

	AO1 – understanding of the texts read and selection of supporting quotations/ references.	AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.	AO3 – <b>Language ONLY</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	AO3 – <b>Literature ONLY</b> Show understanding of the relationships between texts and their contexts.	AO4 – <b>Language ONLY.</b> Evaluate texts critically and support this with appropriate textual references.
Exceeding	I can clearly explain my response to the task/text. I make clear inferences from a range of texts. I select clear references relevant to the focus of the question. Statements show clear differences between texts.	I clearly explain the writer’s choice of language & structure. I clearly attempt to explain the effects these methods on the reader. I have included a range of relevant examples with use of subject terminology.	I can compare ideas and perspectives in a clear and relevant way. I can clearly explain how writers’ methods are used. I can select relevant detail to support from both texts and show a clear understanding of ideas.	I have a clear understanding of the links between the text and context.	I can clearly evaluate the text. I can offer examples from the text to explain views clearly. I can clearly explain the effect of writer’s choices with some relevant quotations to support.
Securing	I can explain and show a supported response to the text and task. I attempt some inference(s) from one/both texts, mainly explicit ideas. I can select some appropriate references from one/both texts.	I can make supported comments on the writer’s choice of language & structure. I attempt to identify the effect(s) that method(s) have on the reader. I can select some relevant examples with reference to some subject terminology.	I attempt to compare ideas & perspectives. I make supported comments on writer’s methods. I can select some appropriate textual detail, identifying different ideas and perspectives.	I can show some understanding / awareness of links between the text and implicit contextual factors (not just the most obvious).	I attempt to make evaluative comments based on the text. I can offer examples from the text to explain my view(s). I can comment on writer’s methods; select quotations which occasionally support views.
Demonstrating	I can make simple comments linked to the text and/or text. I can paraphrase explicit ideas. I use simple references from the text & make statements.	I can make simple comments on writer’s use of language & structure. I have an awareness of the reader. I can make simple references & refer to simple subject terminology.	I can make simple cross references of ideas & perspectives. I can identify simple use of writers’ methods. I can identify simple references/ textual details from one or both texts.	I can make simple comments on explicit contextual factors.	I can make simple evaluative comments on the text. I offer simple examples from the text which may explain my views. I can make simple mentions of the writer’s methods.
Approaching	I can make basic comments linked to the text and/or text. I can select explicit ideas. I refer to basic ideas from the text & make straight forward statements.	I can make basic comments on the writer’s use of language & structure. I recognise that there is an effect on the reader. I can allude to a reference & refer to basic subject terminology.	I cross reference basic ideas and perspectives. I can select a basic use of writers’ methods. I can refer to basic references / textual details from one text.	I can make basic, comments on explicit contextual factors; although sometimes not accurate.	I can make basic evaluative comments on the text. I offer basic examples from the text which may explain my views. I can identify basic mentions of the writer’s methods; although not always consistent.
Working towards	I can make limited comments linked to the text and/or text. I can outline ideas which are sometimes limited. I can select ideas from the text which sometimes need more explanation.	I can make limited comments on the writer’s use of language & structure. I make limited connections to the reader. I try & refer to a reference from the text; although somewhat limited.	I can make limited cross references of ideas & perspectives. I have a limited awareness of the writer’s methods. I can outline basic references although somewhat limited.	I can make limited comments on explicit contextual factors.	I can make limited evaluative comments on the text. I offer limited examples from the text to highlight my views. I can mention the writer’s methods; although not always accurate.

**Assessment ladder** Year 7 English Department (Writing)

	AO4 LITERATURE - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
	AO5 LANGUAGE - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion.	AO6 LANGUAGE – A range of vocabulary and sentence structures must be used for clarity, purpose and effect with accurate spelling and punctuation.
