English

Outcomes	Reading	Writing	SPAG
Basic	• range of key words read on sight with some fluency and expression and can read unfamiliar words using appropriate strategies • some specific, straightforward information recalled • generally clear idea of where to look for information and simple points made using evidence from the text • some awareness of use of features of organisation, e.g. beginning and ending of a story • some language choices identified and basic comments made about them • simple statements about likes and dislikes in reading, sometimes with reasons • some awareness that books are set in different times and places	• past and present tense used mostly accurately • openings and/ or endings sometimes clear • ideas in sections grouped by content, some simple linking of ideas • some appropriate ideas and content included • can write for a basic purpose • some attempts to adopt appropriate style • simple vocabulary used to express relevant meanings • some adventurous word choices attempted to create interest	• some variation in the way sentences are started • mainly simple sentences • capital letters and full stops usually used accurately • some accurate use of question and exclamation marks, and commas • some correct spelling of common words with some errors
Adequate	• able to read with fluency, understanding and expression • simple, most obvious points identified • some comments include quotations from or references to text • some straightforward explanations of ideas in the text • a few basic features of structure identified • a few basic features of language identified • explanations identify main purpose and express personal response • some simple connections between texts are identified • some features of the context of texts are recognised	• some attempt to organise ideas with related points placed next to each other • clear openings and endings • some links between sentences within paragraphs or sections • mostly relevant ideas and content • some attempt to develop basic information or events • some awareness of purpose when writing • some attempts to interest the reader • simple, generally appropriate vocabulary used with some words selected for effect	• simply structured sentences, some variation with support; basic and some more complex connectives used • straightforward sentences used accurately with full stops, capital letters, question and exclamation marks; some use of speech marks • some correct spelling of common words
Secure	• main purpose of the text is identified • simple points made show some awareness of writer's viewpoint • some relevant points identified and supported by some generally appropriate quotations from different parts of the text • explanations make some inferences about the quotations chosen • some basic structural choices identified with simple comment • some basic features of language identified with simple comments on writer's choices • simple explanation of the overall effect of the text on the reader • simple comment on the effect that the context has on the meaning of texts	• ideas are organised simply and logically (e.g. by time) with an appropriate opening and ending • paragraphs or sections help to organise content • some attempts to establish simple links between paragraphs or sections not always maintained • some connections made between sentences using basic connectives; relevant ideas chosen and developed in some detail • main purpose of writing is clear but not always maintained • usually appropriate style though not always aware of the reader • some evidence of deliberate vocabulary choices linked to the topic	• some variety in length and sentence structure • simple punctuation used is generally accurate • mostly correct spelling of common and regular words. Some likely errors of more complicated and irregular spellings
Advanced	• main purpose clearly identified • the writer's viewpoint in texts clearly identified, with some limited explanation • most relevant points clearly identified, including those selected from different places in the text • points made are generally supported by relevant quotations • developed explanations make some inferences about the quotations chosen • more developed comments on structural choices • various features of language identified with some explanation of the effect on the reader • some explanation of the overall effect on the reader • comments on the effect that the context has on the meaning of texts	• writing is structured clearly, with sentences organised into appropriate paragraphs • paragraphs are developed and links are made between paragraphs to help achieve the purpose of the text • wider range of connectives used • relevant ideas developed with some imaginative detail • main purpose of writing is clear throughout the text • writing maintains the reader's interest throughout • vocabulary chosen for effect and reasonably wide vocabulary used, though not always appropriately	• a variety of sentence lengths and sentence structure used for effect • punctuation used is generally accurate; more complicated punctuation is attempted but not always accurate • correct spelling of most common words with some likely errors in more challenging words
Excelling	• relevant points clearly identified and the ability to summarise the main ideas • comparison of similarities and differences within or between texts • appropriate quotations selected carefully to support main ideas or argument • explanations identify different layers of meaning, with some attempt at detailed exploration • some detailed exploration of structural choices • some detailed explanation, with appropriate terminology, of how language is used to create a particular effect • comments consider wider significance of the text	• material is clearly controlled and sequenced, taking account of the reader's likely reaction • a range of features clearly signal overall direction of the text for the reader • construction of paragraphs clearly supports meaning and purpose • within paragraphs, cohesive devices contribute to emphasis and effect • convincing, individual voice established and mostly sustained throughout • level or formality used for purpose and audience generally appropriate and a range of devices used to achieve effect • range of vocabulary is varied and often ambitious and appropriate to purpose and audience	• controlled use of a variety of sentence types and lengths for effect • full range of punctuation used consistently and accurately in a variety of sentence structures, with occasional errors in ambitious structures • generally correct spelling with some occasional errors in complex words.