

English Part 1 (Key Stage 3)

	Understanding and Inference (AO1)	Language (AO2)	Structure (AO2)
BFS Beyond Foundation Stage	As for Foundation Stage 5, but with insight, independence, flair and increasing sophistication.		
FS5 Foundation Stage 5	I successfully consider a range of writers' ideas as crafted by the author. I am able to give effective and valid explanations of implicit meanings and viewpoints independently. I consistently embed a range of appropriately chosen textual detail at all times.	I analyse and evaluate a range of writer's language choices in depth, and can comment accurately on some advanced language, including patterns of language. I use a wide range of subject terminology accurately, including some more challenging terms. I consider the author's intentions in relative depth.	I analyse and evaluate the effects of a range of writers' structural choices. I use more complex subject terminology accurately. I consider the author's intentions in relative depth.
FS4 Foundation Stage 4	I can successfully express an understanding of writers' purpose and ideas as crafted by the author. I increasingly understand inferred meanings and can explain. I am beginning to embed more relevant textual detail with increasing consistency.	I can explain the effects of a writer's language choices in detail, and attempts to analyse some more advanced language. I use a range of subject terminology with increasing accuracy. I make some valid comments about author's intentions.	I can explain the effects of a writer's structural choices in some detail. I use subject terminology with increasing accuracy. I make some valid comments about the author's intentions.
FS3 Foundation Stage 3	I am developing an understanding of a writer's purpose and ideas as the crafter of the text. I am able to attempt some inferences, but there may be errors or inconsistencies in my understanding. I choose more relevant textual detail, but I tend to select obvious, or scaffolded, choices. I often don't embed quotations.	I can identify and explain the effects of a writer's techniques and language choices, but tend to comment on more obvious techniques. I am able to use some technical terminology but not always consistently or accurately. I increasingly link to the author's intentions, but still generalise somewhat.	I can explain the effects of some of the writer's structural choices. I am able to use some subject terminology about structure but not always accurately or consistently. I increasingly link to author's intentions, but still generalise somewhat.
FS2 Foundation Stage 2	I have no obvious misconceptions, but my comments are not always linked to the writer's ideas nor acknowledge that the writing is crafted. I deal successfully with explicit elements of the text. I limit use of textual detail or extended references to the text, not always relevant to the task.	I show some ability to identify some basic language techniques and appropriate words but my comments can be simple. I attempt to use technical terminology, with a number of errors. I may attempt to discuss the author's intentions, but mostly generalise.	I can discuss the sequence of a text in a more detailed manner, however any further comments are inaccurate or generalised. I may use some limited terminology but my comments are mostly inaccurate. I may attempt to discuss the author's intentions, but mostly generalise.
FS1 Foundation Stage 1	I show limited understanding of the text, with some significant misconceptions. I deal purely with explicit, obvious meanings, often inconsistently. There may be no textual detail in my writing, or I give inappropriately chosen references to the text.	I can identify a selection of words and phrases, but my comments are simple or repeat the quotation. I have very limited, or no, use of the technical terminology. I make numerous errors in identification. I may give inaccurate comments on the author's intentions.	I can make basic comments on the sequence of the text, but in a very generalised manner. I show no use of the terminology. I may give inaccurate comments on the author's intentions.

English Part 2 (Key Stage 3)

	Comparison of writers' ideas & methods (AO3)	Personal and Critical Response to Text (AO4)	Context and Writer's Message (LIT)
BFS Beyond Foundation Stage	As for Foundation Stage 5, but with insight, independence, flair and increasing sophistication.		
FS5 Foundation Stage 5	I make clear and valid comparisons, evaluating some more challenging and inferential ideas. My explanations are consistently detailed and apt, considering the author's intentions in depth.	I evaluate the text clearly and in detail. I appreciate the effects of the writer's methodology and can comment on challenging ideas, using adverbs skilfully. My comments are firmly rooted in the text, interesting and inferential.	I explore the writer's ideas and attitudes within the social, historical and cultural context of the text. I can consider the varied audiences and the author's possible message. My comments are well argued, clear and valid.
FS4 Foundation Stage 4	I makes clear comparisons between texts, and identify a few implicit ideas. My explanations are relatively detailed and consistently valid. I am beginning to explore the author's intentions.	I make evaluative comments about the text with an understanding of writer's methodology. I am beginning to discuss some more challenging ideas, using adverbs and verbs effectively. My comments are often inferential and rooted in the text.	I can explain the writer's ideas and attitudes and connect these to different aspects of context, including how different readers / audiences might react. My comments are detailed and well explained, but some minor misconceptions might still be evident.
FS3 Foundation Stage 3	I can identify some similarities and/or differences between texts, but they're mostly obvious. I may make some implicit comments. My explanations are clear and mostly valid. I show limited consideration of author's intentions.	I makes some evaluative comments about the text with a growing awareness of the writer's methodology, but still tend to comment on the simpler ideas. I may begin to use adverb and verbs when discussing the author's purpose. My comments are more rooted in the text and explained well. I may begin to infer.	I am beginning to identify the writer's ideas and attitudes in the text and links these to context. My comments are more detailed, with a number of generalisations and/or misconceptions still evident.
FS2 Foundation Stage 2	I make some straightforward links about similarities and/or differences between texts, using simple connectives. My explanations are more developed, but areas of misunderstanding are evident. I may focus on one text more than the other.	I offer a straightforward opinion about the text. My comments are not always well explained, but are generally rooted in the text.	I show familiarity with the writer's ideas and text in context whether as a reader now or in the social, historical context. My comments are slightly more detailed, but misconceptions/ generalisations are evident throughout.
FS1 Foundation Stage 1	I have some ability to comment on texts but no analytical linking or cohesion is evident. My explanation is minimal or unclear.	I make very simple, overtly personal comments about the text. My comments are unclear and not linked to the text.	I make some generalised and very simple comments about the writer's ideas and the text in context.