<b>Exceeding</b>	<p><u>Content</u> I can make a sustained attempt to match register to audience. I can make a sustained attempt to match purpose. I make conscious vocabulary choices with some use of linguistic devices.</p> <p><u>Organisation</u> I can use some structural features. I can increasingly use a variety of linked and relevant ideas. I can make use of some paragraphing and some use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is mostly secure and sometimes accurate. I have some control when using a range of punctuation. I can sustain a variety of sentence forms. I can securely use Standard English with some control of agreement. I can accurately spell complex words. I can securely use a varied vocabulary.</p>
<b>Securing</b>	<p><u>Content</u> I attempt to match register to audience. I attempt to match purpose. I begin to vary vocabulary with some use of linguistic devices.</p> <p><u>Organisation</u> I attempt to use structural features. I use linked and relevant ideas. I attempt to write in paragraphs with some discourse markers; although not always appropriate.</p>	<p>I attempt to use an accurate level of sentence demarcation which is sometimes consistent. I attempt to use a controlled selection of punctuation choices. I attempt to select a variety of sentence forms. I can attempt to use Standard English with some control of agreement. I can spell more complex words with some errors. I attempt to use a broad range of vocabulary choices.</p>
<b>Demonstrating</b>	<p><u>Content</u> I can show a simple awareness of register/audience. I can show a simple awareness of purpose. I can use simple vocabulary; simple linguistic devices.</p> <p><u>Organisation</u> I can show evidence of simple structural features. I can select one or two relevant ideas that are simply linked. I use a variation in paragraph structure.</p>	<p>I can use simple sentence demarcation. I can show evidence of simple punctuation markers. I am able to use of simple range of sentence forms. I provide a simple use of Standard English with some control of agreement. I can spell basic words accurately. I can use a simple range of vocabulary choices.</p>
<b>Approaching</b>	<p><u>Content</u> I have an occasional sense of audience. I have an occasional sense of purpose. I can use simple vocabulary.</p> <p><u>Organisation</u> I have an occasional evidence of structural features. I occasionally link ideas. I use an occasional use of paragraphs.</p>	<p>I show an occasional use of sentence demarcation. I can evidence the use of conscious punctuation. I occasionally use a range of sentence forms. I use Standard English with an occasional control of agreement. I can spell basic words accurately; although sometimes inconsistent. I can select basic vocabulary choices.</p>
<b>Working towards</b>	<p><u>Content</u> I demonstrate a limited sense of audience. I have a limited sense of purpose. I can use basic vocabulary.</p> <p><u>Organisation</u> I have limited or no evidence of structural features. I can select one or two unlinked ideas. I have not identified where to use paragraphs.</p>	<p>I can use a limited use of sentence demarcation. I can use a limited evidence of conscious punctuation. I use a basic range of sentence forms; although sometimes inconsistent. I use a basic use of Standard English with limited control of agreement. I have a limited knowledge of basic spelling. I can select basic words with some inaccuracies.</p>

	Talking to others	Talking with others	Role play	Talking about talk
Exceeding	<p><b>I can:</b></p> <p>Put forward and clearly explain important ideas and feelings. Think deliberately about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are well-matched to the purpose &amp; context of my speech. Make sure I have used eye contact to interest and engage the audience. Speak clearly and with very few pauses.</p>	<p><b>I can:</b></p> <p>Note important details and meanings which are not easy to spot. Develop other people’s ideas in different ways. Maintain my roles and responsibilities in the group. Make valuable contributions to the group which help shape the way our talk progresses. Show attention to the speakers and listeners.</p>	<p><b>I can:</b></p> <p>Show that I understand texts and issues by making deliberate decisions about my speech, gestures, and movements. Maintain my roles and responsibilities in a group. Show that I can adapt to different roles and scenarios. Stay-in-role throughout most of the activity.</p>	<p><b>I can:</b></p> <p>Explain parts of my own or other people’s use of language to show understanding. Demonstrate my understanding of the effect of language and how it changes for different purposes and situations. Start to use some terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Securing	<p><b>I can:</b></p> <p>Carry on speaking for a long time when putting forward my ideas and feelings. Add some relevant details. Think carefully about how I have given an order to my talk to support my meaning. Make eye contact with the audience. Use lots of different words, grammar and body language to match the audience and content. Speak clearly, without too many long pauses.</p>	<p><b>I can:</b></p> <p>Show that I understand the content of the group’s ideas and how it is going to be presented. Put forward my own different ideas and material. Take on different simple roles and responsibilities within the group.</p>	<p><b>I can:</b></p> <p>Put forward simple ideas about either characters or situations. Try to stay-in-role by making some deliberate choices about how I will speak, move and use my body to match different roles or situations.</p>	<p><b>I can:</b></p> <p>Show that I understand how and why my talk and the talk of others might be different based on a specific situation. Start to use some basic terms about talk, e.g. slang, accent, dialect.</p>
