

St Benedict's Catholic School: Grade descriptors for use at Key Stage 3 - English



St Benedict's New Key Stage 3 Grade (Fitting with new GCSE grades)	Current National Curriculum Levels	Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	<u>Reading</u> <i>'Pupils should: Develop an appreciation and love of reading, and read increasingly challenging material independently'. 'Understand increasingly challenging texts'. 'Read critically'.</i>	<u>Writing</u> <i>'Pupils should: Write accurately, fluently, effectively and at length'. 'Plan, draft, edit and proof-read'. 'Consolidate and build on their knowledge of grammar and vocabulary'.</i>	<u>Speaking and Listening</u> <i>'Pupils should: Speak confidently and effectively'.</i>
6	8			Mastered	<ul style="list-style-type: none"> Critical understanding of how the text's language & structure support a writer's viewpoint. Clear critical interpretation with well supported reference. Critical analysis and appreciation of a text in context 	<ul style="list-style-type: none"> Sentence structures are imaginative, accurate and matched to purpose and intended effect on the audience. Writing at length is imaginative, well-structured and accurate. Distinctive personal voice and style. Vocabulary used imaginatively and with precision. Correct spelling throughout. 	<ul style="list-style-type: none"> Constantly exhibits perceptive listening skills and readily follows the development of discussions. Structures speech carefully, using sophisticated vocabulary, intonation and emphasis.
5	7		Mastered	Extended	<ul style="list-style-type: none"> Clear interpretation of texts and evaluation of structural choices. Precise analysis of language and appreciation of writer's choices. Writer's purpose and viewpoint is shown through analytical and evaluative comment. Analysis of meaning in relation to the context of when the text was written or read. 	<ul style="list-style-type: none"> Full control of sentence structures. Texts skilfully organised and managed, clear evidence of editing/proof-reading. Paragraphs shaped for effect. Distinctive individual voice sustained. Imaginative vocabulary, judiciously chosen. 	<ul style="list-style-type: none"> Exhibits confidence in all situations, including ones which are new or unexpected. Presents confident use of Standard English in appropriate situations.
4	6	Mastered	Extended	Secure	<ul style="list-style-type: none"> Secure comments based in textual evidence, some attempt at detailed exploration. Some detailed exploration of structural choices and a range of features relating to organisation. Exploration of writer's use of language with appropriate use of terminology. Some detailed exploration of context. 	<ul style="list-style-type: none"> A variety of sentence structures help to achieve purpose and contribute to overall effect. Accurate punctuation use across a variety of more ambitious sentence structures. Writing is imaginative with an established point of view and an appropriate level of formality; carefully planned/edited. Vocabulary is varied and often ambitious. Spellings generally correct including in some ambitious and more complex word choices. 	<ul style="list-style-type: none"> When speaking, vocabulary and expression is varied and lively. Consistently shows sensitivity and understanding of others' ideas and opinions.
3	5	Extended	Secure	Approaching	<ul style="list-style-type: none"> Developing understanding of inferred meanings using evidence from the texts. Shows an awareness of writer's use of structural features and other features relating to the organisation of a text. Developing comments on writer's use of language and its effect. Viewpoint in texts is identified. Some explanation of context and its contribution to meaning. 	<ul style="list-style-type: none"> Writes with clarity using a wide range of connectives. Full range of punctuation used. Writing is clearly structured with links between paragraphs; planning clearly evident with some evidence of editing. Vocabulary is chosen for effect. Spelling is mostly accurate. 	<ul style="list-style-type: none"> Can talk and listen confidently in a range of situations, including formal ones. Is able to interest the audience by varying expression and vocabulary.
2	4	Secure	Approaching	Developing	<ul style="list-style-type: none"> Inferences based on evidence from different points in a text are often correct. Ability to explore structural choices and basic features of organisation at text level. Simple comments on writer's choices using some quotation to support. Simple comments on context in relation to meaning. 	<ul style="list-style-type: none"> Uses a variety of sentences accurately and with correct punctuation. Secure paragraphing. Writing purpose is clear; further evidence of planning. Deliberate vocabulary choices used. Spelling is generally accurate. 	<ul style="list-style-type: none"> Listens carefully in discussions and sometimes asks pertinent questions. Can talk and listen in a range of different situations.
1	3	Approaching	Developing	Beginning	<ul style="list-style-type: none"> Developing inference skills and responses to texts to show meaning. Understanding of some basic features of organisation and writer's use of language. Some ability to comment on writer's main purpose and attempt to develop response. Simple connections between texts spotted. Reading for meaning now achieved. 	<ul style="list-style-type: none"> Uses complex sentences at times. Punctuation use developing. Material sequenced logically; some evidence of planning. Some adventurous words used for effect. 	<ul style="list-style-type: none"> Can generally understand the main points of a discussion. Can sometimes change the style of speech in order to suit the listener.
Entry level	2	Developing	Beginning		<ul style="list-style-type: none"> Some awareness of writer's language choices and organisation in a text. Simple inference and attempt to use evidence from the text. Developing awareness that writers have viewpoints and purposes. Reading for meaning – unfamiliar words can be decoded. 	<ul style="list-style-type: none"> Simple sentences used with basic conjunctions. Use of capital letters and full stops usually accurate. Basic sequencing of ideas. Some adventurous word choices. 	<ul style="list-style-type: none"> Can show some confidence when Speaking and Listening about topics of interest. Can explain some ideas with clarity.
Working Towards	1	Beginning			<ul style="list-style-type: none"> Beginning to show some awareness of organisation of a text. Some comments on obvious features of language. Starting to read for meaning and decode words. 	<ul style="list-style-type: none"> Basic information and ideas are conveyed with simple connections made between ideas. Some awareness of full stops/capital letters. Simple vocabulary. High frequency words spelled correctly. 	<ul style="list-style-type: none"> Clear explanations are in the early stages. Is beginning to show confidence when speaking in front of others.