



Key Stage 3 English Assessment Grid

	A	B	C	D	E	F	G	H	I
Reading	<p>I can understand some key ideas and information in a text.</p> <p>I can highlight a quotation about a topic.</p> <p>I can give some ideas about a text.</p> <p>I know the meanings of some new vocabulary.</p>	<p>I can understand key ideas and information in a text.</p> <p>I can select a range of quotations about a topic.</p> <p>I can explain some ideas about a text.</p> <p>I know the meanings of most new vocabulary.</p>	<p>I can interpret key ideas and information in a text.</p> <p>I can select a range of relevant quotations about a topic.</p> <p>I can clearly explain some ideas about a text.</p> <p>I can use most new vocabulary.</p>	<p>I can interpret key ideas and information in a text and make some links to context.</p> <p>I can select a range of relevant quotations about a topic.</p> <p>I can clearly explain some ideas about a text.</p> <p>I can use most new vocabulary accurately.</p>	<p>I can make clear comments about a text and link clearly to context.</p> <p>I can select a range of quotes and sometimes zoom in effectively.</p> <p>I can make clear comments about the effects of a writer's methods using zooms.</p> <p>I can use some new ambitious vocabulary.</p>	<p>I can make consistently clear comments about a text and link clearly to context.</p> <p>I can select a range of quotes and consistently zoom in.</p> <p>I can make clear comments about the effects of a writer's methods using zooms.</p> <p>I can use some ambitious vocabulary.</p>	<p>I can make clear and considered comments about a text and make relevant links to context.</p> <p>I can select a range of quotes and consistently and effectively zoom in.</p> <p>I can make clear and considered comments about the effects of a writer's methods using zooms.</p> <p>I can use some ambitious vocabulary.</p>	<p>I can make thoughtful comments about a text and make thoughtful links to context.</p> <p>I can select a range of micro-quotes from a text.</p> <p>I can make thoughtful comments about the effects of a writer's methods.</p> <p>I can use a range of ambitious vocabulary.</p>	<p>I can make precise and sophisticated comments about a text and make varied and thoughtful links to context.</p> <p>I can select a range of precise micro-quotes from a text.</p> <p>I can make perceptive comments about the effects of a writer's methods.</p> <p>I can use a wide range of ambitious vocabulary.</p>
Writing	<p>I can write in sentences sometimes using capital letters and full stops.</p> <p>I can use full stops, commas and question marks.</p> <p>I can spell some key words accurately.</p> <p>I am beginning to make choices about vocabulary.</p> <p>My writing responds to the assessment task.</p> <p>I am beginning to use methods.</p> <p>I am beginning to use paragraphs.</p>	<p>I can write in sentences mostly using capital letters and full stops accurately</p> <p>I can use full stops, commas and question marks with some accuracy</p> <p>I can spell key words accurately</p> <p>I am developing my choices of vocabulary.</p> <p>My writing shows I understand the assessment task</p> <p>I am developing my use of methods.</p> <p>I am developing my use of paragraphs</p>	<p>I can use different sentence types with some accuracy</p> <p>I can use a range of punctuation mostly accurately</p> <p>I can spell most words accurately.</p> <p>I thoughtfully choose vocabulary.</p> <p>My writing is suited to the purpose</p> <p>I can use some methods.</p> <p>I can use paragraphs</p>	<p>I can use different sentence types with some accuracy</p> <p>I can use a range of punctuation mostly accurately</p> <p>I can spell most words accurately.</p> <p>I am beginning to use some ambitious vocabulary.</p> <p>My writing is well suited to the purpose</p> <p>I can use some methods.</p> <p>I can use paragraphs to organise my ideas.</p>	<p>I can use different sentence types with accuracy</p> <p>I can use a range of punctuation mostly accurately.</p> <p>I can spell most words accurately.</p> <p>I am using ambitious vocabulary.</p> <p>My writing is well suited to the purpose and audience.</p> <p>I can use some methods.</p> <p>I can use paragraphs effectively to organise my ideas.</p>	<p>I can use a range of sentence structures.</p> <p>I can use a range of punctuation.</p> <p>I can accurately spell some ambitious vocabulary.</p> <p>I use some ambitious vocabulary.</p> <p>My writing is mostly suited to audience and purpose and is interesting</p> <p>I can use a range of methods.</p> <p>I can structure my writing for effect.</p>	<p>I can use a range of sentence structures.</p> <p>I can use a range of punctuation.</p> <p>I can accurately spell some ambitious vocabulary.</p> <p>I use a range of ambitious vocabulary.</p> <p>My writing is mostly suited to audience and purpose and is interesting</p> <p>I can use a range of methods.</p> <p>I can structure my writing for effect.</p>	<p>I can accurately use a range of sentence structures.</p> <p>I can accurately use a range of punctuation.</p> <p>I can accurately spell ambitious vocabulary.</p> <p>I use a range of ambitious vocabulary accurately.</p> <p>My writing is mostly suited to purpose and is engaging.</p> <p>I can effectively use a range of methods.</p> <p>I can thoughtfully structure my writing for effect.</p>	<p>I can accurately use a wide range of sentence structures.</p> <p>I can accurately use a wide range of punctuation.</p> <p>I can accurately spell ambitious vocabulary.</p> <p>I consistently use a range of ambitious vocabulary accurately.</p> <p>My writing is consistently suited to purpose and is compelling.</p> <p>I can inventively use a wide range of methods.</p> <p>I can consistently structure my writing for effect.</p>

Key Stage 3 Assessment Pathway Plan

Year 7		
Pathway	Assessment Point 1	Assessment Point 2
Foundation (99-)	A	A-B
Intermediate (100-110)	A-B	B-C
Higher (111+)	B-C	C-D

Year 8		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	B-C	B-C
Intermediate	C-D	D-E
Higher	D-E	E-F



Key Stage 3 English Assessment Grid

Year 9		
Pathway	Assessment Point 1	Assessment Point 2
Foundation	C-D	C-D
Intermediate	E-F	E-F
Higher	F-G	G-H