English Grade Descriptors

English Reading	1	2	2+	3	4	4+	5	5+	6
Strand 1 Making inferences, and referring to evidence in texts. Learning new vocabulary and relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Knowing the purpose, audience for, and context of the writing and drawing on this knowledge to support comprehension.	Simple points from texts recalled. Very basic awareness of simple text features such as titles and chapter headings, with some support. Comment on words and phrases with some support.	In some texts can recall straightforward information such as character names and can find general ideas in some texts with some plausible inferences, however sometimes comments show misunderstanding of textual clues. Beginning to identify language choices such as common words and verbs, but no explanation as to why the language is effective.	Can inconsistently make some comments which include quotations from or references to text, even if not always relevant and give responses which show meaning is established at a literal level, however these responses may be based on personal speculation rather than inference or deduction. Can identify a few basic features of writer's use of language, but quality of comment is inconsistent.	Can mostly identify some relevant textual reference or quotations with inferences which are mostly correct but some will lack depth or become repetitive. Some technical vocabulary used correctly. Understanding evident. Can mostly identify some basic features of writers' use of language with some simple comments on writers' choices.	Clear identification of the most relevant points in a text generally with secure comments showing deduction and inference of a few secure choices of quotations. Technical vocabulary and understanding is mostly secure. Frequently identifies various features of writers' use of language, with some secure explanation at points, but lacking depth in terms of considering the effect of these choices on the reader.	Focused identification of the most relevant points in a text with developed comments showing deduction and inference of intelligent choices of quotation from across the text(s). Technical vocabulary is used to develop points and understanding is clear. Always identifies a wide variety of a writers' use of language techniques, with developed explanation showing more awareness of the effect on the reader.	Confidently identifies relevant points with technical vocab, including synthesis of information from different places in the same text. Explanations incorporate apt textual reference with comments to confidently show an understanding of layers of meaning and an attempt at exploring the wider implication or significance of these. Shows evidence of confident explanation, with appropriate terminology, of how language is used for effect.	Can select and apply quotations with increasing precision with some sophisticated references to wider sources to develop or clinch an argument. Comments now begin to show insight and a sophisticated ability to tease out meanings or weigh up evidence. Uses sophisticated vocabulary to express viewpoint. Can begin to develop precise, perceptive analysis of how language is used with sophisticated appreciation of how the writers' language choices contribute to effect.	Shows a strong critical stance and coherent interpretation, imaginative and perceptive insights with links to wider textual knowledge. Appreciation of writers' crafting of language in terms of both imagery and vocabulary is demonstrated through perceptive exploratory comment.
Strand 2 Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Studying setting, plot and characterisation and their effects.	Can identify some points from a play such as speakers and settings, with some support.	Can show some understanding of the use of features of stage directions and characterisation.	Can sometimes identify a few basic features of features of stage directions and characterisation, but comment or explanation is inconsistent.	Can mostly identify some of the playwright's structural choices with simple comments on effectiveness. Some understanding of setting and play and the effect on audience.	Some secure awareness of playwright's craft with comments on structural choices of key features of setting, plot and characterisation and their effects. Some developed comments and engagement with play.	Focused awareness of playwright's craft always with developed comments of structural choices. Further developed comments on plot and characterisation and their effects. Alternative interpretations starting to emerge.	Exploration in confident detail how structural choices support the playwright's theme or purpose with a range of features and effects achieved. Confident and developed comments on plot and characterisation and their effects. Alternative interpretations are assured.	Can begin to evaluate the extent to which structural choices support the playwright's theme or purpose with appreciation of the skill with which a range of structural features are used. Sophisticated and developed comments on plot and characterisation and their effects. Alternative interpretations are cogent and salient.	Appreciation of the playwright's crafting of the play in terms of grammar and language, structure and form. Contextual understanding is demonstrated through perceptive exploratory comments. Alternative interpretations are perceptive and creative.

