

Year 7 Assessment Criteria			
Outcomes	Reading	Writing	SPAG
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• range of key words read on sight with some fluency and expression and can read unfamiliar words using appropriate strategies</li> <li>• some specific, straightforward information recalled</li> <li>• generally clear idea of where to look for information and simple points made using evidence from the text</li> <li>• some awareness of use of features of organisation, e.g. beginning and ending of a story</li> <li>• some language choices identified and basic comments made about them</li> <li>• simple statements about likes and dislikes in reading, sometimes with reasons</li> <li>• some awareness that books are set in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>• past and present tense used mostly accurately</li> <li>• openings and/ or endings sometimes clear</li> <li>• ideas in sections grouped by content, some simple linking of ideas</li> <li>• some appropriate ideas and content included</li> <li>• can write for a basic purpose</li> <li>• some attempts to adopt appropriate style</li> <li>• simple vocabulary used to express relevant meanings</li> <li>• some adventurous word choices attempted to create interest</li> </ul>	<ul style="list-style-type: none"> <li>• some variation in the way sentences are started</li> <li>• mainly simple sentences</li> <li>• capital letters and full stops usually used accurately</li> <li>• some accurate use of question and exclamation marks, and commas</li> <li>• some correct spelling of common words with some errors, simple vocabulary</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• able to read with fluency, understanding and expression</li> <li>• simple, most obvious points identified</li> <li>• some comments include quotations from or references to text</li> <li>• some straightforward explanations of ideas in the text</li> <li>• a few basic features of structure identified</li> <li>• a few basic features of language identified</li> <li>• explanations identify main purpose and express personal response</li> <li>• some simple connections between texts are identified</li> <li>• some features of the context of texts are recognised</li> </ul>	<ul style="list-style-type: none"> <li>• some attempt to organise ideas with related points placed next to each other</li> <li>• clear openings and endings</li> <li>• some links between sentences within paragraphs or sections</li> <li>• mostly relevant ideas and content</li> <li>• some attempt to develop basic information or events</li> <li>• some awareness of purpose when writing</li> <li>• some attempts to interest the reader</li> <li>• simple, generally appropriate vocabulary used with some words selected for effect</li> </ul>	<ul style="list-style-type: none"> <li>• simply structured sentences, some variation with support; basic and some more complex connectives used</li> <li>• straightforward sentences used accurately with full stops, capital letters, question and exclamation marks; some use of speech marks</li> <li>• some correct spelling of common words</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>• main purpose of the text is identified</li> <li>• simple points made show some awareness of writer's viewpoint</li> <li>• some relevant points identified and supported by some generally appropriate quotations from different parts of the text</li> <li>• explanations make some inferences about the quotations chosen</li> <li>• some basic structural choices identified with simple comment</li> <li>• some basic features of language identified with simple comments on writer's choices</li> <li>• simple explanation of the overall effect of the text on the reader</li> <li>• simple comment on the effect that the context has on the meaning of texts</li> </ul>	<ul style="list-style-type: none"> <li>• ideas are organised simply and logically (e.g. by time) with an appropriate opening and ending</li> <li>• paragraphs or sections help to organise content</li> <li>• some attempts to establish simple links between paragraphs or sections not always maintained</li> <li>• some connections made between sentences using basic connectives; relevant ideas chosen and developed in some detail</li> <li>• main purpose of writing is clear but not always maintained</li> <li>• usually appropriate style though not always aware of the reader</li> <li>• some evidence of deliberate vocabulary choices linked to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• some variety in length and sentence structure</li> <li>• simple punctuation used is generally accurate</li> <li>• mostly correct spelling of common and regular words. Some likely errors of more complicated and irregular spellings</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>• main purpose clearly identified</li> <li>• the writer's viewpoint in texts clearly identified, with some limited explanation</li> <li>• most relevant points clearly identified, including those selected from different places in the text</li> <li>• points made are generally supported by relevant quotations</li> <li>• developed explanations make some inferences about the quotations chosen</li> <li>• more developed comments on structural choices</li> <li>• various features of language identified with some explanation of the effect on the reader</li> <li>• some explanation of the overall effect on the reader</li> <li>• comments on the effect that the context has on the meaning of texts</li> </ul>	<ul style="list-style-type: none"> <li>• writing is structured clearly, with sentences organised into appropriate paragraphs</li> <li>• paragraphs are developed and links are made between paragraphs to help achieve the purpose of the text</li> <li>• wider range of connectives used</li> <li>• relevant ideas developed with some imaginative detail</li> <li>• main purpose of writing is clear throughout the text</li> <li>• writing maintains the reader's interest throughout</li> <li>• vocabulary chosen for effect and reasonably wide vocabulary used, though not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• a variety of sentence lengths and sentence structure used for effect</li> <li>• punctuation used is generally accurate; more complicated punctuation is attempted but not always accurate</li> <li>• correct spelling of most common words with some likely errors in more challenging words, wide vocabulary</li> </ul>
<b>Excelling</b>	<ul style="list-style-type: none"> <li>• relevant points clearly identified and the ability to summarise the main ideas</li> <li>• comparison of similarities and differences within or between texts</li> <li>• appropriate quotations selected carefully to support main ideas or argument</li> <li>• explanations identify different layers of meaning, with some attempt at detailed exploration</li> <li>• some detailed exploration of structural choices</li> <li>• some detailed explanation, with appropriate terminology, of how language is used to create a particular effect</li> <li>• comments consider wider significance of the text</li> </ul>	<ul style="list-style-type: none"> <li>• material is clearly controlled and sequenced, taking account of the reader's likely reaction</li> <li>• a range of features clearly signal overall direction of the text for the reader</li> <li>• construction of paragraphs clearly supports meaning and purpose</li> <li>• within paragraphs, cohesive devices contribute to emphasis and effect</li> <li>• convincing, individual voice established and mostly sustained throughout</li> <li>• level or formality used for purpose and audience generally appropriate and a range of devices used to achieve effect</li> <li>• range of vocabulary is varied and often ambitious and appropriate to purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• controlled use of a variety of sentence types and lengths for effect</li> <li>• full range of punctuation used consistently and accurately in a variety of sentence structures, with occasional errors in ambitious structures</li> <li>• generally correct spelling of sophisticated vocabulary with some occasional errors in complex words.</li> </ul>