Demonstrating	<p><b>I can:</b></p> <p>Show off my ideas and feelings by using more than one full sentence when speaking. Think carefully about how I have planned my talk to help the listener understand what I am saying. Think about what language and body-language I am using to match the audience and content. Speak clearly without too much stopping.</p>	<p><b>I can:</b></p> <p>Help develop the ideas of the group with my own comments. Try to take on different easy roles and responsibilities in the group.</p>	<p><b>I can:</b></p> <p>Show that I understand how my character feels or what a situation might be like. Try to use the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b></p> <p>Make comments that demonstrate my understanding of how talk can be used to express feelings and emotions.</p>
Approaching	<p><b>I can:</b></p> <p>Show off my ideas and feelings by using key phrases. Think briefly about how I have planned my talk to help the listener understand what I am saying. Think about the movement I am using to match the audience and content. Speak clearly with some pauses.</p>	<p><b>I can:</b></p> <p>Assist the ideas of the group with my own comments. Try to support other roles and responsibilities in the group.</p>	<p><b>I can:</b></p> <p>Show that I can imagine how my character feels or what a situation might be like. Try to mirror the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b></p> <p>Make some assumptions that show that I know that meaning can be expressed in different ways when talking.</p>
Working towards	<p><b>I can:</b></p> <p>Show off my ideas and feelings by using key images. Think simply about how I have planned my talk to help the listener understand what I am saying. Think about the body language I am using to match the audience and content. Speak clearly in short phrases.</p>	<p><b>I can:</b></p> <p>Support the ideas of the group with my own comments. Show an awareness to support other roles and responsibilities in the group.</p>	<p><b>I can:</b></p> <p>Show that I can relate to how my character feels or what a situation might be like. Try to repeat the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b></p> <p>Make some simple observations that show that I know that meaning can be expressed in different ways when talking.</p>

**Assessment ladder** *Year 8 English Department (Reading)*

	AO1 – understanding of the texts read and selection of supporting quotations/ references.	AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.	AO3 – <b>Language ONLY</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	AO3 – <b>Literature ONLY</b> Show understanding of the relationships between texts and their contexts.	AO4 – <b>Language ONLY.</b> Evaluate texts critically and support this with appropriate textual references.
<b>Exceeding</b>	I can consistently and clearly explain my response to the task/text. I make assured inferences from a range of texts. I consistently select clear references relevant to the focus of the question. Statements show solid differences between texts.	I can consistently and clearly explain the writer’s choice of language & structure. I make assured explanations about the effect on the reader. I have consistently included a range of clear examples making use of subject terminology where applicable.	I can compare ideas and perspectives in a consistent and clear way. I can clearly explain how writers’ methods are used. I can consistently select in clear detail, a range of evidence to support from both texts, showing an assured awareness of ideas.	I have a clear and consistent understanding of the links between the text and context.	I can clearly evaluate the text with a consistent approach. I can offer assured examples from the text to explain views. I can consistently explain the effect of writer’s choices with a clear sense of how quotations are used to support.
<b>Securing</b>	I can clearly explain my response to the task/text. I make clear inferences from a range of texts. I select clear references relevant to the focus of the question. Statements show clear differences between texts.	I clearly explain the writer’s choice of language & structure. I clearly attempt to explain the effects these methods on the reader. I have included a range of relevant examples with use of subject terminology.	I can compare ideas and perspectives in a clear and relevant way. I can clearly explain how writers’ methods are used. I can select relevant detail to support from both texts and show a clear understanding of ideas.	I have a clear understanding of the links between the text and context.	I can clearly evaluate the text. I can offer examples from the text to explain views clearly. I can clearly explain the effect of writer’s choices with some relevant quotations to support.