English Grade Descriptors

	1	2	2+	3	4	4+	5	5+	6
Strand 3 Developing interest and appreciation and a love of reading. Reads increasingly challenging material independently. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	With support can make simple comments about preferences in texts and can identify a few common trends in texts such as good characters vs bad characters.	Can make simple statements about likes and dislikes in reading, but with little to no development, and with some basic identification of genre or understanding that texts have different settings.	Can identify main purpose of a text and express personal response but awareness of writers' viewpoint or effect on reader is inconsistent.	Can mostly identify the main purpose of a text with some awareness of writers' viewpoints shown along with simple comments on the overall effect on a reader. Can also make links between the contexts and the meaning of the text with some comments. Begins to show appreciation of texts. Begins to re-read previously encountered books.	Frequently and securely identifies the main purpose of a text with awareness of writers' viewpoints shown through secure comments on the overall effect on a reader. Can frequently explain similarities between different texts from similar contexts. Shows appreciation of texts. Re-reads previously encountered books independently.	Always identifies the main purpose of a text with developed awareness of writers' viewpoints shown through comments on the overall effect on a reader with increasingly developed depth. Always explains how a text's context links to meaning. Shows clear appreciation of texts. Re-reads previously encountered books independently for pleasure.	Confidently locates evidence for identifying the main purpose of a text showing developed explanation of the effect of the text on the reader, with some explicit explanation as to how that effect has been created. Can make detailed and confident comments about how a text's context links to meaning.	Makes responses that develop some analytic or evaluative comment on author's purpose or viewpoint is established across a text with an appreciation of how the traditions of a text or genre link context to meaning. Reads increasingly challenging material independently.	Evaluative sustained critical analysis of the text(s) showing appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it. Reads increasingly challenging material independently and for pleasure.
Strand 4 Making critical comparisons across texts. Recognising a range of poetic conventions and understanding how these have been used. Discussing English with use of linguistic and literary vocab	With support can make simple comparisons between texts. E.g. personal preferences.	Makes straightforward comments on similarities and differences between texts, but does not develop ideas.	Can identify main comparisons across texts, but these are based on personal preference and can be limited in depth. Starts to recognise poetic features, but offers no explanation of effect.	Some comparisons explored in more detail. Some links are made based on writer's intentions. Comments on poetic features and begins to discuss effectiveness. Attempts are made at use of literary vocab.	Can frequently explain similarities between different texts and comments are detailed and based on writer's intentions. Poetic features are securely identified and comments stretch to effectiveness and purpose. Uses linguistic and literary vocab securely.	Focused and developed comments on disparities between texts. Poetic features are explored with developed and cogent understanding. Beginning to comment on craft of writer and meaning. Uses linguistic and literary vocab to develop points.	Confident and salient comments when comparing texts. Can make confident and assured comments on poetic features and structure of texts. Confident commentary on writer's craft and intentions. Uses linguistic and literary vocab confidently.	Delivers sophisticated responses that develop some analytic or evaluative comment on author's purpose when comparing texts. Sophisticated understanding of the effects of poetic conventions and can make comments about intertextuality. Uses linguistic and literary vocab in a sophisticated manner.	Makes perceptive and critical comparisons across a range of texts. Recognises a range of poetic and linguistic features and understanding how these have been used for effect and impact on audience. Comments about intertextuality are perceptive and mature.

English Grade Descriptors

English Writing	1	2	2+	3	4	4+	5	5+	6
Strand 1 Write imaginative writing such as narratives, scripts and poetry. Write a range of non-fiction texts, including arguments and personal / formal letters. Summarising and organising material and supporting ideas and argument with any necessary factual detail. Well-structured formal expository and narrative essays. Notes and polished scripts for talks and presentations.	With support can make simple sentences. Minimal plot detail and engagement. Non-fiction writing lacks suggestion of viewpoint and features. With support can organise simple material. Can use some factual information. Attempts are made at formality in essays. Attempts are made at creating notes for presentations.	Few ideas and relevant content. Minimal word choices and limited plot structure. Limited suggestion of viewpoint. Basic purpose, style and features of form established. Basic sequencing of ideas or material. Sometimes signalled ideas in sections grouped by content; some linking by simple pronouns. Formality is present but limited in essays. Limited attempts are made at creating notes for presentations and talks.	Includes some appropriate ideas and content. Make some attempt to elaborate on basic information or events although inconsistent. Attempt to establish purpose and signal some features of selected form to the reader are inconsistent. An attempt to establish an appropriate style. Inconsistent attempts to organise ideas with some related points placed next to each other usually signalling openings and closings. Inconsistent attempt to sequence ideas or material logically within paragraphs/ Sections. Notes for presentations and talks are coherent but inconsistent in quality.	Relevant ideas and content chosen with some development and a straightforward viewpoint. Some plot and language choices selected. The main purpose of writing is mostly clear. Some of the main features of form and style in the writing are clear and appropriate to purpose. Ideas are organised simply by clustering related points or by time sequence with a fitting opening and closing, which are sometimes linked. Some range of conjunctions / connectives between sentences within paragraphs/sections. Essays feature some formality. Notes for some presentations and talks are clear.	Evidence of developed and relevant ideas in writing with mostly secure imaginative detail shaped for the selected form. A clear viewpoint and purpose, generally consistently, with some secure elaboration. Securely establishes the style and features of the selected form, with adaptation to purpose maintaining the reader's interest throughout. Material securely managed and structure with sentences organised into appropriate paragraphs. The overall direction of the text is supported by clear links between paragraphs and a secure structure of the main ideas across the text to support purpose. A range of devices support secure cohesion and links within paragraphs/sections. Essays feature formality consistently.	Develop relevant ideas and material with secure imaginative detail shaped for the selected form. Establishes a clear viewpoint and purpose consistently, with secure elaboration. Securely establishes the style and features of the selected form, with developed adaptation to purpose maintaining the reader's interest throughout. Material securely structured and managed, with sentences organised into appropriate and developed paragraphs. The direction of the text is supported by clear links between paragraphs and a developed structure of the main ideas across the text to support purpose. A range of devices support developed cohesion and links within paragraphs/sections. Essays are always appropriately formal.	Confident, imaginative writing and familiarity with conventions of a variety of forms and styles to suit purpose and audience and achieve effect. A confident and convincing individual voice which is mostly sustained throughout. Confidently sequences material, taking account of the reader's reaction. Use a range of features and cohesive devices within paragraphs that confidently signal overall direction of the text for the reader. Constructs paragraphs that confidently support meaning and purpose and formality and vocabulary is confident.	Imaginative and sophisticated successful adaptation of a wide range of forms, stylistic devices and conventions to suit a variety of purposes and audiences and achieve intended effect. Establish a well-judged, formal distinctive individual voice or point of view which is sustained throughout. Skilfully manages and shapes information, ideas and events to achieve intended purpose. Demonstrates ability to use a variety of sophisticated devices to position the reader. Ensures that paragraphing across the text is shaped or crafted for imaginative or rhetorical effect.	Select from a wide range of writing forms and conventions to meet varied writing challenges with a perceptive, distinctive personal voice and style which is matched to intended effect. Perceptive writing that is imaginative and has a well-controlled structure of subject matter and management of paragraphing. Provides perceptive textual coherence and cohesion to position the reader appropriately in relation to the writer's purpose.

