

Reading skills Band	Year 7	Year 8	Year 9
<p>Higher</p> <p>GCSE: 7-8</p>	<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
<p>Intermediate</p> <p>GCSE: 5-6</p>	<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
<p>Foundation</p> <p>GCSE: 2-4</p>	<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 style="text-align: center;">Higher</p> <p style="text-align: center;">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 style="text-align: center;">Intermediate</p> <p style="text-align: center;">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 style="text-align: center;">Foundation</p> <p style="text-align: center;">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