<b>Demonstrating</b>	I can explain and show a supported response to the text and task. I attempt some inference(s) from one/both texts, mainly explicit ideas. I can select some appropriate references from one/both texts.	I can make supported comments on the writer’s choice of language & structure. I attempt to identify the effect(s) that method(s) have on the reader. I can select some relevant examples with reference to some subject terminology.	I attempt to compare ideas & perspectives. I make supported comments on writer’s methods. I can select some appropriate textual detail, identifying different ideas and perspectives.	I can show some understanding / awareness of links between the text and implicit contextual factors (not just the most obvious).	I attempt to make evaluative comments based on the text. I can offer examples from the text to explain my view(s). I can comment on writer’s methods; select quotations which occasionally support views.
<b>Approaching</b>	I can make simple comments linked to the text and/or text. I can paraphrase explicit ideas. I use simple references from the text & make statements.	I can make simple comments on writer’s use of language & structure. I have an awareness of the reader. I can make simple references & refer to simple subject terminology.	I can make simple cross references of ideas & perspectives. I can identify simple use of writers’ methods. I can identify simple references/ textual details from one or both texts.	I can make simple comments on explicit contextual factors.	I can make simple evaluative comments on the text. I offer simple examples from the text which may explain my views. I can make simple mentions of the writer’s methods.
<b>Working towards</b>	I can make basic comments linked to the text and/or text. I can select explicit ideas. I refer to basic ideas from the text & make straight forward statements.	I can make basic comments on the writer’s use of language & structure. I recognise that there is an effect on the reader. I can allude to a reference & refer to basic subject terminology.	I cross reference basic ideas and perspectives. I can select a basic use of writers’ methods. I can refer to basic references / textual details from one text.	I can make basic, comments on explicit contextual factors; although sometimes not accurate.	I can make basic evaluative comments on the text. I offer basic examples from the text which may explain my views. I can identify basic mentions of the writer’s methods; although not always consistent.

	AO4 LITERATURE - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
	AO5 LANGUAGE - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and	AO6 LANGUAGE – A range of vocabulary and sentence structures must be used for clarity, purpose and effect with
<b>Exceeding</b>	<p><u>Content</u> I can consistently make a clear attempt to match register to audience. I can make an assured attempt to match purpose. I make clear vocabulary choices with consistent use of linguistic devices.</p> <p><u>Organisation</u> I can consistently use a variety of structural features. I can consistently use a variety of linked and clear ideas. I can make use of consistent paragraphing and some use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is secure and consistently accurate overall. I have clear and consistent control when using a range of punctuation. I can consistently use a variety of sentence forms. I can securely use Standard English with a clear control of agreement. I can consistently select and spell complex words. I can clearly and consistently use ambitious vocabulary.</p>
<b>Securing</b>	<p><u>Content</u> I can make a sustained attempt to match register to audience. I can make a sustained attempt to match purpose. I make conscious vocabulary choices with some use of linguistic devices.</p> <p><u>Organisation</u> I can use some structural features. I can increasingly use a variety of linked and relevant ideas. I can make use of some paragraphing and some use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is mostly secure and sometimes accurate. I have some control when using a range of punctuation. I can sustain a variety of sentence forms. I can securely use Standard English with some control of agreement. I can accurately spell complex words. I can securely use a varied vocabulary.</p>
<b>Demonstrating</b>	<p><u>Content</u> I attempt to match register to audience. I attempt to match purpose. I begin to vary vocabulary with some use of linguistic devices.</p> <p><u>Organisation</u> I attempt to use structural features. I use linked and relevant ideas. I attempt to write in paragraphs with some discourse markers; although not always appropriate.</p>	<p>I attempt to use an accurate level of sentence demarcation, which is sometimes consistent. I attempt to use a controlled selection of punctuation choices. I attempt to select a variety of sentence forms. I can attempt to use Standard English with some control of agreement. I can spell more complex words with some errors. I attempt to use a broad range of vocabulary choices.</p>
<b>Approaching</b>	<p><u>Content</u> I can show a simple awareness of register/audience. I can show a simple awareness of purpose. I can use simple vocabulary; simple linguistic devices.</p> <p><u>Organisation</u> I can show evidence of simple structural features. I can select one or two relevant ideas that are simply linked. I use a variation in paragraph structure.</p>	<p>I can use simple sentence demarcation. I can show evidence of simple punctuation markers. I am able to use of simple range of sentence forms. I provide a simple use of Standard English with some control of agreement. I can spell basic words accurately. I can use a simple range of vocabulary choices.</p>