English Grade Descriptors

Strand 2 Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. Considering how writing reflects the audience and purpose for which it is intended.	Attempts are made at linking prior reading with current task. Audience is rarely considered	Limited use of literary and rhetorical devices from prior reading. Audience is considered and is appropriate at times.	Understanding of simple devices learnt in previous texts and this does impact on writing but inconsistently. Choices are beginning to be considered for specific audience.	Some attempt at referencing and using appropriate literary and rhetorical devices. Choices are sometimes successfully adapted for specific audience.	Secure understanding of literary and rhetorical devices. Examples of this are seen across a range of writing and reading and are consistently successful. Techniques adapted from prior reading are securely used and adapted for audience.	Varied and developed understanding and use of literary and rhetorical devices. Examples of this are seen across a range of writing and reading and are developed and interesting to the reader. Techniques adapted from prior reading are used very successfully and adapted for audience.	Show evidence of a confident and controlled use of chosen techniques across different texts to achieve purpose and overall effect, with rare loss of control.	Employs a sophisticated range of literary and rhetorical devices to shape/craft writing and reading that contribute to overall development of the text.	Perceptive reading and writing that uses techniques which are imaginative, precise and accurate matched to purpose and the intended effect on the reader.
Strand 3 (G&V) Amending vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Spelling accurately. Building and extending the grammatical knowledge developed in KS1 and 2 programmes or study.	An understanding of which words to use in basic writing, but not always appropriately used. Connectives are attempted but not always used accurately.	Simple, often speech-like vocabulary conveys meaning. Some adventurous word choices, e.g. new vocabulary usually correct spelling of - high frequency grammatical function words - common single morpheme content/lexical words likely errors - inflected endings, e.g. past tense, plurals, adverbs - phonetic attempts at vowel digraphs	Uses simple, generally appropriate, vocabulary. Makes some attempt to use words for effect although inconsistent. - sometimes, uses common grammatical function words. **Likely errors:** - frequent phonetically plausible spelling in content words frequently in inflected endings	Shows some evidence of deliberate vocabulary choices. Shows some expansion of general vocabulary to match topic. Spells most common grammatical function words correctly - accurately spells most adverbs with –ly formation. **Likely errors:** - homophones of common grammatical function words - occasional phonetically plausible spelling in content words occasional inflected words	Wide range of vocabulary chosen securely for effect. Accurately spells common grammatical function words consistently. Spells almost all inflected words accurately Accurately spell most derivational suffixes. **Likely errors:** - occasional phonetically plausible spelling in content words double consonants in prefixes	Wide range of vocabulary chosen securely for effect to develop piece. Accurately spells common grammatical function words consistently. Spells almost all inflected words accurately. Accurately spells derivational suffixes. **Likely errors:** - occasional phonetically plausible spelling in content words Double consonants in prefixes.	Confidently chooses vocabulary appropriate to purpose and audience. Uses a range of vocabulary which is generally varied and often ambitious, even though choices not always apt. Generally uses correct spelling throughout. **Likely errors:** Occasional errors in ambitious or complex words.	Uses sophisticated vocabulary consistently, often imaginatively, which is well matched to purpose and audience. Use a sophisticated range of vocabulary which is generally varied and ambitious, often judiciously chosen. Correct spelling throughout.	Perceptive writing with a wide ranging vocabulary used imaginatively and with precision. Correct spelling throughout. All elements in KS1 and KS2 programmes of study are met and used accurately.

