

Year 7 English Progress Grades

Progress Grade	Reading	Writing
9	<ul style="list-style-type: none"> Understanding shows perceptive treatment of explicit and implicit meanings Response is confident, assured personal and evaluative Language, form and structure are analysed confidently Comparison of texts is generally thorough and usually makes interesting comments about different ideas and perspectives Methods used by writers to convey ideas and perspectives are explored in some detail Textual reference is assured and confident and is used consistently to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are imaginative and effective Structure is well organised with a range of interesting features Form, tone and style are extremely clear, effective and well-chosen Sentence construction is original and varied, although there may be occasional errors. Vocabulary is appropriate throughout and increasingly ambitious. Spelling of words is accurate but with occasional errors in ambitious vocabulary
8	<ul style="list-style-type: none"> Understanding is detailed, with a confident treatment of explicit and implicit meanings Response is thoughtful, engaged personal and evaluative Language, form and structure are understood thoughtfully Comparison of texts is regular and shows awareness of key differences between ideas and perspectives Methods used by writers to convey ideas and perspectives are explained clearly Textual reference is appropriate and mostly relevant and often helps to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are confident and effective Structure is organised and successful Form, tone and style are very clear but there may be minor inconsistencies Sentence construction is largely original and varied, although there may be errors. Vocabulary is chosen for effect, with use of ambitious terms. Spelling of most regular and common words is correct with only occasional errors.
7	<ul style="list-style-type: none"> Understanding is thoughtful and engaged, with a treatment of explicit and implicit meanings Response is coherent, personal and evaluative Language, form and structure are coherently understood Comparison of texts is clear and mostly relevant with general awareness of some key differences between ideas and perspectives Methods used to convey ideas and perspectives are explained Textual reference is more relevant and often helps to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are clear and effective Structure is organised and mostly successful Form, tone and style are clear despite occasional inconsistencies Sentence construction is well-varied and attempts to be original. Vocabulary is chosen for effect, with some use of ambitious terms. Spelling of most regular and common words is correct with occasional errors.
6	<ul style="list-style-type: none"> Understanding is coherent, with a consideration of different layers of meaning Response is clear and relevant with evaluative comment Language, form and structure are commented on in some detail Comparison of texts is clear with some understanding shown between differences of ideas and perspectives Methods used by writers to convey ideas and perspectives are sometimes explained Textual reference is more relevant and often helps to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are increasingly clear and effective Structure has varied organisation which may be successful Form, tone and style are clear and largely consistent Sentence construction shows interesting variety and accuracy. Vocabulary is clear and shows increasing variety. Spelling of most regular and common words is correct with occasional errors.
5	<ul style="list-style-type: none"> Understanding shows some thought, with a treatment of explicit meanings Response is straightforward and personal with some attempt at evaluative comment Language, form or structure are described in a straightforward way Comparison of texts is clear with some understanding shown between differences of ideas and perspectives Methods used by writers to convey ideas and perspectives are sometimes explained Textual reference is sometimes relevant and sometimes helps to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are appropriate and communication is successful Structure begins to have variety in organisation which may be successful although there may still be errors. Form, tone and style are largely clear but there will be inconsistencies. Sentence construction shows some variety with largely accurate use of common punctuation. Vocabulary is clear and shows variety. Spelling shows increasing accuracy for commonly used words.
4	<ul style="list-style-type: none"> Understanding is simple, with some treatment of the most explicit meanings Response is simple and personal Language form or structure are commented on simply Comparison of texts is simple with some understanding of basic differences of ideas and perspectives Methods used by writers to convey ideas and perspectives are described with little detail Textual reference is only occasional, not always relevant and does not always help to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are mostly appropriate and communication is generally successful. Structure is simple, with some listing or logical ordering Form, tone and style show awareness and increasing control. Sentence construction is generally clear and often accurate. Vocabulary matches the purpose. Spellings show accuracy in commonly used words.
3	<ul style="list-style-type: none"> Understanding is basic, with a grasp of obvious meanings Limited personal response Language is commented on simply Comparison of texts is basic with little understanding of basic differences of ideas and perspectives Methods used by writers to convey ideas and perspectives are sometimes described Textual reference is simple, sometimes irrelevant and does not always help to support ideas 	<ul style="list-style-type: none"> Ideas and approaches are basic and some meaning is communicated Structure may be rudimentary or incomplete Form, tone and style are sometimes controlled. Sentence structure and punctuation may be omitted and/or inconsistent. Vocabulary is limited and may not link to the topic. Spellings are often inaccurate with confusion of phonemes in commonly used words.
2	<ul style="list-style-type: none"> Understanding is very basic, with some grasp of obvious meanings Unclear personal response Language comments are limited Comparison of texts is limited with very little understanding of even basic differences of ideas and perspectives Textual reference is limited, vague and does not support ideas 	<ul style="list-style-type: none"> Ideas and approaches are mostly simple with limited meaning communicated. Structure is rudimentary or incomplete. Form, tone and style are largely uncontrolled. Limited use of sentences. Where they are used there is reliance on compound and simple sentences. Punctuation may be omitted/inconsistent. Vocabulary is limited and may not link to the topic. Majority of spellings are inaccurate with use of phonetic spellings and confusion of phonemes.
1	<ul style="list-style-type: none"> Understanding is not shown No personal response Language is not commented on Comparison of texts is absent and only very basic comments are made about ideas and perspectives Textual reference is very limited, if used at all. 	<ul style="list-style-type: none"> Ideas and approaches are simple and with little or no evidence of awareness of purpose. Structure is rudimentary and often incomplete. Form, tone and style are not controlled. No evidence of use of sentences with inconsistent use of basic punctuation including full stops and capital letters. Vocabulary is limited and may not link to the topic. Majority of spellings are inaccurate with use of phonetic spellings and confusion of phonemes.