<b>Working towards</b>	<p><u>Content</u> I have an occasional sense of audience. I have an occasional sense of purpose. I can use simple vocabulary.</p> <p><u>Organisation</u> I have an occasional evidence of structural features. I occasionally link ideas. I use an occasional use of paragraphs.</p>	<p>I show an occasional use of sentence demarcation. I can evidence the use of conscious punctuation. I occasionally use a range of sentence forms. I use Standard English with an occasional control of agreement. I can spell basic words accurately; sometimes inconsistent. I can use a basic use of vocabulary.</p>

	Talking to others	Talking with others	Role play	Talking about talk
Exceeding	<p><b>I can:</b> Clearly and consistently explain important ideas and feelings. Think consistently about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are clearly well-matched to the purpose &amp; context of my speech. Use eye contact to consistently interest and engage the audience. Speak clearly and consistently avoid pauses.</p>	<p><b>I can:</b> Consistently note important details and meanings which are not easy to spot. Clearly develop other people's ideas in different ways. Consistently maintain my roles and responsibilities in the group. Make valuable contributions to the group which clearly shape the way our talk progresses. Consistently show attention to the speakers and listeners.</p>	<p><b>I can:</b> Clearly show that I understand texts and issues by making consistent decisions about my speech, gestures, and movements. Consistently maintain my roles and responsibilities in a group. Clearly adapt to different roles and scenarios. Stay-in-role consistently throughout the activity.</p>	<p><b>I can:</b> Clearly explain parts of my own or other people's use of language to show understanding. Consistently demonstrate my understanding of the effect of language and how it changes for different purposes and situations. Demonstrate a clear appreciation of terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Securing	<p><b>I can:</b> Put forward and clearly explain important ideas and feelings. Think deliberately about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are well-matched to the purpose &amp; context of my speech. Make sure I have used eye contact to interest and engage the audience. Speak clearly and with very few pauses.</p>	<p><b>I can:</b> Note important details and meanings which are not easy to spot. Develop other people's ideas in different ways. Maintain my roles and responsibilities in the group. Make valuable contributions to the group which help shape the way our talk progresses. Show attention to the speakers and listeners.</p>	<p><b>I can:</b> Show that I understand texts and issues by making deliberate decisions about my speech, gestures, and movements. Maintain my roles and responsibilities in a group. Show that I can adapt to different roles and scenarios. Stay-in-role throughout most of the activity.</p>	<p><b>I can:</b> Explain parts of my own or other people's use of language to show understanding. Demonstrate my understanding of the effect of language and how it changes for different purposes and situations. Start to use some terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Demonstrating	<p><b>I can:</b> Carry on speaking for a long time when putting forward my ideas and feelings. Add some relevant details. Think carefully about how I have given an order to my talk to support my meaning. Make eye contact with the audience. Use lots of different words, grammar and body language to match the audience and content. Speak clearly, without too many long pauses.</p>	<p><b>I can:</b> Show that I understand the content of the group's ideas and how it is going to be presented. Put forward my own different ideas and material. Take on different simple roles and responsibilities within the group.</p>	<p><b>I can:</b> Put forward simple ideas about either characters or situations.  Try to stay-in-role by making some deliberate choices about how I will speak, move and use my body to match different roles or situations.</p>	<p><b>I can:</b> Show that I understand how and why my talk and the talk of others might be different based on a specific situation.  Start to use some basic terms about talk, e.g. slang, accent, dialect.</p>
Approaching	<p><b>I can:</b> Show off my ideas and feelings by using more than one full sentence when speaking. Think carefully about how I have planned my talk to help the listener understand what I am saying. Think about what language and body-language I am using to match the audience and content. Speak clearly without too much stopping.</p>	<p><b>I can:</b> Help develop the ideas of the group with my own comments. Try to take on different easy roles and responsibilities in the group.</p>	<p><b>I can:</b> Show that I understand how my character feels or what a situation might be like. Try to use the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b> Make comments that demonstrate my understanding of how talk can be used to express feelings and emotions.</p>
Working towards	<p><b>I can:</b> Show off my ideas and feelings by using key phrases. Think briefly about how I have planned my talk to help the listener understand what I am saying. Think about the movement I am using to match the audience and content. Speak clearly with some pauses.</p>	<p><b>I can:</b> Assist the ideas of the group with my own comments. Try to support other roles and responsibilities in the group.</p>	<p><b>I can:</b> Show that I can imagine how my character feels or what a situation might be like. Try to mirror the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b> Make some assumptions that show that I know that meaning can be expressed in different ways when talking.</p>

	AO1 – understanding of the texts read and selection of supporting quotations/ references.	AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.	AO3 – <b>Language ONLY</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	AO3 – <b>Literature ONLY</b> Show understanding of the relationships between texts and their contexts.	AO4 – <b>Language ONLY.</b> Evaluate texts critically and support this with appropriate textual references.
