

Key Stage 3 Subject Assessment Grid			
Subject: English		Year: 7	Unit: Coraline - Creative 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 pathway 8 - Writing may reflect a thematic approach and a well developed sense of form.
To be assessed as secure, students must achieve competence in all statements.	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows some sustained familiarity with gothic/spooky theme.</li> <li>• Able to make use of Gothic vocabulary and imagery to create a spooky mood.</li> <li>• Sustained attempt to establish a relationship with reader through character and setting.</li> <li>• Sustained attempt to establish a relationship with reader through character and setting.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows generally sustained fluency in understanding the gothic/spooky theme.</li> <li>• Able to use a range of Gothic vocabulary and imagery to express implicit spooky mood in their writing.</li> <li>• Generally sustained establishment of a relationship with reader through character and setting.</li> <li>• Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows a fluent and engaged understanding of the gothic/spooky theme.</li> <li>• Able to make use of ambitious Gothic vocabulary and imagery to develop and express implicit Gothic mood in their writing.</li> <li>• Shows a well-matched understanding of how to establish a relationship with reader through character and setting.</li> <li>• Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.</li> </ul>
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: 7	Unit: Frankenstein, the play
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><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Shows familiarity with the text as a Gothic genre text.</li> <li>• Can identify relevant evidence (quotes/ references) and can start to incorporate this into their writing.</li> <li>• May be able to make simple inferences on the use of dialogue, stage directions and other dramatic devices.</li> <li>• Simple comments on how the writer builds a relationship between audience and character.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Developing fluency in understanding the text as part of the Gothic genre.</li> <li>• Can identify a range of relevant evidence (quotes/ references) and show some incorporation of this into their writing to show their understanding.</li> <li>• Is able to develop some inferences that show an awareness of the writer's use of dialogue, stage directions and other dramatic devices.</li> <li>• Shows some awareness about how the writer is establishing a relationship between audience and character.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Fluent understanding of the text in relation to the Gothic genre.</li> <li>• Can incorporate and comment on a range of relevant evidence (quotes/ references) to support their personal understanding of the text.</li> <li>• Makes clear inferences that have relevance to the question and develops an awareness of the writer's use of dialogue, stage directions and other dramatic devices.</li> <li>• Shows an understanding of how the writer establishes a relationship between audience and character (effective use of subject terminology).</li> </ul>
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: 7	Unit: Narrative 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><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows some sustained familiarity with gothic/spooky theme.</li> <li>• Able to make use of Gothic vocabulary and imagery to create a spooky mood.</li> <li>• Sustained attempt to establish a relationship with reader through character and setting.</li> <li>• Shows a mostly secure control of sentences and punctuation to shape narrative.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows generally sustained fluency in understanding the gothic/spooky theme.</li> <li>• Able to use a range of Gothic vocabulary and imagery to express implicit spooky mood in their writing.</li> <li>• Generally sustained establishment of a relationship with reader through character and setting.</li> <li>• Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Writing shows a fluent and engaged understanding of the gothic/spooky theme.</li> <li>• Able to make use of ambitious Gothic vocabulary and imagery to develop and express implicit Gothic mood in their writing.</li> <li>• Shows a well-matched understanding of how to establish a relationship with reader through character and setting.</li> <li>• Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.</li> </ul>
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: 7	Unit: Detective Fiction
