurate and wide range of punctuation is used with a high level of accuracy Uses a full range of appropriate sentence forms for effect
<p>Intermediate</p> <p>GCSE: 5-6</p>	<ul style="list-style-type: none"> Communication is mostly successful and sustained attempt to match purpose; some control of register Conscious use of vocabulary with some use of linguistic devices Some use of paragraphs and some use of discourse markers Sentence demarcation is mostly secure and sometimes accurate and some control of a range of punctuation Attempts a variety of sentence forms 	<ul style="list-style-type: none"> Communication is clear and tone, style and register generally matched to purpose Vocabulary clearly chosen for effect and successful use of linguistic devices Usually coherent paragraphs with range of discourse markers Sentence demarcation is mostly secure and mostly accurate and range of punctuation is used, often with success Uses a variety of sentence forms 	<ul style="list-style-type: none"> Communication is consistently clear and effective and tone, style and register matched to purpose Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices Coherent paragraphs with integrated discourse markers Sentence demarcation is mostly secure and mostly accurate and range of punctuation is used, mostly with success Uses a variety of sentence forms for effect
<p>Foundation</p> <p>GCSE: 2-4</p>	<ul style="list-style-type: none"> Communicates some meaning and occasional sense of purpose Simple vocabulary No paragraphs Little evidence of conscious punctuation and no range of sentence forms 	<ul style="list-style-type: none"> Simple success in communication of ideas and simple awareness of purpose, limited control of register Simple vocabulary; simple linguistic devices Random paragraph structure Some evidence of conscious punctuation and simple range of sentence forms 	<ul style="list-style-type: none"> Communicates with some success and attempts to match purpose; attempts to control register Begins to vary vocabulary with some use of linguistic devices Attempts to write in paragraphs with some discourse markers, not always appropriate Sentence demarcation is sometimes accurate and simple range of sentence forms