

English	Year 9
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GFS Assessment Level	Assessment Criteria		
	Reading	Writing	Speaking and Listening
M2	<p>I can confidently sustain my responses to a demanding range of texts across different themes and cultures, developing my ideas and referring in detail to aspects of language, structure and presentation. I make apt and careful comparisons between texts, including consideration of audience, purpose and form. I identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.</p>	<p>I can write originally with shape and impact showing a range of styles whilst maintaining the interest of the reader throughout. I use narrative structure as well as vocabulary for a range of imaginative effects. Non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. A variety of grammatical constructions and punctuation are used accurately, appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.</p>	<p>I can select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying my vocabulary and expression confidently for a range of purposes and audiences. I initiate and sustain discussion through the sensitive use of a variety of contributions. I take a leading role in discussion and listen with concentration and understanding to varied and complex speech. I show assured and fluent use of standard English in a range of situations and for a variety of purposes.</p>
M1	<p>I can respond showing my appreciation of a range of texts and evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. I select and analyse information and ideas and comment on how these are conveyed in different texts. I explore some of the ways in which texts from different times and cultures have influenced literature and society.</p>	<p>I can show creativity in the way I select specific features or expressions to interest the reader. My narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, I express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. I use vocabulary and grammar to make distinctions or for emphasis. My writing shows a clear grasp on the use of punctuation and paragraphing.</p>	<p>I can maintain and develop my talk purposefully in a range of contexts. The structure of what I say is clear, using apt vocabulary and appropriate intonation and emphasis. I make a range of contributions that show I have listened perceptively and I am sensitive to the development of discussions. I use standard English confidently in a range of situations, adapting as necessary.</p>
S3	<p>I can show understanding of the ways in which meaning and information are conveyed in a range of texts. I articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. I understand why some texts</p>	<p>I can write confidently and show appropriate and imaginative choices of style in a range of forms. Characters and settings are developed in my writing. My non-fiction writing is coherent and gives clear points of view, taking into account different perspectives. I use vocabulary and grammar effectively. Spelling is correct</p>	<p>I am confident in matching my talk to the demands of different contexts, including those that are unfamiliar. I use vocabulary in precise and creative ways and organise my talk to communicate clearly. I make significant contributions to discussions, evaluating others' ideas and varying how and when I participate. I</p>

	are particularly valued and influential. I select, synthesise and compare information from a variety of sources.	including complex, irregular words. My work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events coherent and clear to the reader.	use standard English confidently in situations that require it.
S2	I can read and discuss a range of texts, identifying different layers of meaning and comment on their significance and effect. I give personal responses to literary texts, referring to aspects of language, structure and themes in justifying my views and making connections between texts from different times and cultures and my own experiences. I summarise a range of information from different sources.	I can write fluently and often engage and sustain the reader's interest, showing some adaptation of style, including an impersonal style where appropriate. I can use a range of sentence structures and varied vocabulary to create effects. Spelling of irregular words is generally accurate. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning and ideas are organised into paragraphs.	I adapt my talk to the demands of different contexts, purposes and audiences with increasing confidence. My talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. I take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. I demonstrate my knowledge of language variety effectively and use standard English fluently in formal situations.
S1	I can show understanding of a range of texts, selecting essential points using inference and deduction where appropriate. In my responses, I identify key features, themes and characters and select sentences, phrases and relevant information to support my views. I understand that texts fit into historical and literary traditions. I retrieve and collate information from a range of sources.	I can write in varied and interesting ways, conveying meaning clearly for different readers, using a more formal style where appropriate. My vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Complex words are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas are usually used accurately. Handwriting is clear, fluent and adapted to a range of tasks.	I can talk and listen with confidence in an increasing range of contexts. My talk is adapted to the purpose: developing my ideas thoughtfully, describing events and conveying my opinions clearly. I am beginning to vary my expression and vocabulary. I adapt my spoken language appropriately and use some features of standard English vocabulary and grammar.
D2	I can respond to a range of texts showing understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. I understand that texts reflect the time and culture in which they were written. I refer to the text when explaining my views and am able to locate and use ideas and information.	I can write in a range of forms in a lively and thoughtful way. My ideas are consistent and developed in interesting ways. I organise my writing appropriately. My vocabulary choices are often adventurous. I am beginning to use complex sentences to extend meaning. My spelling is generally accurate. I use full stops, capital letters and question marks correctly. I am beginning to use	I can talk and listen with confidence in an increasing range of contexts. My talk is adapted to the purpose: developing my ideas thoughtfully, describing events and conveying my opinions clearly. I listen carefully to discussions making contributions and asking questions that are responsive to others' ideas and views. I adapt my spoken language appropriately and use some features of standard English vocabulary and grammar.

		punctuation within sentences. My handwriting style is fluent and legible.	
D1	I can read a range of texts fluently and accurately. I read independently, using strategies appropriate to establish meaning. In responding to fiction and non-fiction, I show understanding of the main points and express preferences. I use my knowledge of the alphabet and of search techniques to locate sources and find information.	My writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately and are adapted to different readers. My sentences extend ideas logically and I choose words for variety and interest. My sentences are usually grammatically correct. My spelling is usually accurate, including common words. I use punctuation to mark sentences – full stops, capital letters and questions marks are used accurately. My handwriting is legible.	I can talk and listen confidently in different situations. In discussion, I show my understanding of the main points. I show I have listened through relevant comments and questions. I am beginning to adapt what I say according to the needs of the listener, varying my vocabulary and detail. I am becoming aware of standard English and when it is used.
E2	I can read simple texts and show understanding that is generally accurate. I can express opinions about major events or ideas in stories, poems and non-fiction. I can use more than one strategy, such as phonic, graphic and contextual in reading unfamiliar words and establishing meaning.	I can communicate meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple words are usually spelt correctly, and where there are inaccuracies the alternative is sounds plausible. In handwriting, my letters are accurately formed and consistent in size.	I am beginning to show confidence in talking and listening, particularly when I am interested in a topic. Sometimes I show the needs of the listener by including relevant details. My vocabulary is growing which is shown when I explain my ideas. Usually I listen carefully and respond appropriately to what others say. I can use more formal vocabulary and tone when necessary.
E1	I can recognise familiar words in simple texts. I use my knowledge of letters and sound-symbol relationships to read words and understand meaning when reading aloud. In these activities, I sometimes require support. I can express my response to poems, stories and non-fiction by identifying aspects that I like.	I can communicate meaning through simple words and phrases. In my reading and writing, I am beginning to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.	I can talk about matters I am interested in. I can listen to others and I usually respond appropriately. I convey what I am saying in simple language, speaking audibly and providing some detail.