

Core Skills	Progression Steps				
	Beginning less than 3	Emerging 3-4	Developed 5-6	Sophisticated 7-8	Excellence 8+/9
Support your ideas with textual evidence	I can refer to (or paraphrase) some appropriate textual detail.	I can select some appropriate textual detail.	I can clearly select appropriate textual details.	The textual detail which I select is sophisticated and carefully thought through.	I can support my ideas with judicious range of textual detail.
Identify explicit information and ideas	I attempt to identify some explicit information and ideas	I can identify some explicit information and ideas	I can clearly identify explicit information and ideas	The explicit ideas and information which I select are sophisticated and carefully thought through.	I can accurately identify explicit ideas or pieces of information
Analyse how writers used language for effect	I can identify some language features and comment on the writers' choice of language.	I can explain/make relevant comments on writers' methods. I understand the effects of writers' language and choice of language on the reader.	I can clearly explain the writers' methods and their effects. I am beginning to analyse the writers' choices of language and their effects on the reader.	I can select and use a wide range of textual detail. I can examine and explore the writers' methods and their effects.	I can select and use a thoughtful range of textual detail. I can demonstrate detailed and perceptive understanding of writers' choices of language and their effects on the reader. I evaluate the writer's use of language with insightful details.
Use relevant subject terminology	I might refer to some subject terminology (simile, metaphor, personification, paragraph, perspective, etc.).	I can use some subject terminology when writing about language and structure. I understand what effects terminology and methods have on the reader.	I can make clear use of subject terminology when writing about language and structure. I show understanding of effects of writers' methods on the reader.	I can make sophisticated use of subject terminology when writing about language and structure. I can examine the effects of writers' methods on the reader.	I can make accurate use of subject terminology when writing about language and structure. I can explore the effects of writers' methods on the reader.

English Progression Pathway

<p>Compare how writers convey their ideas and perspectives across</p>	<p>I attempt to make some comparisons and links between texts. I make limited comments on how methods are used to convey ideas and perspectives.</p>	<p>I can make some comparisons and links between texts. I can make some comments on how methods are used to convey ideas and perspectives.</p>	<p>I can make clear comparisons and links between texts. I can make clear comments on how methods are used to convey ideas and perspectives.</p>	<p>I can make sophisticated and thoughtful comparisons of both texts. I can analyse how methods are used to convey ideas and perspectives.</p>	<p>I can make detailed and perceptive comparisons of both texts. I can analyse how methods are used to convey ideas and perspectives.</p>
<p>Select and synthesise evidence from two texts</p>	<p>I turn to paraphrase rather than infer. I make some simple references from one/both texts. My statements show simple differences between texts.</p>	<p>I attempt to infer information from one/both texts. I show some understanding and linking evidence between texts. I can identify differences/similarities between aspects of two texts.</p>	<p>I make clear inferences from both texts. I select clear references, relevant to the question. My statements show clear differences/similarities between texts.</p>	<p>I make sophisticated inferences from both texts. I make sophisticated references/use textual detail relevant to both texts. My statements show sophisticated and thoughtful differences between texts.</p>	<p>I make perceptive inferences from both texts. I make judicious references/use textual detail relevant to both texts. My statements show insightful and perceptive differences between texts.</p>
<p>Analyse how writers use structure for effect</p>	<p>I can identify some structural features. My knowledge of subject terminology is limited. I begin to comment on their effects.</p>	<p>I attempt to comment on the effect of structural features. I demonstrate some knowledge of subject terminology. I select some appropriate examples.</p>	<p>I can explain clearly the effects of writer's choice of structural features. I demonstrate a clear knowledge of subject terminology. I can select a range of relevant examples.</p>	<p>I can analyse the effects of writer's choice of structural features. I can make sophisticated use of subject terminology. I can use a wide range of examples.</p>	<p>I can show detailed and perceptive understanding when I analyse the effects of a writer's choice of structural features. I can make sophisticated and accurate use of subject terminology. I can select a judicial range of examples.</p>

English Progression Pathway

<p>Communicate clearly, effectively and imaginatively</p>	<p>I can make a sustained attempt to match register to audience. I make some sustained attempt to match my writing to purpose. I can use a variety of vocabulary and some techniques in my writing.</p>	<p>I demonstrate some awareness of purpose and audience. I attempt match my writing to purpose and style. I may use simple devices (list, rhetorical question) for effect.</p>	<p>My form, content and style are increasingly matched to purpose and audience. I can write in a formal way and my tone is serious and clearly chosen. I can appropriately use linguistic devices for effect.</p>	<p>My form, content and style are consistently matched to purpose and audience. My writing is formal, subtle and increasingly sophisticated. I use deliberately use sophisticated linguistic devices for effect.</p>	<p>The register I use in my writing is convincing and compelling for audience. My writing is assuredly matched to purpose. I can use an extensive and ambitious vocabulary, with sustained crafting of linguistic techniques.</p>
<p>Use of structural features in creative writing</p>	<p>I have some relevant ideas in my writing and I can make relevant links between them. I can sometimes use paragraphs to organise my writing and sometimes use discourse markers. I can use some structural features in my writing.</p>	<p>I attempt to write in paragraphs when I mark a shift in focus. My writing shows some evidence of structural features (short paragraphs, dialogue.) I can present a number of related ideas.</p>	<p>My paragraphs are usually coherent. (I can use one sentence paragraph.) I can use a variety of structural features. My ideas are well thought out and are presented in sentences.</p>	<p>My writing is sophisticated and structured into coherent paragraphs. I can use a wide range of structural features. My ideas are sophisticated and are presented in a wide range of sentences.</p>	<p>My writing is compelling; it incorporates a range of convincing and complex ideas. I can link paragraphs fluently with integrated discourse markers. I can use a variety of structural features inventively.</p>
<p>Use punctuation for effect</p>	<p>I attempt to write in full sentences. I attempt to use full stops and capital letters. I attempt to use some punctuation marks, for example, question marks and speech marks.</p>	<p>I usually write in full sentences. I occasionally use full stops and capital letters. I can use some punctuation marks, for example, question marks and speech marks.</p>	<p>My sentences are clearly demarcated. I use a wide range of punctuation for effect.</p>	<p>I use a wide range of sophisticated punctuation to demarcate my sentences accurately. I can use a wide range of punctuation for effect.</p>	<p>I consistently use a wide range of punctuation to demarcate my sentences accurately. I can use a wide range of punctuation with a very high level of accuracy.</p>

English Progression Pathway

<p>Use sentence forms and Standard English</p>	<p>I can sometimes use different sentence forms in my writing, for example, rhetorical questions. I sometimes write sentences which are grammatically correct. I use some Standard English.</p>	<p>I can often organise my writing using sentence demarcation. I usually use Standard English.</p>	<p>My sentences are clearly demarcated and grammatically structured. I frequently use Standard English.</p>	<p>I organise my writing by using sentence demarcation accurately. I can employ a variety of sentence structures. I consistently use Standard English.</p>	<p>I can use a full range of sentence forms in my writing to achieve specific effects on the reader. I can write and control sentences with complex grammatical structures. I consistently use Standard English.</p>
<p>Spelling and Vocabulary</p>	<p>I can spell basic words of common use and some more complex words accurately. I can use some ambitious vocabulary with some spelling errors.</p>	<p>I can spell and punctate with reasonable accuracy.</p>	<p>I start to use a range of vocabulary and sentence structures.</p>	<p>I can spell most words accurately, including more ambitious words.</p>	<p>I can use complex grammatical structures and punctuation with success. I can use an extensive and ambitious range of vocabulary. I show accuracy in spelling of ambitious words.</p>