Exceeding	I can confidently in detail explain my response to the task/text. I make assertive inferences from a range of texts. I confidently select detailed references relevant to the focus of the question. Statements show in depth differences between texts.	I can provide detailed explanations of the writer’s choice of language & structure. I make assertive explanations about the effect on the reader. I have confidently included a range of In depth examples making use of subject terminology where applicable.	I can confidently compare ideas and perspectives in a detailed way. I can explain in detail how writers’ methods are used. I can confidently select a range of evidence to support from both texts, showing in depth knowledge and understanding of key ideas.	I have a confident and detailed understanding of the links between the text and context.	I can evaluate the text with a confident approach. I can offer in depth examples from the text to explain views. I can confidently explain the effect of writer’s choices with a detailed understanding how quotations are used to support.
Securing	I can consistently and clearly explain my response to the task/text. I make assured inferences from a range of texts. I consistently select clear references relevant to the focus of the question. Statements show solid differences between texts.	I can consistently and clearly explain the writer’s choice of language & structure. I make assured explanations about the effect on the reader. I have consistently included a range of clear examples making use of subject terminology where applicable.	I can compare ideas and perspectives in a consistent and clear way. I can clearly explain how writers’ methods are used. I can consistently select in clear detail, a range of evidence to support from both texts, showing an assured awareness of ideas.	I have a clear and consistent understanding of the links between the text and context.	I can clearly evaluate the text with a consistent approach. I can offer assured examples from the text to explain views. I can consistently explain the effect of writer’s choices with a clear sense of how quotations are used to support.
Demonstrating	I can clearly explain my response to the task/text. I make clear inferences from a range of texts. I select clear references relevant to the focus of the question. Statements show clear differences between texts.	I clearly explain the writer’s choice of language & structure. I clearly attempt to explain the effects these methods on the reader. I have included a range of relevant examples with use of subject terminology.	I can compare ideas and perspectives in a clear and relevant way. I can clearly explain how writers’ methods are used. I can select relevant detail to support from both texts and show a clear understanding of ideas.	I have a clear understanding of the links between the text and context.	I can clearly evaluate the text. I can offer examples from the text to explain views clearly. I can clearly explain the effect of writer’s choices with some relevant quotations to support.
Approaching	I can explain and show a supported response to the text and task. I attempt some inference(s) from one/both texts, mainly explicit ideas. I can select some appropriate references from one/both texts.	I can make supported comments on the writer’s choice of language & structure. I attempt to identify the effect(s) that method(s) have on the reader. I can select some relevant examples with reference to some subject terminology.	I attempt to compare ideas & perspectives. I make supported comments on writer’s methods. I can select some appropriate textual detail, identifying different ideas and perspectives.	I can show some understanding / awareness of links between the text and implicit contextual factors (not just the most obvious).	I attempt to make evaluative comments based on the text. I can offer examples from the text to explain my view(s). I can comment on writer’s methods; select quotations which occasionally support views.
Working towards	I can make simple comments linked to the text and/or text. I can paraphrase explicit ideas. I use simple references from the text & make statements.	I can make simple comments on writer’s use of language & structure. I have an awareness of the reader. I can make simple references & refer to simple subject terminology.	I can make simple cross references of ideas & perspectives. I can identify simple use of writers’ methods. I can identify simple references/ textual details from one or both texts.	I can make simple comments on explicit contextual factors.	I can make simple evaluative comments on the text. I offer simple examples from the text which may explain my views. I can make simple mentions of the writer’s methods.

