

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: Bone Sparrow 1
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotes/ references) and integrate these to aid their comments. Able to make simple inferences on how context shapes the novel. Simple comments on how the writer builds a relationship between reader and character. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotes/ references) and integrate them to support an emerging organisation of ideas. Is able develop some inferences that show an awareness of how context shapes the novel. Shows some awareness about how the writer is establishing a relationship between reader and character. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – 'seeing' the text clearly. Can integrate and comment on a range of relevant evidence (quotes/ references) that consciously shows an organising of a personal response. Makes clear and relevant references to context and shows how it shapes the meaning of the novel. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology)
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: Bone Sparrow 2
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotes/ references) and integrate these to aid their comments. Able to make simple inferences on how context shapes the novel. Simple comments on how the writer builds a relationship between reader and character. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotes/ references) and integrate them to support an emerging organisation of ideas. Is able develop some inferences that show an awareness of how context shapes the novel. Shows some awareness about how the writer is establishing a relationship between reader and character. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – 'seeing' the text clearly. Can integrate and comment on a range of relevant evidence (quotes/ references) that consciously shows an organising of a personal response. Makes clear and relevant references to context and shows how it shapes the meaning of the novel. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology)
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: Fantastical Journeys - Short Stories
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Sustained attempt to establish a relationship with reader through use of structure (Freytag's pyramid), tone/mood and genre. Able to make use of relevant vocabulary (eg. genre, journeys) to express meaning in their story. Simple integrating of writing devices into their writing that shows an organising of ideas and shaping of meaning. Shows a mostly secure control of sentences and punctuation to inform meaning. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Generally sustained establishment of a relationship with reader through clear structure (Freytag's pyramid), tone/mood and genre. Able to use a range of relevant vocabulary (eg. genre, journeys) to express implicit ideas about journeys in their writing. Some effective integration of writing devices (possibly incl foreshadowing or motif) into their writing that reflects organisation and structure of ideas. Shows a mostly secure control of sentences types and punctuation (incl dialogue) to inform meaning. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Shows a well-matched understanding of how the writer establishes a relationship with reader through structure (Freytag's pyramid), tone/mood and genre. Able to make use of ambitious vocabulary (eg. genre, journeys) to develop and express implicit meanings about journeys in their writing. Effective and coherent integration of writing devices (incl thematic, foreshadowing and motif) into their writing that a conscious organising and structuring of a narrative. Shows a mostly secure use of sentences types and punctuation (incl dialogue) to inform meaning (incl dialogue).
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: Life Stories – Non fiction writing

KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Writing shows some sustained familiarity with the Life Story topic and structure. Able to use some relevant evidence from research and interview context to aid the expression of their life story writing. Sustained attempt to establish a relationship with reader through purpose, audience (SNS community) and form. Shows a mostly secure control of paragraphing and punctuation to inform meaning. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Writing shows generally sustained fluency in understanding the Life Story topic and organising structure. Able to use and comment on a range of relevant evidence from research and interview that supports understanding. Generally sustained establishment of a relationship with reader through purpose, audience (SNS community) and form. Shows a mostly secure control of paragraphing and punctuation to inform meaning. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Writing shows a fluent and engaged understanding of the Life Story topic and a conscious organising structure. Can use and integrate a range of relevant evidence from research and interview to support their understanding. Shows a well-matched understanding of how to establish a relationship with reader through purpose, audience (SNS community) and form. Shows a mostly secure control of paragraphs and punctuation to inform meaning.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: Poetry
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Shows familiarity with the poem with some understanding of the difference between the poet and speaker. Can identify relevant evidence (quotes/ references); make comments that aid their understanding with possible reference to subject terminology. May be able to make simple inferences on words/phrases/devices and context of the poem. Simple integrating of evidence into their discussion that show an organising of ideas. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Developing fluency in understanding the poem in relation to the question (establishing difference between the poet and speaker). Can identify a range of relevant evidence (quotes/ references) and make comments that support understanding with mostly accurate use of subject terminology. Is able develop some inferences that show an awareness of implicit ideas of a metaphorical journey in the poem and its context. Some integration of evidence into their discussion that reflects emerging organisation and structure of ideas. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Fluent understanding of the poem in relation to the question – ‘seeing’ the poem clearly and differentiating between poet and speaker. Can comment on a range of relevant evidence (quotes/ references) to support understanding above with confident reference to subject terminology. Makes clear inferences that have relevance to the question and develops an awareness of implicit metaphorical meanings of the journey and the poem’s context. Can integrate evidence into their discussion that consciously shows an organising and structuring of a personal response.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 8	Unit: The Tempest
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotes/ references); make comments that aid their understanding. Simple comments on how the writer builds a relationship between reader and character. Simple integrating of evidence into their discussion that show an organising of ideas. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotes/ references) and make comments that support understanding. Shows some awareness about how the writer is establishing a relationship between reader and character. Some integration of evidence into their discussion that reflects emerging organisation and structure of ideas. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – ‘seeing’ the text clearly. Can comment on a range of relevant evidence (quotes/ references) to support understanding above. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology) Can integrate evidence into their discussion that consciously shows an organising and structuring of a personal response.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps