

English Assessment Ladder: Reading				
GCSE Point	Understanding and Textual Evidence Read, understand and identify information. Use textual evidence to support your views.	Analysis Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	Comparison Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more text	Context Relate texts to their social cultural and historical contexts
9 Grade above A* Mastery	<ul style="list-style-type: none"> Engages fully and critically with the ideas in the text, exploring, where appropriate, subtle, implied or embedded meanings Makes incisive and original observations, using detailed and illuminating textual evidence 	<ul style="list-style-type: none"> Demonstrates secure understanding of an extensive range of features of structure, form and language Takes a precise and incisive analytical approach, exploring in detail a wide range of connections between features and their effects. 	<ul style="list-style-type: none"> Demonstrates a consistently detailed and comparative approach, analysing and synthesising meaning in order to draw incisive conclusions regarding writers' purposes and thematic concerns 	<ul style="list-style-type: none"> Takes an incisive, analytical and evaluative approach to a range of relevant contextual factors
8	<ul style="list-style-type: none"> Summarise and critically evaluate with detailed and perceptive understanding Understand and respond with insight into explicit and implicit meanings and viewpoints Make discriminating and incisive cross-references between texts 	<ul style="list-style-type: none"> Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure 	<ul style="list-style-type: none"> Make convincing and apt links and comparisons within and between texts 	<ul style="list-style-type: none"> Substantiate understanding and opinions with illuminating references to texts and contexts
7	<ul style="list-style-type: none"> Summarise, analyse and evaluate complex ideas and information from a range of challenging texts Use deft, concise and fluent textual references within their own texts Make discriminating cross-references between texts 	<ul style="list-style-type: none"> Show skill and originality when interpreting patterns of language used for effect 	<ul style="list-style-type: none"> There is confident analysis and evaluation of the relationships between texts 	<ul style="list-style-type: none"> Show originality when analysing a text's moral, social, historical, cultural or philosophical context

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6	<ul style="list-style-type: none"> Summarise and analyse complex ideas and information Make precise and detailed use of textual evidence Make cross-references between texts 	<ul style="list-style-type: none"> Skilfully analyse the implications and effects of ironic, dramatic, emotive and figurative language 	There is detailed understanding of the relationship between texts	<ul style="list-style-type: none"> Skilfully analyse a text's moral, social, historical, cultural or philosophical context Evaluate the significance of a text's achievements within its genre
5 New Grade C	<ul style="list-style-type: none"> Summarise, select and analyse ideas and information Make detailed references to texts 	<ul style="list-style-type: none"> Analyse the implications of particular words and sentences Evaluate the effects on the reader of particular words and styles of sentences 	There is detailed awareness of the relationship between texts	<ul style="list-style-type: none"> Analyse the significance of when and where a text was written Define and analyse the influence one text might have had on another
4 C/D borderline	<ul style="list-style-type: none"> Summarise the main points in a text Use suitable evidence to support their views 	<ul style="list-style-type: none"> Explore the significance of particular words and sentences Explore the effects on the reader of particular words and styles of sentences 	There is relevant comment on the relationship between texts	<ul style="list-style-type: none"> Appreciate the significance of when and where a text was written Explore the influence one text might have had on another
3	<ul style="list-style-type: none"> Sum up most of the main points in a text Use quotations to support their views 	<ul style="list-style-type: none"> Comment on the significance of particular words and sentence styles Comment on the effects on the reader of particular words and styles of sentences 	There is some relevant comment on the relationship between texts	<ul style="list-style-type: none"> Consider the significance of when and where a text was written Compare similar texts by different writers
2 Nationally identified point for an average 11 year old at the end of KS2 is 4b (=2b) Expected Progress = C/B = 5 For 4c on entry EP = C/D = 4	<ul style="list-style-type: none"> Choose key ideas and information from texts Use evidence from texts to 'back up' their views 	<ul style="list-style-type: none"> Explain why a writer might have chosen particular words Suggest possible effects on the reader of particular words and styles of sentences 	There is some comment on the relationship between texts	<ul style="list-style-type: none"> Comment on when and where texts were written Notice how one text might have been influenced by another text or by the writer's culture

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1b/a Students currently entering on L3 old NC level. Expected progress = Grade D old GCSE	<ul style="list-style-type: none"> Pick out the main points in a text Use some evidence from texts to 'back up' their views 	<ul style="list-style-type: none"> Say why one word is better than another Notice the way sentences are written 	There is limited or no comment on the relationship between the texts	<ul style="list-style-type: none"> Know when and where texts were written
1c Very few students, if any, at this point. Identified SEN for cognitive delay.	<ul style="list-style-type: none"> Recognise the main topic of a text 	<ul style="list-style-type: none"> Answer questions about particular words Notice that writers choose particular words 	N/A	<ul style="list-style-type: none"> Think about when and where texts were written
Starting Point	N/A	N/A	N/A	<ul style="list-style-type: none"> Know that texts have been written for many centuries and in all places

English Assessment Ladder: Writing			
GCSE Point	Fluency and Ideas; Audience, Purpose and Form Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	Text organisation Organise information and ideas, using structural and grammatical features to support coherence and cohesion of text	SPaG Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
9	<ul style="list-style-type: none"> Communicate with impact and influence, drawing on an inventive range of precisely-chosen language strategies to achieve their purpose 	<ul style="list-style-type: none"> Produce texts in which structure is exploited to full and inventive effect, drawing a sophisticated understanding of generic conventions. 	<ul style="list-style-type: none"> Write with complete accuracy and control, using a sophisticated repertoire of literary, linguistic and syntactical features to achieve their meaning.
8	<ul style="list-style-type: none"> Communicate with impact and influence, drawing on a range of apt language strategies to achieve their purpose 	<ul style="list-style-type: none"> Produce ambitious, accomplished and effectively-structured texts 	<ul style="list-style-type: none"> Use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact Spell, punctuate and use grammar accurately so that writing is virtually error-free
7	<ul style="list-style-type: none"> Be entirely convincing, including imaginative ideas Manipulate devices for the purpose of their writing Fully engage the reader across a range of purposes Exploit features across a range of forms to suit the purpose Control the style of their writing 	<ul style="list-style-type: none"> Consciously vary length and structure of paragraphs to control their writing Use structure to consciously create an effect Organise the text in an original way 	<ul style="list-style-type: none"> Spelling of a range of complex vocabulary is consistently accurate. The full range of punctuation devices are used with flair, to create effects. Sophisticated control of sentence structure allows for nuances of meaning. Expression is articulate and illuminating.
6	<ul style="list-style-type: none"> Be inventive with ideas Use appropriate devices for a range of writing styles Manipulate the reader Merge features of various forms to convince the reader Write in a range of styles 	<ul style="list-style-type: none"> Organise ideas in a variety of ways to add impact Use a distinctive structure Organise the various stages of the text 	<ul style="list-style-type: none"> Spelling of a range of complex vocabulary is consistently accurate. Punctuation devices are used with precision and to support the effects which are intended. Sentence structure is varied and secure. Expression is increasingly articulate.
5	<ul style="list-style-type: none"> Develop the ideas into a suitable task Use rhetorical devices convincingly Influence the reader Use form to convince the reader Adapt the style to purpose and audience 	<ul style="list-style-type: none"> Consciously sequence ideas/ paragraphs to structure writing Use a range of linking devices to control structure Control the opening to establish an appropriate tone or mood 	<ul style="list-style-type: none"> Spelling of an increasingly ambitious vocabulary is almost always accurate. Increasingly ambitious punctuation devices are usually used with control and often to create effects. Sentences are varied and accurate in their structure, and increasingly used to impact the reader. Expression is almost always coherent.

English Assessment Ladder: Writing			
GCSE Point	Fluency and Ideas; Audience, Purpose and Form	Text organisation	SPaG
4	<ul style="list-style-type: none"> • Develop ideas into a coherent piece of writing • Convince the reader with a range of devices • Use more than one viewpoint for interest • Exploit and bend the conventions of a form to suit purpose • Use a range of styles to suit the intended effect of the task 	<ul style="list-style-type: none"> • Sequence ideas in paragraphs to give impact • Use structure to surprise or influence the reader • Control ideas to create an effect and lead to a focused ending 	<ul style="list-style-type: none"> • Spelling of an adventurous vocabulary is almost always accurate. • Punctuation devices are often used with control and to create effects. • Sentences are increasingly varied and accurate in their structure, • Expression is increasingly coherent.
3	<ul style="list-style-type: none"> • Use some original and interesting ideas • Express and explain opinions, attitudes or feelings in detail • Persuade the reader • Adapt the conventions of a particular form to purpose • Use formal styles when appropriate 	<ul style="list-style-type: none"> • Vary paragraphs and link them in varied ways for effect • Link openings and endings • Link ideas by 'chaining' pronouns and connectives 	<ul style="list-style-type: none"> • Spelling of adventurous vocabulary is mostly accurate. • Punctuation devices are usually used with control and to create effects. • Sentences are accurately structured, with sound control of expression and meaning. • Expression is mostly clear.
2	<ul style="list-style-type: none"> • Use and develop relevant ideas • Use a range of techniques to add interest including some rhetorical devices and dialogue • Maintain a clear sense of purpose • Write in a variety of forms • Use a style that engages the reader 	<ul style="list-style-type: none"> • Link paragraphs • Write engaging openings and endings • Explain ideas by developing detail 	<ul style="list-style-type: none"> • Spelling of frequently-used vocabulary is usually accurate. • Punctuation is used with some control which helps convey meaning. • Sentences are increasingly accurate in structure and help to shape meaning but run-on sentences and/or simple short sentences are common. • Ideas are often expressed clearly.

