

English

Outcomes	Reading	Writing	SPAG	On course for GCSE grade
Basic	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • some variety in sentence structure and length • simple punctuation used is generally accurate • mostly correct spelling of common and regular words. Some likely errors of more complicated and irregular spellings 	1-3
Adequate	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	3-5
Secure	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 of 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 	<ul style="list-style-type: none"> • 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 of complex words. 	4-6
Advanced	<ul style="list-style-type: none"> • precise selection of quotations to support the point being made • increasing ability to draw on knowledge of other sources to develop an argument • comments begin to develop an interpretation of the text through comparison within or between texts • some analysis and evaluation of the structural choices used for effect • comments begin to develop precise, perceptive analysis of how language is used for specific effect • responses begin to develop some analytical and evaluative comment 	<ul style="list-style-type: none"> • information, ideas and events skilfully managed and shaped to achieve intended purpose and effect • individual paragraphs shaped or crafted for effect • well-judged, distinctive individual voice established and sustained throughout • generally successful and consistent control of appropriate level of formality and varied range of devices to achieve intended effect • range of vocabulary generally varied, ambitious and often imaginative 	<ul style="list-style-type: none"> • variety of sentence types and lengths crafted throughout the text to achieve the purpose and overall effect • full range of punctuation used consistently and accurately in a variety of sentence structures • correct spelling throughout 	6-8
Excelling	<ul style="list-style-type: none"> • clear critical point of view • coherent interpretation of texts, drawing on imaginative and original insights • fully supported by quotations and wider textual knowledge • clear appreciation and understanding of how the text structure and language use support the writer’s purpose and contribute to meaning • response to overall effect of the text shows clear understanding and critical evaluation of writer’s purposes and viewpoints and how these are articulated throughout the text 	<ul style="list-style-type: none"> • sentence structure is imaginative, precise and accurate, matched to writer’s purpose and intended effect on the reader • imaginative, well controlled structuring of subject matter and management of paragraphing provide textual coherence and cohesion to position the reader appropriately in relation to the writer’s purpose • creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges, with distinctive personal voice and style matched to intended effect • wide ranging vocabulary used imaginatively and with precision; correct spelling throughout 	<ul style="list-style-type: none"> • variety of sentence types and lengths crafted throughout the text to achieve the purpose and overall effect • full range of punctuation used consistently and accurately in a variety of sentence structures • correct spelling throughout 	7-9