

Reading					Writing				Speaking & Listening			
Year 7	Understanding	Referencing	Analysis	Context	Year 7	Purpose, Plot & Character	Vocabulary & Technique	Punctuation & Spelling	Paragraphing & Sentences	Year 7	Speaking & Presenting	Discussion & Interaction
Emerging	Shows little understanding of the text. Makes basic comment on characters and plot which may contain errors or misunderstandings.	Makes an attempt to identify important information/moments in a text	Comments on structure/words/references from the text	Minimal contextual understanding shown	Emerging	Writing is random with little evidence of purpose, tone, audience and task.	Basic vocabulary, rarely relevant to task. No or little use of figurative language.	Some evidence of basic punctuation. Some accurate basic spelling. Homophones not constantly accurate. Limited control of grammatical structure.	Simple sentences forms/starts. Shows some evidence of linking using simple connectives. No use of paragraphs.	Emerging	Expresses feelings/ideas/information in a very simple manner. Listeners are generally able to make sense of what is said. Listens to questions/feedback and begins to provide a simple response	Shows some engagement with what others are saying but doesn't always respond appropriately or with understanding. Generally waits for a turn to speak.
Developing	Simple attempts to show understanding by making explicit and limited statements about the text	Makes general references to the text. Limited summaries or paraphrasing. Selects references from a text, not always appropriately.	Makes some basic comments about the writer's use of language in the text. Gives basic translation/summary of meaning. Attempts to point out methods, maybe incorrectly.	Makes occasional simple comments about context. Maybe not clearly linked or relevant.	Developing	Writing is limited and lacks evidence of plot - ideas are communicated in a limited fashion to the reader. Writing is basic with limited level of description.	Vocabulary is limited to very simple words. No use of writer's methods or very little example of original ideas.	Basic spelling is often accurate but a limited range of vocabulary is used. Uses end marks but limited use of other types of punctuation, or inaccurate use.	Use of very simple sentences - often fragmented or without demarcation. Simple statements are usually able to be made with some evidence of demarcation. Poorly organised with inaccurately used paragraphs.	Developing	Expresses feelings/ideas/information, sometimes straightforwardly. Begins to make an attempt to meet the needs of the audience. Listens to questions/feedback and provides a simple response.	Generally engages with others in the group and shows an awareness of how to respond appropriately, making simple comments and suggestions. Demonstrates awareness of an appropriate time to speak.
Securing	Makes some attempt to show understanding by making correct, explicit statements about the text.	Makes general, appropriate references to the text. Summarises or paraphrases the text.	Makes some relevant comments about the writer's use of language in the text. Gives a basic translation or summary of meaning. Correctly identifies some methods.	Makes some relevant comments about context and link to the text (somewhat limited.)	Securing	Writing is basic but occasionally shows knowledge of the purpose of writing. A simple story which focuses on either character or action but has little sense of atmosphere or plot.	Vocabulary is limited but some more complex words are used. Starting to use a limited range of word types for purpose. Very limited use of techniques. Imagery may be inappropriate or not linked. Writing has limited levels of detail that shows some developed thought.	Spelling is somewhat accurate when spelling common words with frequent mistakes of irregular or complex words. Use of full stops, capital letters, question marks and exclamations marks has some success but has frequent errors. Speech is sometimes defined with speech marks. Commas are sometimes used, mostly inaccurately.	Simple, complex and compound sentences are attempted but likely to be poorly demarcated. Sentences may have some clear purpose to make statements, ask questions, or be exclamatory, with some use of demarcate. Writing arranged occasionally into paragraphs.	Securing	Expresses straightforward feelings/ideas/information. Makes an attempt to organise and structure speech. Shows some awareness of appropriate vocabulary and begins to use non-verbal features. Attempts to engage the audience. Provides a straightforward response to questions/feedback.	Responds to the speaker's main ideas and offers relevant comments. Makes helpful contributions when speaking in turn, in pairs, and small groups.
