

Subject: English

These are the objectives a student on each Pathway needs to achieve by the end of year 9, to ensure they are making expected progress:

	Reading	Writing
Exceptional performance	<ul style="list-style-type: none"> • Read between the lines and offer a number of thoughtful explanations about what the writer is implying • Select a range of relevant textual evidence to make a clear response to the focus of the question • Use appropriate quotes skilfully by integrating them into my response • Zoom in (ZI) and examine clearly the effect of specific language (and structural features) on the reader • Mostly identify and label the techniques used by a writer • Make clear inferences from two texts to summarise the similarities/differences between them • Read two texts and make detailed comments to clearly compare the different ideas and opinions of the two writers • Examine and thoughtfully consider how the ideas in the text link to the period of time in which it was written (social, cultural, historical context) 	<ul style="list-style-type: none"> • Communicate in a clear and convincing way throughout a text and my writing engages the reader • Use language which consistently matches purpose, audience and form throughout a text • Use increasingly sophisticated language and phrasing from outside my own vocabulary chosen for effect • Use a wide range of language features successfully to match the purpose, audience and form of a text • Use structural features effectively to clearly connect my ideas • Organise detailed ideas within a paragraph in a logical way to keep the reader engaged • Use sentence punctuation accurately at all times • Use a wide range of punctuation with accuracy most of the time • Use punctuation to make meaning clearer and to emphasise key parts of a text • Use a variety of sentence structures for effect and to keep the reader engaged • Write fluently in Standard English with secure control over grammar • Spell accurately, including complex and irregular words, throughout a detailed piece of writing
Pathway 1	<ul style="list-style-type: none"> • Read between the lines and offer a number of explanations about what the writer is implying • Use a range of evidence from texts to support my ideas • Use quotes skilfully by inserting them into my own sentences (embedded quotes) • Zoom in (ZI) and comment clearly on the effect of specific language (and structural features) • Mostly identify and label the techniques used by a writer • Make clear comments about the similarities/differences between two texts • Read two texts and make a clear comment on the different ideas and opinions of the two writers • Make clear comments about how the ideas in the text link to the period of time in which it was written (social, cultural, historical context) 	<ul style="list-style-type: none"> • Communicate in a clear and effective way throughout a text and my writing engages the reader • Use language which matches purpose, audience and form throughout a text • Use increasingly sophisticated language from outside my own vocabulary to affect the reader by implying meaning • Use a wide range of language features which match the purpose, audience and form of a text • Organise the structure of a text to make my writing effective • Organise my ideas within a paragraph in a logical way to keep the reader engaged • Use sentence punctuation accurately at all times • Use a wider range of punctuation with increasing accuracy most of the time • Use punctuation to make meaning clearer and to emphasise key parts of a text

KS3 Assessment – Year 9 Progress Grid

Pathway 2

- Read between the lines and offer some explanation about what the writer is really saying
- Sometimes use evidence from a text to support my ideas
- Zoom in (ZI) and make some comments about the words a writer has used (and structural features) and I go into more detail about some words
- Sometimes identify and label the techniques used by a writer
- Make some comments about the similarities/differences between two texts
- Read two texts and make a comment on the different ideas and opinions of the two writers
- Make some comments about how the period of time a text was written in is shown through the ideas in the text (social, cultural, historical context)

Pathway 3

- Read texts and make simple comments about the writer was really hinting at
- Use some evidence from the texts to support my ideas but not all of my ideas are backed up with evidence
- Make simple comments about the effect of language (and structure) and I have started to explain the effect of some words in a bit more detail
- Choose appropriate words to comment on and I occasionally identify and label the techniques used
- Make simple statements about the difference or similarities between texts
- Read two texts and make simple comments about what the two writers think and I can make a simple comment about how their ideas and opinions are different
- Show some understanding of the period of time in which the text was written (social, cultural, historical context)

- Use a variety of sentence structures for effect and to keep the reader engaged
- Write fluently using Standard English (correct grammar and vocabulary) with more consistency
- Spell accurately, including complex and irregular words, throughout a detailed piece of writing

- Communicate in a clear way some of the time
- Use language which matches purpose, audience and form
- Use ambitious vocabulary from outside my own vocabulary some of the time
- Use an increasing range of language features which match the purpose, audience and form of a text
- Organise the structure of a text to make my writing effective
- Organise ideas within paragraphs
- Use sentence punctuation accurately at all times
- Use a wider range of punctuation with some accuracy
- Use punctuation with some accuracy to make meaning clearer and to emphasise key parts of a text
- Use an increasing amount of sentence structures, including clauses within sentences
- Use Standard English (correct grammar and vocabulary) with more consistency
- Spell most words correctly, including more complex words
- Communicate in a logical way with some success
- Use language, which matches purpose, audience and form with some success
- Choose more adventurous vocabulary to make my writing more engaging
- Add more detail to my paragraphs and develop sentences in a logical order with some success
- Write in paragraphs using topic sentences to help the reader understand what the paragraph will be about
- Use sentence punctuation correctly most of the time
- Use a variety of punctuation correctly, most of the time, (with some occasional slips)
- Attempt a variety of sentence forms with some success
- Use a wider range of connectives (*although, on the other hand*).
- Use Standard English (correct grammar and vocabulary) with occasional slips
- Spell most words correctly including more complex (longer) words incorrectly