

Aim High Step Descriptors		Key Stage 3 English		
		A	B	C
		Speaking and Listening	Reading	Writing
Working Towards Year 7 expectations.	Step 1	Learners are audible and often use Standard English. Learners can express basic ideas, information and feelings.	With occasional misunderstanding, learners can identify the majority of key points in a text. They can sometimes support these with appropriate evidence. They can identify key events, characters and themes in a text with some occasional errors. Explorations may repeat or paraphrase the leading point or evidence, or may not match the leading point or evidence.	Learners gather some relevant ideas before writing. They do not yet recognise audience and purpose effectively on a whole text basis, but they can write individual paragraphs which express information and ideas. There may be inconsistencies with basic punctuation such as inconsistent use of capital letters and full stops. Simple and compound sentences are used but there are inconsistencies with fragments or run-on sentences.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 7.	Step 2	Learners can express straightforward ideas, information and feelings and make an attempt to meet the needs of their audience, through body language and eye contact.	Learners can make a range of individual points about a text using relevant and appropriate evidence which show they understand the main ideas in a text. They are beginning to explore quotations, as well as considering some impacts on the reader and straightforward comments on writer's intentions. They can express their opinion about texts and their chosen evidence.	Learners gather a number of ideas before writing. Their paragraphs link in a sequence which is mostly accurate. They understand that different types of writing have different purposes and sometimes engage with achieving these purposes. They can vary their sentence structures and use basic types of punctuation with accuracy. Their vocabulary is developing and regular words are spelled correctly.
Working Above the expectations for Year 7 and at a greater depth. Working towards Year 8 expectations.	Step 3	Learners attempt to structure and organise spoken contributions. They express straightforward ideas, information and feelings and consider the needs of their audience, through expression, body language, timings and eye contact.	Learners can discuss different parts of a text theme or character. Students understand the plot, themes or ideas of whole texts well. The analysis of quotations is relevant, and quotations are taken from the whole text. Quotations selected are consistently matched to key points and, in analysis, are used to discuss the effects on the reader. There make comments about the writer's intentions and are beginning to consider perspectives.	Learners gather and sequence ideas with some sense of logical progression before writing, and can write in paragraphs which are accurate using a range of discourse markers. They are aware of their audience and can adapt their writing to suit a purpose. Their sentence choices show growing awareness of structure and a wider range of punctuation is used accurately. Their vocabulary is widening and is used in appropriate contexts, with regular and often irregular words spelt correctly.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 8.	Step 4	Learners clearly and appropriately structure and organise spoken contributions. They are able to express more challenging ideas and information, and achieve their purpose through expression, body language, timings and eye contact.	Learners are commenting on a range of aspects of theme or character. They understand plots and texts as a whole. They select relevant evidence which they can elaborate on and connect to the wider text. They are beginning to understand how writers deliberately construct texts and may explain multiple reader effects. Language analysis is detailed with more than one interpretation, they are beginning to consider the influence of the context on the writer.	Learners' ideas are sequenced relevantly, and their paragraphs link together accurately with a range of structural features. They show a good awareness of audience and purpose and consider tone and style in order to achieve this. They use punctuation with control, creating a range of sentence structures with coordinating and subordinating clauses. Vocabulary is varied and often used to achieve specific effect, with some minor errors.
Working Above the expectations for Year 8 and at greater depth. Working towards Year 9 expectations.	Step 5	Learners effectively structure and organise spoken contributions. They are able to express more challenging ideas using a range of vocabulary. They achieve their purpose through varied expression and tone, body language, timings and eye contact.	Learners' can explore different parts of a text, theme or character. Their understanding of plot, themes or ideas is comprehensive, and they can appreciate literary constructs and writers' intentions, as well as consider a range of reader interpretations. All assertions are supported with relevant evidence which are placed in the context of the texts. Language analysis is thoughtful and compliments the points being made. They use contextual knowledge to support their understanding of the text.	Learners' ideas are sequenced appropriately before writing and they may attempt more sophisticated structures, showing an increasing awareness of purpose. Paragraphs and a broader range of sentence structures are being used with purpose for effect. They can use punctuation accurately and may use some more advanced punctuation. Their vocabulary is varied and used appropriately, often chosen with care.
Working at the Expected Standard and are meeting the criteria as described by the curriculum area for Year 9.	Step 6	Learners successfully structure and organise spoken contributions using a range of strategies to engage the listener. They fully achieve their purpose through varied expression, adapting body language, tone, timings and eye contact to meet the needs of the audience.	Learners are making insightful comments on texts, making a range of different points about a writer's presentation of theme of character. They have a clear understanding of texts and their meanings as a whole, and can make detailed and insightful comments on writers' intentions and effects on the reader. Quotations are used convincingly across analytical paragraphs, and from across texts and their analysis is thorough. Context is used as a means of complementing their exploration.	Learners consistently carefully select ideas, sequencing coherently before writing, with an effective use of tone and style which highlight their purpose and meet the needs of their audience. Their paragraphs and sentences are deliberately crafted for effect, and they use a range of advanced vocabulary with only occasional spelling errors. Varied punctuation is used for clarity and is mostly accurate.
Working Above the expectations for Year 9 and at a greater depth.	Step 7	Learners achieve the purpose of the talk and express more sophisticated ideas using a more complex repertoire of vocabulary. They craft their speech deliberately and fully achieve their purpose through expression, adaptive tone, body language, timings for impact and thoughtful eye contact which is deliberately timed.	Original and impressive responses. Learners can build clear theses, supported by convincing and interesting points. They can make a range of perceptive connections across a whole text, identifying patterns and using relevant and illuminating evidence. They can appreciate texts as deliberately crafted literary constructs, interpreting them according to writer's messages and intentions, harmoniously linking to the contexts of texts. They consider multiple interpretations a reader may have, exploring quotations in exhaustive detail. Their analysis is precise and complements points being made.	Learners' ideas are thoughtfully selected and organised to shape audiences' responses with sophisticated use of tone, style and purpose effectively achieved. They use structural and grammatical features cohesively to support their complex ideas. Learners use extensive vocabulary strategically with rare spelling errors, and punctuate writing with accuracy to aid emphasis and precision, managing sentence structures for deliberate effect.