

Year 7 Reading Assessment Framework

Beginning 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
I can:	I can:	I can:	I can:	I can:
<p>Understand and interpret texts:</p> <p>Identify some explicit meaning in texts. Attempt to use evidence from the text to prove my ideas.</p>	<p>Understand and interpret texts:</p> <p>Identify the explicit meaning of texts and start to use some inference skills. Use evidence from the text to prove my ideas.</p>	<p>Understand and interpret texts:</p> <p>Identify explicit and implicit meanings and make secure inferences. Use evidence from different places in a text to prove my ideas.</p>	<p>Understand and interpret texts:</p> <p>Clearly identify explicit and implicit ideas in texts. Develop the use of inference by exploring meaning using well-chosen evidence.</p>	<p>Understand and interpret texts:</p> <p>Clearly interpret texts using aptly chosen evidence to support a full range of ideas.</p>
<p>Analyse methods:</p> <p>Recognise some features of language such as similes, metaphors and personification.</p> <p>I may begin to show some awareness of organisation of a text.</p>	<p>Analyse methods:</p> <p>Begin to comment on some features of language and why a writer has used them.</p> <p>I may show some understanding of organisation of a text and identify basic structural features.</p>	<p>Analyse methods:</p> <p>Make clear comments on a writer's use of language and begin to explain the effect of particular words or images.</p> <p>I may make clear comments about the organisation of a text and use of structural features.</p>	<p>Analyse methods:</p> <p>Make detailed comments about the effects of a writer's language choices.</p> <p>I may make detailed comments about the organisation of a text and the effects of structural features.</p>	<p>Analyse methods:</p> <p>Make developed and thoughtful comments on a writer's use of language. I may begin to consider different interpretations.</p> <p>I may make thoughtful comments about the organisation of a text and the effects of structural choices.</p>
<p>Consider context:</p> <p>Show some awareness of the social and historical context.</p>	<p>Consider context:</p> <p>Identify elements of the social and historical context.</p>	<p>Consider context:</p> <p>Show some understanding of the importance of social and historical context.</p>	<p>Consider context:</p> <p>Explain clearly the importance of context and its contribution to meaning.</p>	<p>Consider context:</p> <p>Analyse the significance of context on the overall meaning and impact of the text.</p>

Year 7 Writing Assessment Framework

Beginning	Working Towards	Expected	Exceeding	Excelling
1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
I can:	I can:	I can:	I can:	I can:
Plan and organise ideas: Write basic information and make simple connections between my ideas. Make some attempt to use paragraphs.	Plan and organise ideas: Show some evidence of planning and organisation. Demonstrate increasingly secure paragraphing.	Plan and organise ideas: Plan and organise my ideas. Use clear paragraphs with links between paragraphs.	Plan and organise ideas: Demonstrate clear and effective planning. Paragraph securely and structure writing with topic sentences or connectives	Plan and organise ideas: Organise my ideas with a clear structure. Link my ideas effectively through varied paragraphing and some use of discourse markers.
Impact my reader: Show awareness of an intended purpose and audience. Make deliberate vocabulary choices.	Impact my reader: Start to use appropriate techniques to suit the purpose and audience. Choose vocabulary for effect.	Impact my reader: Use various techniques effectively to match purpose and audience. Use vocabulary that is varied and sometimes adventurous.	Impact my reader: Employ a wide range of techniques to engage the audience and tailor my writing specifically to the purpose. Use more ambitious vocabulary.	Impact my reader: Craft an imaginative and highly engaging piece of writing using techniques and a rich vocabulary to enhance the reader's experience and add layers of meaning.
Use clear sentences: Use simple and compound sentences mostly correctly.	Use clear sentences: Use simple, compound and complex sentences.	Use clear sentences: Use a variety of sentence types accurately.	Use clear sentences: Use a variety of sentence types accurately and for effect.	Use clear sentences: Demonstrate full control of sentence structures for purpose and effect.
Use a range of punctuation: Use capital letters and full stops most of the time.	Use a range of punctuation: Use capital letters, full stops, question marks and exclamation marks correctly.	Use a range of punctuation: Use basic punctuation accurately. Use commas, speech marks and apostrophes with some lapses.	Use a range of punctuation: Use basic punctuation and commas, speech marks and apostrophes accurately.	Use a range of punctuation: Use a wide range of punctuation including colons, semi-colons and dashes with minor lapses in accuracy.
Spell correctly: Spell some basic words correctly.	Spell correctly: Spell most basic words correctly.	Spell correctly: Spell most words of my correctly including some tricky words	Spell correctly: Spell correctly including irregular words. A few lapses in accuracy.	Spell correctly: Mostly spell correctly including some ambitious and more complex word choices.

Year 7 Speaking and Listening Assessment Framework

Beginning 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
I can:	I can:	I can:	I can:	I can:
Content and Organisation: Plan some ideas and think about which order to present them in.	Content and Organisation: Plan and organise my presentation. Explain my ideas in some detail.	Content and Organisation: Plan carefully and organise my ideas into a clear structure. Clearly explain my ideas in detail.	Content and Organisation: Plan effectively to ensure I use structural devices and sequence my ideas to interest my audience. Explain thoughtful ideas with depth and clarity.	Content and Organisation: Plan and shape my presentation using a range of structural devices to impact the audience. Present perceptive ideas in a way that encourages discussion.
Presentation Skills: Use a clear voice. Try to use eye contact.	Presentation Skills: Use a loud clear voice. Use some eye contact at times.	Presentation Skills: Speak loudly and clearly with expression. Use eye contact and gesture.	Presentation Skills: Vary the pace, tone and volume of my voice for effect. Use eye contact, gesture and body language effectively.	Presentation Skills: Make deliberate choices about speech, movement and gesture to create different roles and scenarios.
Listening Skills: Listen to others and show an interest in what they are saying.	Listening Skills: Listen with interest and respect when others are presenting.	Listening Skills: Listen carefully in discussions and sometimes ask appropriate questions.	Listening Skills: Listen with sensitivity and understanding of others' ideas and opinions.	Listening Skills: Consistently exhibit perceptive listening skills and readily follow the development of discussions.