



Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – English



RBA Assessment Criteria	<u>Reading</u> <i>'Pupils should: Develop an appreciation and love of reading, and read increasingly challenging material independently.'</i> <i>'Understand increasingly challenging texts.'</i> <i>'Read critically.'</i>	<u>Writing</u> <i>'Pupils should: Write accurately, fluently, effectively and at length.'</i> <i>'Plan, draft, edit and proof-read.'</i> <i>'Consolidate and build on their knowledge of grammar and vocabulary.'</i>	<u>Speaking and Listening</u> <i>'Pupils should: Speak confidently and effectively.'</i>
9 Secure	Select textual reference precisely. Make connections and interpretations, weighing up evidence. Evaluate writer's structural choices. Analyse writer's use of language and its effect on the reader. Make analytical and evaluative comments on writer's purpose and viewpoint. Analyse the relevance of contexts and their influence on writer's choices	Carefully use a variety of sentence types to shape and craft sentences. Use a variety of devices to affect the reader. Paragraphs are used to create meaning and purpose. Imaginative and engaging responses. Create a well-judged, distinctive individual voice. Consistent control of formality. Use a varied and ambitious range of vocabulary. Correct spelling throughout.	Speak confidently in all situations. Use vocabulary precisely and creatively to interest audiences. Adapt speech clearly for effect. Make significant contributions to discussions. Be able to evaluate others' ideas. Use Standard English confidently in situations that require it.
9 Developing	Support comments with relevant textual reference or quotation. Make comments on structural choices to show awareness of writer's craft. Identify writer's language choices with awareness of the effects achieved. Main purpose and viewpoint of texts are identified with some explanation. Show awareness of effect on the reader. Comment on similarities and differences between texts. Explain how contexts contribute to meaning.	Good variety in sentence length and structures. Use a wide range of connectives. Use full range of punctuation, mostly accurately. Writing is developed with paragraphs clearly structured across the text. Ideas developed with imaginative detail. Viewpoint generally consistent with features of text adapted to purpose. Readers' interest maintained. Use a wider range of vocabulary for effect. Accurate spelling with only occasional errors	Speak and listen confidently many different situations, some formal. Language and style adjusted to suit different audiences. Varied vocabulary and expression, designed to interest the audience. In discussion, uses questioning to elicit others' ideas. Standard English used in formal situations.
9 Beginning	Identify simple, most obvious points. Some comments include reference or quotation but not always relevant. Identify a few basic features of writer's language with comment. Identify main purpose of a text and express personal response. Some awareness of writer's viewpoint. Make some simple connections between texts identified. Recognise some features that form the context of texts	Use mainly simple sentence structures. Sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks. Openings and closings usually signalled with some sequencing. Purpose established at a general level with attempt at appropriate style. Use a simple, limited range of vocabulary. Spell common grammatical function words correctly	Speak and listen in some different situations. Communicate clearly with some exploration of ideas. Understand main points of a discussion. Respond to listening by making comments or asking relevant questions. Change style of speech to suit audience. Some understanding of when Standard English should be used.

8 Secure	<p>Make relevant points using textual reference and quotation to support points made. Comments consider layers of meaning. Explore how structural choices support writer's themes and purpose. Explanation in detail how language is used by the writer to create effects. Identify main purpose and viewpoint in a text with evidence. Explore conventions or features of texts from different periods. Discuss how contexts in which texts are written and read affect meaning.</p>	<p>Use a variety of simple and complex sentences for effect. Write with consistently accurate syntax and punctuation. Use paragraph lengths and openings to provide direction. Vary paragraph structure to support meaning and purpose. Adapt a variety of forms and conventions to suit purpose and audience. Use an ambitious and varied range of vocabulary. Spell ambitious and uncommon words correctly.</p>	<p>Speak and listen in a wide variety of different situations. Vary vocabulary and use enthusiastic expression. Assume different roles and take an active part in discussions. Respond sensitively to others' ideas. Use Standard English fluently in formal situations.</p>
8 Developing	<p>Support comments with textual reference. Make inferences and deductions based on textual evidence. Identify basic features of writers' use of language with simple comments on writers' choices. Make simple comments that show awareness of writer's viewpoint. Make straightforward comments on overall effect on reader. Understand the effect that the reader's or writer's context has on the meaning of texts.</p>	<p>Paragraphs are used to organise ideas. Ideas and material are developed in some detail. Make the purpose of writing clear. Use some variety in sentences. Make deliberate vocabulary choices. Use appropriate punctuation including speech marks and commas. Spell common words correctly.</p>	<p>Speak and listen in a range of different situations. Adapt language and style as appropriate to the audience. Develop ideas clearly. Listen in discussions and ask some questions. Use standard English vocabulary and grammar most of the time.</p>
8 Beginning	<p>Identify simple, most obvious points. Some comments include reference or quotation but not always relevant. Responses to text show meaning at a literal level. A few basic features of organisation are identified. Identify a few basic features of writer's language with little or no comment. Identify main purpose of a text and express personal response. Identify simple connections between texts Recognise some of the features that form the context of texts.</p>	<p>Rely on simple sentence structures. Sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks. Openings and closings usually signalled. Some sequencing with links between sentences and between paragraphs. Purpose established with some attempt at appropriate style. Simple, limited range of vocabulary. Spell common grammatical function words correctly</p>	<p>Speak and listen on familiar topics. Some consideration given to a listener and speech adjusted accordingly. Some ideas explained clearly. Use some more complex vocabulary Attempt to listen carefully and make some appropriate responses. Some knowledge of situations requiring more formality.</p>

7 Secure	Comments are supported by relevant textual reference or quotation. Comments made are based on evidence. Comments on structural choices show awareness of writer's craft. Identify writer's language choices with awareness of the effects achieved. Identify main purpose and viewpoint of texts with some explanation. Identify similarities and differences between texts. Explain how contexts contribute to meaning.	Use a variety of simple and complex sentences. Use accurate syntax and punctuation. Control and sequence writing. Use varied paragraph lengths and openings. Write in a variety of forms and conventions. Adapt writing to suit purpose and audience. Use an ambitious and varied range of vocabulary. Correct spelling of ambitious and uncommon words.	Speak and listen confidently in many different situations. Adjust language and style to suit different audiences. Vary your vocabulary and expression to interest the audience. Use questioning to elicit others' ideas. Use standard English in formal situations.
7 Developing	Comments are mainly supported with generally relevant textual reference. Make inferences and deductions made based on textual evidence. Comment on basic features of organisation. Identify basic features of language with simple comments on writers' choices. Show awareness of writer's viewpoint and on overall effect on reader. Make simple comments on the importance of reader's or writer's context on the meaning of texts.	Use paragraphs to organise ideas simply. Develop ideas and material in some detail. Purpose of writing is clear. Some variety in sentences. Make deliberate vocabulary choices. Use appropriate punctuation including speech marks and commas. Spell common words correctly with likely homophone errors	Use paragraphs to organise ideas simply. Develop ideas and material in some detail. Purpose of writing is clear. Some variety in sentences. Make deliberate vocabulary choices. Use appropriate punctuation including speech marks and commas. Spell common words correctly with likely homophone errors
7 Beginning	Recall specific, straightforward information. Make simple, plausible inference, based on textual clues. Show awareness of some features of organisation e.g. beginnings and endings/types of punctuation. Show awareness that writers have viewpoints and purposes. Make simple statements about likes and dislikes in reading. Show awareness that books are set in different times and places.	Give some variation in sentence openings. Past and present tense generally consistent. Sentences are demarcated with capital letters and full stops. Basic sequencing of ideas in sections, grouped by content. Ideas and content are mainly relevant. Some words choices create interest. Simple, speech-like vocabulary. Usually correct spelling of high frequency simple words.	Begin to develop the confidence to speak in situations outside the family. Show understanding of instructions and transactional conversations. Vocabulary will be limited. Summarise key points from a discussion. Speak in generally colloquial English.

<p>T1 - 3</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questioning, and drawing ideas together. Create and sustain different roles, adapting techniques in a range of dramatic activities to explore ideas, texts and issues. Identify the variety and uses of spoken language, comment on their meaning and impact, and draw on these in talking to others.</p>
<p>T 4 - 6</p>	<p>Make comparisons within and across books Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph,</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages</p>	<p>Talk in purposeful and imaginative ways to explore ideas and feelings, using non-verbal features for clarity and effect. Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented. Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, selecting and using the features of spoken standard English appropriately.</p>

Pupils working at T1 and T4 will be exemplifying these standards consistently and independently

Pupils working at T2 and T5 will be exemplifying these standards some of the time in their work.

Pupils working at T3 and T6 will be starting to demonstrate these standards in their work.