	AO4 LITERATURE - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
	AO5 LANGUAGE - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and	AO6 LANGUAGE – A range of vocabulary and sentence structures must be used for clarity, purpose and effect with
<b>Exceeding</b>	<p><u>Content</u> I can confidently make a detailed attempt to match register to audience. I can make an assertive attempt to match purpose. I make confident vocabulary choices with in-depth use of linguistic devices.</p> <p><u>Organisation</u> I can confidently use a variety of structural features. I can confidently use a variety of linked and detailed ideas. I can confidently make use of paragraphing and some detailed use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is confidently accurate overall. I have confident control when using a range of detailed punctuation. I can confidently use a variety of sentence forms. I can demonstrate an in-depth use Standard English with a confident control of agreement. I can select and spell complex words with a degree of confidence. I can confidently use ambitious vocabulary to relay detailed ideas.</p>
<b>Securing</b>	<p><u>Content</u> I can consistently make a clear attempt to match register to audience. I can make an assured attempt to match purpose. I make clear vocabulary choices with consistent use of linguistic devices.</p> <p><u>Organisation</u> I can consistently use a variety of structural features. I can consistently use a variety of linked and clear ideas. I can make use of consistent paragraphing and some use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is secure and consistently accurate overall. I have clear and consistent control when using a range of punctuation. I can consistently use a variety of sentence forms. I can securely use Standard English with a clear control of agreement. I can consistently select and spell complex words. I can clearly and consistently use ambitious vocabulary.</p>
<b>Demonstrating</b>	<p><u>Content</u> I can make a sustained attempt to match register to audience. I can make a sustained attempt to match purpose. I make conscious vocabulary choices with some use of linguistic devices.</p> <p><u>Organisation</u> I can use some structural features. I can increasingly use a variety of linked and relevant ideas. I can make use of some paragraphing and some use of discourse markers.</p>	<p>I can demonstrate that my sentence demarcation is mostly secure and sometimes accurate. I have some control when using a range of punctuation. I can sustain a variety of sentence forms. I can securely use Standard English with some control of agreement. I can accurately spell complex words. I can securely use a varied vocabulary.</p>
<b>Approaching</b>	<p><u>Content</u> I attempt to match register to audience. I attempt to match purpose. I begin to vary vocabulary with some use of linguistic devices.</p> <p><u>Organisation</u> I attempt to use structural features. I use linked and relevant ideas. I attempt to write in paragraphs with some discourse markers; although not always appropriate.</p>	<p>I attempt to use an accurate level of sentence demarcation which is sometimes consistent. I attempt to use a controlled selection of punctuation choices. I attempt to select a variety of sentence forms. I can attempt to use Standard English with some control of agreement. I can spell more complex words with some errors. I attempt to use a broad range of vocabulary choices.</p>
<b>Working towards</b>	<p><u>Content</u> I can show a simple awareness of register/audience. I can show a simple awareness of purpose. I can use simple vocabulary; simple linguistic devices.</p> <p><u>Organisation</u> I can show evidence of simple structural features. I can select one or two relevant ideas that are simply linked. I use a variation in paragraph structure.</p>	<p>I can use simple sentence demarcation. I can show evidence of simple punctuation markers. I am able to use of simple range of sentence forms. I provide a simple use of Standard English with some control of agreement. I can spell basic words accurately. I can use a simple range of vocabulary choices.</p>

	Talking to others	Talking with others	Role play	Talking about talk
Exceeding	<p><b>I can:</b> Confidently explain important ideas and feelings. Think in detail about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are confidently well-matched to the purpose &amp; context of my speech. Use eye contact to confidently interest and engage the audience. Speak with confidence and in detail.</p>	<p><b>I can:</b> Confidently note important details and meanings which are not easy to spot. Confidently develop other people's ideas in detailed ways. Confidently maintain my roles and responsibilities in the group. Make valuable contributions to the group which confidently shape the way our talk progresses. Confidently show attention to the speakers and listeners.</p>	<p><b>I can:</b> Confidently show that I understand texts and issues by making detailed decisions about my speech, gestures, and movements. Confidently maintain my roles and responsibilities in a group. Adapt to different roles and scenarios in a confident manner. Show confidence when staying in role throughout the activity; adding more detail to allow the task to develop.