Advancing	Shows some understanding of the main features of the text. Shows an understanding of explicit (and possibly implicit) information with the use of topic sentences that incorporates a relevant opinion on an aspect of the text.	Selects suitable references that are able to support opinions.	Makes relevant comments about words, phrases and/or grammatical choices made by the writer. Identifies some techniques - inclusive of character as a device. Limited use of simple connections such as, 'because, but, so'	Makes relevant links to context with explicit links to text.	Advancing	Writing is competent and often shows some awareness of purpose. There is potential evidence of a simple range of sentence beginnings and links between ideas with some use of discourse markers. A developing character/plot /attitude is evident. Not always convincing, but does evoke a response from the reader. Character/plot/attitude is beginning to be developed through linked ideas.	Vocabulary is starting to show some variety and may be increasingly complex. A small variety of word types are used with purpose. Students use nouns, verbs and adjectives to create character/plot/attitude. Some successful use of techniques. Writing is starting to show a level of developed detail that somewhat matches the purpose.	Most spelling of common words is correct, some complex or irregular words are mistaken. Use of full stops, capital letters, question marks, exclamation marks is developing and somewhat secure. Speech is usually defined with speech marks. Commas are often used.	Simple, complex and compound sentences are being used more securely with limited use of fragments. Sentence types may begin to be used here, though purpose may be unclear. Structural techniques to add detail may be attempted but poorly demarcated. Should have clear evidence of paragraphing that conforms to TIPToP.	Advancing	Begins to develop feelings/ideas/information. Organises talk to help the listener, with a clear overall structure. Chooses words and uses non-verbal features that show awareness of different purposes and listeners. Responds to questions/feedback in a clear manner with some development in answers provided.	Shows a clear understanding of the content and begins to introduce new materials or ideas. Attempts different roles and responsibility in pairs or groups and sustains speaking in turns.
Mastering	Shows a clear understanding of the text through clear but potentially unlinked arguments. Begins to develop topic sentences that show a clear link to references and the question.	Selects concise references that are clearly linked to the arguments. Begins to incorporate references into own sentences.	Comments on structural features. Examines and explains some words, phrases and grammatical choices made by the writer and attempts to explain the effect of these, identifying some techniques using mainly accurate terminology.	Makes insightful, relevant links to context, well supported with direct links to the text. Beginning to consider author's intent.	Mastering	Writing displays increasing competence and a developing sense of purpose. The focus of the writing is mostly clear with some development. There is evidence of varied sentence beginnings and links between ideas using a limited range of discourse markers. Character/plot/attitude development has some limited complexity and starting to be believable. Response to different elements of the writing is somewhat controlled.	Vocabulary choices are varied and beginning to be successfully chosen for effect. Imagery/attitude is clearly considered and beginning to be developed with use of techniques that mostly suit intention. Writing has developing levels of detail that mostly matches the purpose.	Limited spelling mistakes for common words and occasional mistakes of complex or irregular words. Use of full stops, capital letters, question marks, commas and exclamation marks is mostly secure. Starting to use other more complex punctuation but maybe incorrectly used at times. Commas are mostly secure.	Simple, complex and compound sentences are mostly secure with limited use of fragments for effect. Sentences are used with some variety of purpose. Simple structural techniques are used to add detail with some evidence of punctuation to add meaning. Writing is clearly constructed with some successful paragraphing that conforms to TIPToP.	Mastering	Expresses and explains relevant feelings/ideas/information with some elaboration. Organises and structures speech clearly and appropriately to meet the needs of the audience. Adapts vocabulary, grammar, and non-verbal features to suit audience, purpose, and context. Listens to questions/feedback, responding appropriately and in some detail	Recognises important details and implicit meanings, and develops the speaker's ideas in different ways. Takes on straightforward roles and responsibilities, and demonstrates ability to speak in extended turns.