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| **Year 7 Assessment Criteria** | | | |
| **Outcomes** | **Reading** | **Writing** | **SPAG** |
| **Emerging** | * 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 |
| **Developing** | * 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. |