English Reading and Writing Skills – Entry Level Criteria

Entry Level	Writing	Reading
E2a	<p>I can:</p> <ul style="list-style-type: none"> • use simple adverbs and adjectives • use noun phrases • adapt some of what I write to suit my purpose • use some features of a particular form • group similar ideas together • write appropriate openings and endings • organise ideas usefully • spell basic vocabulary with some accuracy • use basic punctuation with some control • write sentences which show some ability to control my expression and meaning. • write some sentences clearly. 	<p>I can:</p> <ul style="list-style-type: none"> • read simple texts aloud with intonation and expression, taking account of punctuation recognise the main topic of a text • understand simple texts at a literal level • try more than one way of tackling less familiar words • talk about possibly useful sources of information • use alphabetically ordered texts to get specific information • get relevant information from specified parts of a text
E2b	<p>I can:</p> <ul style="list-style-type: none"> • write relevant ideas • use some adjectives to add interest to my writing • understand the purpose of a writing task and try to use suitable conventions but not always appropriately • begin to group similar ideas together • write appropriate openings • begin to organise texts other than just by chronology • spell some basic vocabulary accurately • use full stops and commas but with little control or accuracy. • write sentences which try to shape meaning. 	<p>I can, <u>with support</u>:</p> <ul style="list-style-type: none"> • read some simple texts aloud with some recognition of sentence demarcation (e.g. pausing at a full stop). • understand some simple texts at a literal level • decode less familiar words • sometimes use alphabetically ordered texts to get specific information • sometimes get relevant information from specified parts of a text
E2c	<p>I can:</p> <ul style="list-style-type: none"> • communicate meaning beyond a simple statement • use simple noun phrases • give personal opinions • use ideas from my own experience • write a story with a beginning, middle and end • organise texts chronologically • spell some very basic vocabulary accurately but I do not always use it in the right situation. • sometimes make my meaning clear • sometimes structure my ideas into sentences. 	<p>I can, <u>with support</u>:</p> <ul style="list-style-type: none"> • recognise the main topic of a text • understand simple texts at a literal level • decode familiar and some less familiar words • use alphabetically ordered texts to get specific information • get relevant information from specified parts of a text
E1a	<p>I can, <u>with support</u>:</p> <ul style="list-style-type: none"> • communicate meaning beyond a simple statement • use simple noun phrases 	<p>I can, with some texts, and <u>with support</u>:</p> <ul style="list-style-type: none"> • decode familiar and some unfamiliar words • recognise some simple points in familiar texts

	<ul style="list-style-type: none"> • give personal opinions • use ideas from my own experience • write a story with a beginning, middle and end • organise texts chronologically • spell some very basic vocabulary accurately but I do not always use it in the right situation. • sometimes make my meaning clear • sometimes structure my ideas into sentences. 	<ul style="list-style-type: none"> • locate some pages/sections of interest
E1b	<p>I can:</p> <ul style="list-style-type: none"> • communicate simple statements • offer opinions which may not always be relevant • order my ideas into some sense of order • spell words phonetically • demarcate some sentences with capital letters and full stops 	<p>I can, with some texts and <u>with support</u>:</p> <ul style="list-style-type: none"> • decode familiar words in a text • respond to prompts about what is read to me, sometimes being able to answer questions or offer comments.
E1c	<p>I can, <u>with support</u>:</p> <ul style="list-style-type: none"> • communicate simple statements • offer opinions which may not always be relevant • order my ideas into some clear order • spell words phonetically • demarcate some sentences with capital letters and full stops 	<p>I can, with some texts, <u>with support</u>:</p> <ul style="list-style-type: none"> • decode some familiar words in a text • respond to some prompts about what is read to me, sometimes being able to answer questions or offer comments.

English: Speaking & Listening

General criteria

To be awarded a Pass, Merit or Distinction a Learner must:

- Be audible
- Use spoken standard English which, for the purposes of the spoken language assessment:
 - Be intelligible
 - Generally use language appropriate to the formal setting of the presentation.

	Demonstrate presentation skills in a formal setting	Listen and respond appropriately to spoken language, including to questions and feedback to presentations Use spoken Standard English effectively in speeches and presentations
Distinction	<ul style="list-style-type: none"> • Expresses sophisticated ideas / information /feelings using a sophisticated repertoire of vocabulary • Organises and structures his or her presentation using an effective range of strategies to engage the audience • Achieves the purpose of his or her presentation 	<ul style="list-style-type: none"> • Listens to questions /feedback, responds perceptively and, if appropriate, elaborates with further ideas and information.
Merit	<ul style="list-style-type: none"> • Expresses challenging ideas / information /feelings using a range of vocabulary • Organises and structures his or her presentation clearly and appropriately to meet the needs of the audience • Achieves the purpose of his or her presentation 	<ul style="list-style-type: none"> • Listens to questions / feedback responding formally and in some detail.
Pass	<ul style="list-style-type: none"> • Expresses straightforward ideas /information / feelings, • Makes an attempt to organise and structure his or her presentation, • Makes an attempt to meet the needs of the audience 	<ul style="list-style-type: none"> • Listens to questions /feedback and provides an appropriate response in a straight forward manner.