



# LOWER SCHOOL GRADE DESCRIPTORS

## ENGLISH

YEAR 7	4	<p><b>READING:</b> Pupil responses are likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of writers' methods with possible reference to subject terminology. Pupils will make simple comments to context, usually explicit.</p> <p><b>WRITING:</b> Pupils will write with a simple sense of purpose and audience, with simple use of linguistic and structural features. Paragraphing will be random. Standard English will be used inconsistently, with a simple range of sentence forms and some evidence of conscious punctuation/sentence demarcation. Basic spelling will be accurate, and there will be simple use of vocabulary.</p>
	5	<p><b>READING:</b> Pupil responses are likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology. Candidates will show an awareness of some contextual factors.</p> <p><b>WRITING:</b> Pupils will attempt to match their register to purpose and audience, with some varying of linguistic and structural features suitable to task. Some ideas will be linked, with some discourse markers, not always appropriate. Standard English will be used with some control, with more accurate spelling of more complex words and more accurate use of punctuation.</p>
YEAR 8	6	<p><b>READING:</b> Pupil responses are likely to be explanatory in parts. Responses will focus on the full task with a range of points exemplified by relevant references from the text. There will be identification of effects of a range of writer's methods, supported by some relevant terminology. Pupils will offer an explanation of some relevant contextual factors.</p> <p><b>WRITING:</b> Pupils will produce engaging work that is generally matched to audience and purpose, with vocabulary clearly chosen for effect and appropriate use of linguistic devices. There will usually be effective use of structural features. Sentence demarcation will be mostly secure, with a variety of sentence forms used for effect. Standard English is mostly used appropriately with controlled grammatical structures and generally accurate spelling with increasingly sophisticated use of vocabulary.</p>
YEAR 9	7	<p><b>READING:</b> Pupil response are likely to be clear, sustained and consistent. Responses will take a focused response to the full task which demonstrates clear understanding. Responses will cite a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods, supported by appropriate use of subject terminology. Pupils will apply contextual knowledge to their understanding of the text, specifically of the 'big ideas' posed by the questions and less dependent on historical knowledge on its own.</p> <p><b>WRITING:</b> Pupils will produce engaging work that is consistently matched to audience and/or purpose, with increasingly sophisticated vocabulary chosen for effect and successful use of linguistic devices. There will be effective use of structural features that link connected ideas. Sentence demarcation will be mostly secure, with a variety of sentence forms used for effect. Standard English is mostly used appropriately with controlled grammatical structures and generally accurate spelling with increasingly sophisticated use of vocabulary.</p>
	EP	<p><b>READING:</b> Pupil responses are likely to be thoughtful, detailed and developed. Responses will take a considered approach to the full task with textual references integrated into interpretation. Pupils will offer a detailed examination of the effects of language and structure, and/or form, supported by accurate use of subject terminology. Pupils will apply contextual knowledge to their understanding of the text, specifically of the 'big ideas' posed by the questions, possibly including alternative interpretations.</p> <p><b>WRITING:</b> Pupils will produce engaging work that is convincingly matched to audience and/or purpose, with extensive vocabulary and conscious crafting of linguistic devices. There will be varied and effective use of structural features that link complex ideas. Sentence demarcation will be consistently secure, with a variety of sentence forms used for effect. Standard English is consistently used with secure control of grammatical structures; a wide range of punctuation will be accurately employed for effect.</p>