English Grade Descriptors

English Spoken Language	1	2	2+	3	4	4+	5	5+	6
Strand 1 Speaks appropriately to explore ideas, with an awareness of structure, audience and purpose in presentations and short speeches.	In some contexts can express feelings and ideas when speaking about matters of immediate interest talk through language and non-verbal features	In some contexts can recount experiences and imagine possibilities in a way that can gain and hold the attention of the listener through specific vocabulary choices	Mostly able to explore and communicate ideas with some inconsistent awareness of when to use Standard English, especially in speeches and presentations.	Can develop ideas thoughtfully with description when appropriate and some conveyance of ideas and opinions using some appropriate aspects of English vocabulary and grammar.	Can speak and listen securely in a wide variety of contexts, including some formal contexts with signs of varied expression and vocabulary	Can speak and listen in a wide variety of contexts, including some formal contexts with developed variation of expression and vocabulary	Talk engages the interest of the listener through a variety of vocabulary and expression, showing confident understanding of the purpose and audience of talk through fluent use of Standard English	Significant and sophisticated talk contributions in a variety of spoken language contexts including solo and group presentations, discussions, performances and debates, with the ability to evaluate my own talk	Can make creative and perceptive use of my own talk showing a detailed understanding of strategies and conventions to meet varied speaking and listening challenges whilst maintaining an individual and distinct style
Strand 2 Participating in formal debates and structured discussions, summarising and/or building on what has been said.	In some contexts can understand and take turns in discussions	In some contexts can listen and respond with some helpful contributions when speaking in turn	Can mostly contribute to group tasks and can respond directly with comments of inconsistent quality	Can make some relevant contributions to group tasks through listening and responding with some questions used appropriately to develop discussion	Can recognise important details and meanings, adding to the speaker's ideas in different ways and can take on small roles in a group	Can recognise important details and meanings, developing the speaker's ideas in different ways through taking on roles and responsibilities in a group	Can engage with complex material making confident responses through adoption of a role in the group, drawing ideas together and promoting effective discussion	Can engage with sophisticated material making intelligent responses with leadership of the group as appropriate to draw ideas together and sustain effective discussion	Can make a range of contributions to the discussion which show perceptive listening and sensitivity to the development of the discussion

English Grade Descriptors

Strand 3 Improvising, rehearsing and performing plays and poetry in order to generate language and discussion, using role, intonation, tone, volume, mood and action.	In some contexts can engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement	In some contexts can extend experience and ideas through adaptation of speech, gesture, or movement to simple roles and scenarios	In an perform as a character from a text with some inconsistent use of dramatic techniques to show basic understanding of a text	Can show understanding of a text through a performance using some dramatic techniques to stay in character	Can show insight into texts and issues through deliberate choices of speech, gesture and movement to securely demonstrate a role	Can show insight into texts and issues through developed choices of speech, gesture and movement to develop and sustain roles and scenarios	Can demonstrate empathy and understanding through flexible choices of speech, gesture and movement being convincingly used with real confidence	Can demonstrate empathy and understanding through sophisticated choices of speech, gesture and movement to show in depth understanding of the text	Can sustain a role convincingly and with confidence to show that more subtle ideas in a text have been grasped through a well-planned and thorough performance
Strand 4 Uses standard English confidently in a range of formal and informal contexts, including classroom discussion.	In some contexts can notice simple differences in speakers' use of language and try out new words and ways of expressing meaning	In some contexts can show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking	Aware that in some situations a more formal vocabulary and tone of voice is to be used	Can use some of the feature of standard English vocabulary and grammar when required and show some understanding of why this is appropriate	Can use standard English in formal situations and adapt spoken language depending on the situation	Can use standard English in formal situations and adapt spoken language depending on the situation with developed understanding of why.	Can confidently show understanding of how language changes depending on the situation with fluent adaptation of own spoken language.	Can understand spoken language changes and can interpret the impact this has on meaning with successful adaptation of own spoken language.	Can make perceptive comments about spoken language changes and the impact this has on meaning with successful adaptation of own language.