English Part 3 (Key Stage 3)

	Communication (AO5)	Organisation (AO6)	Sentences and punctuation (AO7)	Vocabulary (AO8)	Spelling (including homophones) (AO9)
BFS	Originality, independence, flair, sophistication				
FS5 <i>Foundation Stage 5</i>	All my communication is effective and engaging, allowing those reading to fully engage and respond personally to the writing. I embed matching tones, style to audience, the purpose or the task and ensure these contribute to meaning.	I consciously craft paragraphs and, crucially, whole text. I use advanced discourse markers to subtly guide the reader effectively and complement the text's purpose.	I craft a wide range of sentence structures to heighten reading and emotional impact. I choose a wide range of punctuation for effect.	All my word choices combine to create a fluent and increasingly engaging tone. My phrasing is ambitious, and crafted effectively on a number of occasions. I craft devices and appropriately embed them throughout.	I very rarely make spelling errors, even of more complex words.
FS4 <i>Foundation Stage 4</i>	My communication is clear and effective, engaging the reader. I embed matching tone, style to audience, purpose and the task as needed.	I use paragraphs increasingly for effect. My whole text is well structured. I deploy a variety of more advancing discourse markers correctly and they create an appropriate effect.	I consciously use a range of sentence structures and forms. I make fewer errors with advanced punctuation.	All my word choices combine to create a successful, deliberate tone. My vocabulary is often ambitious and more successful in complementing the tone. I embed devices throughout to add to the overall effect.	My spelling errors do not impact meaning and I make few mistakes.
FS3 <i>Foundation Stage 3</i>	The whole piece communicates my ideas clearly and tense is secure. I include increasing moments of engagement for the reader. I can evidence that matching tone / style to audience / purpose / task was considered throughout the piece.	I use paragraphs accurately and can accurately structure a whole piece. I am starting to deploy a variety of discourse markers (e.g. however, on the other hand, despite).	I use simple, compound and complex sentences. I am starting to use commas in subordinate clauses – mostly accurately. I am beginning to use a wider range of punctuation.	All my word choices are relevant to tone. I have begun to experiment with ambitious vocabulary, sometimes inconsistently. I use clear basic devices. I make attempts at more complex ones.	I am attempting to spell more ambitious words correctly. I make some errors.
FS2 <i>Foundation Stage 2</i>	Most of my communication is clear with rare moments of engagement for the reader. My attempts at matching tone / style to audience / purpose / task are more obvious.	My text is in a logical order. I use paragraphs but not always accurately. I use appropriate time connectives (and, then, firstly, secondly...)	I use simple and compound sentences. I use basic punctuation correctly. My sentences show comma splicing. I make some errors with more complex punctuation.	Most of my word choices are relevant to tone. I show some evidence of conscious, but simple, word selection. I occasionally use devices but they are basic and may not be clear.	I make some errors with more complex spelling patterns.
FS1 <i>Foundation Stage 1</i>	My writing can communicate ideas clearly but there can be confusion meaning the reader is not engaged. I attempt to matching tone and style to the audience, purpose and task.	My text is in a logical order. I show an inconsistent / limited use of paragraphs.	All my sentences are simple, some are compound. I use basic punctuation correctly most of the time (capitals, full stops).	Some of my word choices are relevant to tone. My word choices are simple. I may attempt simple language devices.	I show evidence of phonetic spelling.