</p>	<p><b>I can:</b> Confidently explain parts of my own or other people's use of language to show a detailed understanding. Demonstrate my understanding of the effect of language and confidently show my awareness of how it changes for different purposes and situations. Demonstrate a detailed appreciation of terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Securing	<p><b>I can:</b> Clearly and consistently explain important ideas and feelings. Think consistently about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are clearly well-matched to the purpose &amp; context of my speech. Use eye contact to consistently interest and engage the audience. Speak clearly and consistently avoid pauses.</p>	<p><b>I can:</b> Consistently note important details and meanings which are not easy to spot. Clearly develop other people's ideas in different ways. Consistently maintain my roles and responsibilities in the group. Make valuable contributions to the group which clearly shape the way our talk progresses. Consistently show attention to the speakers and listeners.</p>	<p><b>I can:</b> Clearly show that I understand texts and issues by making consistent decisions about my speech, gestures, and movements. Consistently maintain my roles and responsibilities in a group. Clearly adapt to different roles and scenarios. Stay-in-role consistently throughout the activity.</p>	<p><b>I can:</b> Clearly explain parts of my own or other people's use of language to show understanding. Consistently demonstrate my understanding of the effect of language and how it changes for different purposes and situations. Demonstrate a clear appreciation of terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Demonstrating	<p><b>I can:</b> Put forward and clearly explain important ideas and feelings. Think deliberately about how I will speak to the audience making sure they understand my meaning and do not become bored. Try to make sure that my vocabulary, grammar, gestures &amp; body language are well-matched to the purpose &amp; context of my speech. Make sure I have used eye contact to interest and engage the audience. Speak clearly and with very few pauses.</p>	<p><b>I can:</b> Note important details and meanings which are not easy to spot. Develop other people's ideas in different ways. Maintain my roles and responsibilities in the group. Make valuable contributions to the group which help shape the way our talk progresses. Show attention to the speakers and listeners.</p>	<p><b>I can:</b> Show that I understand texts and issues by making deliberate decisions about my speech, gestures, and movements. Maintain my roles and responsibilities in a group. Show that I can adapt to different roles and scenarios. Stay-in-role throughout most of the activity.</p>	<p><b>I can:</b> Explain parts of my own or other people's use of language to show understanding. Demonstrate my understanding of the effect of language and how it changes for different purposes and situations. Start to use some terms related to studying talk, e.g. interruptions, turn taking, false start.</p>
Approaching	<p><b>I can:</b> Carry on speaking for a long time when putting forward my ideas and feelings. Add some relevant details. Think carefully about how I have given an order to my talk to support my meaning. Make eye contact with the audience. Use lots of different words, grammar and body language to match the audience and content. Speak clearly, without too many long pauses.</p>	<p><b>I can:</b> Show that I understand the content of the group's ideas and how it is going to be presented. Put forward my own different ideas and material. Take on different simple roles and responsibilities within the group.</p>	<p><b>I can:</b> Put forward simple ideas about either characters or situations. Try to stay-in-role by making some deliberate choices about how I will speak, move and use my body to match different roles or situations.</p>	<p><b>I can:</b> Show that I understand how and why my talk and the talk of others might be different based on a specific situation. Start to use some basic terms about talk, e.g. slang, accent, dialect.</p>
Working towards	<p><b>I can:</b> Show off my ideas and feelings by using more than one full sentence when speaking. Think carefully about how I have planned my talk to help the listener understand what I am saying. Think about what language and body-language I am using to match the audience and content.</p>	<p><b>I can:</b> Help develop the ideas of the group with my own comments. Try to take on different easy roles and responsibilities in the group.</p>	<p><b>I can:</b> Show that I understand how my character feels or what a situation might be like. Try to use the right kinds of words, movements and body language to match my character.</p>	<p><b>I can:</b> Make comments that demonstrate my understanding of how talk can be used to express feelings and emotions.</p>

Speak clearly without too much stopping.			
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