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><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Occasional sense of audience and purpose</li> <li>• Simple vocabulary</li> <li>• Occasional sense of interest being created</li> <li>• Limited evidence of structural features</li> <li>• One or two linked ideas</li> <li>• Limited paragraphing may not be organised logically</li> <li>• Use of S.E. but may be inconsistent</li> <li>• Control of full stops and capital letters.</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Attempts to match register to audience and purpose</li> <li>• Begins to vary vocabulary with some use of imagery</li> <li>• Some interesting ideas created</li> <li>• Attempts to use structural features</li> <li>• Linked and relevant ideas</li> <li>• Writes in paragraphs with some discourse markers</li> <li>• Sentence demarcation is mostly secure</li> <li>• Consistent use of S.E.</li> <li>• Some accurate spelling of more complex words</li> </ul>	<p><b>Secure</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Some sustained attempt to match register to audience and purpose</li> <li>• Conscious use of vocabulary with some use of imagery</li> <li>• Maintains the reader's interest</li> <li>• Some use of structural features</li> <li>• Increasing variety of linked and relevant ideas</li> <li>• Linked, sequential paragraphs</li> <li>• Sentence demarcation is mostly secure and accurate</li> <li>• Sound control of a range of punctuation (. ? ! , )</li> <li>• Attempts a variety of sentence forms,</li> <li>• Uses S.E. and uses a range of complex vocabulary</li> </ul>
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: 7		
4		6		
KS4 target direction		Unit: Everyday Heroes		
Advanced		8		
To be assessed as secure, students must achieve competence in all statements.	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
	Secure The student can: <ul style="list-style-type: none"> <li>• Writing shows some sustained familiarity with the concept of everyday heroes.</li> <li>• Able to use some relevant evidence from examples used to support their view about everyday heroes.</li> <li>• Sustained attempt to establish a persuasive relationship (using tone and devices) with reader through purpose, audience and form.</li> <li>• Simple use of paragraphing in their writing to organise the shape of their point of view.</li> </ul>	Secure The student can: <ul style="list-style-type: none"> <li>• Writing shows generally sustained fluency in understanding the concept of everyday heroes and they are perceived.</li> <li>• Able to use and comment on a range of relevant examples that supports their view about everyday heroes.</li> <li>• Generally sustained establishment of a persuasive relationship (using tone and devices) with reader through purpose, audience and form.</li> <li>• Some effective use of paragraphs in their writing to organise and structure ideas.</li> </ul>	Secure The student can: <ul style="list-style-type: none"> <li>• Writing shows a fluent and engaged understanding of the concept of everyday heroes and ways in which they can be perceived.</li> <li>• Can use and comment on a range of relevant examples to support their view of everyday heroes and how they can be perceived.</li> <li>• Shows a well-matched understanding of how to establish a persuasive relationship (using tone and devices) with reader through purpose, audience and form.</li> <li>• Effective and coherent use of paragraphs in their writing that shows a conscious organising and structuring of their point of view.</li> </ul>	
	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: 7		
4		6		
KS4 target direction		Unit Local to Global Project		
Advanced		8		
To be assessed as secure, students must achieve competence in all statements.	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8	
	Secure The student can: <ul style="list-style-type: none"> <li>• Is sometimes audible</li> <li>• Sometimes uses Spoken Standard English</li> <li>• Is sometimes able to express straightforward ideas;</li> <li>• Some attempt to organise and structure presentation;</li> <li>• Some attempt to meet the needs of the audience;</li> <li>• Listens to questions and is able to respond in a simple and straightforward manner (generally one word answers)</li> </ul>	Secure The student can: <ul style="list-style-type: none"> <li>• Mostly audible;</li> <li>• Mostly uses spoken Standard English;</li> <li>• Mostly expresses challenging ideas or feelings and uses a range of vocabulary;</li> <li>• Mostly well structured and organised presentation</li> <li>• Mostly achieves the purpose of the presentation;</li> <li>• Listens and responds to feedback in some detail (uses phrases like 'because' to develop)</li> </ul>	Secure The student can: <ul style="list-style-type: none"> <li>• Is clearly audible;</li> <li>• Uses spoken Standard English</li> <li>• Expresses sophisticated ideas/ information/ feelings using a sophisticated repertoire of vocabulary;</li> <li>• Organises and structures presentation using an effective range of strategies to engage the audience;</li> <li>• Achieves the purpose of presentation;</li> <li>• Listens to questions/ feedback and responds perceptively and elaborates with further ideas and information (uses phrases like 'because' and 'furthermore').</li> </ul>	
	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