

Key Stage 3 Subject Assessment Grid			
Subject: English	Year: 7	Unit: The Jumbies - Creative writing	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond pathway 6 - Writing may reflect a thematic approach and a well-developed range of forms
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Writing shows some sustained familiarity with gothic/fantasy themes. Able to make use of gothic vocabulary and imagery to create a spooky mood. Sustained attempt to establish a relationship with reader through character and setting. Sustained attempt to establish a relationship with reader through character and setting. 	Secure The student can: <ul style="list-style-type: none"> Writing shows generally sustained fluency in understanding the gothic/fantasy theme. Able to use a range of gothic vocabulary and imagery to express implicit spooky mood in their writing. Generally sustained establishment of a relationship with reader through character and setting. Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative. 	Secure The student can: <ul style="list-style-type: none"> Writing shows a fluent and engaged understanding of the gothic/fantasy theme. Able to make use of ambitious gothic vocabulary and imagery to develop and express implicit gothic mood in their writing. Shows a well-matched understanding of how to establish a relationship with reader through character and setting. Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.
	Developing	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	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 6
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the text as a gothic genre text. Can identify relevant evidence (quotes/ references) and can start to incorporate this into their writing. May be able to make simple inferences on the use of dialogue, stage directions and other dramatic devices. Simple comments on how the writer builds a relationship between audience and character. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the text as a gothic genre. Can identify a range of relevant evidence (quotes/ references) and show some incorporation of this into their writing to show their understanding. Is able to develop some inferences that show an awareness of the writer's use of words, imagery and other poetic devices. Shows some awareness about how the writer is establishing a relationship between audience and character. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the text in relation to the gothic genre. Can incorporate and comment on a range of relevant evidence (quotes/ references) to support their personal understanding of the text. Makes clear inferences that have relevance to the question and develops an awareness of the writer's use of words, imagery and other poetic devices. Shows an understanding of how the writer establishes a relationship between audience and character (effective use of subject terminology).
	Developing	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: Exploring Poetry	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 6
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the text as a poetic composition. Can identify relevant evidence (quotes/ references) and can start to incorporate this into their writing. May be able to make simple inferences on the use of word and other poetic devices. Simple comments on how the writer builds a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the text as a poetic composition. Can identify a range of relevant evidence (quotes/ references) and show some incorporation of this into their writing to show their understanding. Is able to develop some inferences that show an awareness of the writer's use of words, imagery and other poetic devices. Shows some awareness about how the writer is establishing a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the text in relation to its poetic form. Can incorporate and comment on a range of relevant evidence (quotes/ references) to support their personal understanding of the text. Makes clear inferences that have relevance to the question and develops an awareness of the writer's use of words, imagery and other poetic devices. 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
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: English	Year: 7	Unit: Crime writing Fiction	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 6
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Writing shows some sustained familiarity with crime themes. Able to make use of crime story vocabulary and imagery to create a gripping mood. Sustained attempt to establish a relationship with reader through character and setting. Shows a mostly secure control of sentences and punctuation to shape narrative. 	Secure The student can: <ul style="list-style-type: none"> Writing shows generally sustained fluency in understanding the crime story genre. Able to use a range of crime story genre vocabulary and imagery to express implicit suspense mood in their writing. Generally sustained establishment of a relationship with reader through character and setting. Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative. 	Secure The student can: <ul style="list-style-type: none"> Writing shows a fluent and engaged understanding of the crime story genre. Able to make use of ambitious crime story genre vocabulary and imagery to develop and express implicit suspense mood in their writing. Shows a well-matched understanding of how to establish a relationship with reader through character and setting. Shows a mostly secure control of sentences, paragraphs and punctuation to shape narrative.
	Developing	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: Everyday Heroes	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 6
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Writing shows some sustained familiarity with the concept of everyday heroes. Able to use some relevant evidence from examples used to support their view about everyday heroes. Sustained attempt to establish a persuasive relationship (using tone and devices) with reader through purpose, audience and form. Simple use of paragraphing in their writing to organise the shape of their point of view. 	Secure The student can: <ul style="list-style-type: none"> Writing shows generally sustained fluency in understanding the concept of everyday heroes and their an objectives. Able to use and comment on a range of relevant evidence that supports their view about everyday heroes. Generally sustained establishment of a persuasive relationship (using tone and devices) with reader through purpose, audience and form. Some effective use of paragraphs in their writing to organise and structure ideas. 	Secure The student can: <ul style="list-style-type: none"> Writing shows a fluent and engaged understanding of the concept of everyday heroes and how they can be achieved. Can use and comment on a range of relevant evidence to support their view of everyday heroes and how they can be achieved. Shows a well-matched understanding of how to establish a persuasive relationship (using tone and devices) with reader through purpose, audience and form. Effective and coherent use of paragraphs in their writing that shows a conscious organising and structure of their point of view.
	Developing	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: Local to Global Project	
ES4 target direction	4	5	6
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 6
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Is sometimes audible. Sometimes uses spoken Standard English. Is sometimes able to express straightforward ideas. Some attempt to organise and structure presentation. Mostly attempt to meet the needs of the audience. Listens to questions and is able to respond in a simple and straightforward manner (generally one word answers). 	Secure The student can: <ul style="list-style-type: none"> Mostly audible. Mostly uses spoken Standard English. Mostly expresses challenging ideas/ feelings and uses a range of vocabulary. Mostly well structured and organised presentation. Mostly attempts to meet the purpose of the presentation. Listens and responds to feedback in some detail (uses phrases like 'because' to develop). 	Secure The student can: <ul style="list-style-type: none"> Is clearly audible. Uses spoken Standard English. Expresses sophisticated ideas/ information/ feelings using a sophisticated repertoire of vocabulary. Organises and structures presentation using an effective range of strategies to engage the audience. Attempts the purpose of presentation. Listens to questions/ feedback and responds perceptively and elaborates with further ideas and information (uses phrases like 'because' and 'therefore').
	Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps