

The Hastings Academy: Grade Descriptors for use at Key Stage 3 – English

Yr 7 Expectations	Reporting	Yr 8 Expectations	Reporting	Yr 9 Expectations	Reporting	Assessment Objective Reading 'Pupils should: Develop an appreciation and love of reading, and read increasingly challenging material independently'. 'Understand increasingly challenging texts'. 'Read critically'.	Assessment Objective Writing 'Pupils should: Write accurately, fluently, effectively and at length'. 'Plan, draft, edit and proof-read'. 'Consolidate and build on their knowledge.'	Assessment Objective Speaking and Listening 'Pupils should: Speak confidently and effectively'.
				Mastered	Well Above Expectations	<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.
		Mastered	Well Above Expectations	Extended	Above Expectations	<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.
Mastered	Well Above Expectations	Extended	Above Expectations	Secure	Meeting Expectations	<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
Extended	Above Expectations	Secure	Meeting Expectations	Approaching	Below Expectations	<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.

Secure	Meeting Expectations	Approaching	Below Expectations	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.
Approaching	Below Expectations	Developing	Well Below Expectations	Beginning	<p>Developing inference skills and responses to texts to show meaning.</p> <ul style="list-style-type: none"> • 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
Developing		Beginning		Well Below Expectations	<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.
Beginning	Well Below Expectations				<ul style="list-style-type: none"> • Beginning to show some awareness of organisation of a text. • Some comments on obvious features of language. 	<ul style="list-style-type: none"> • Starting to read for meaning and decode words. • 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.