

	1	2	3	4	5	6	7	8	9	
R1	Using and interpreting evidence	Support needed to recall simple points; some understanding of simple meaning.	Specific, straightforward information recalled; simple, plausible inferences.	Simple, most obvious points identified with some reference to text; simple inference based on single point of reference.	Some relevant points identified and supported by textual reference or quotation; inferences based on different points of a text, not always securely evidenced.	Most relevant points identified from across a text and supported by relevant quotations; inferences based on textual evidence and explained.	Confident identification of relevant points and textual evidence; developed explanations of inferences.	Summary and synthesis of evidence from different places in a text / multiple texts; different layers of meaning or wider significance of meaning considered in textual evidence.	Precision in selection and application of textual reference and reference to wider texts to support points; comments develop an interpretation of a text, weighing up evidence.	Clear critical stance and coherent interpretation, well supported by reference and wider textual knowledge.
R2	Identifying, commenting on and evaluating techniques	Identify obvious features of a text and obvious word choices.	Begin to make simple comments on construction and features of a text.	Identify writers' use of language and structure with little comment.	Simple comments on structural choices and use of language; some ability to identify techniques.	Able to form some analysis of techniques, commenting on the effect of structure and language choices.	Analysis of a range of structure and language features with confident comment on effect.	Detailed analysis of structure and language features from across texts, using accurate terminology. Some evaluation of impact.	Evaluation of the overall construction of a text and the effect on the reader.	Sophisticated appreciation and evaluation of writers' choices and the overall construction of a text.
R3	Exploring context, viewpoint and purpose of a text	Simple comments on texts based on own experiences.	Some awareness that writers have viewpoints and purposes; some awareness that texts are set in different times and places.	Begin to comment on the main purpose of a text, expressing personal opinions based on own experiences and basic contextual factors.	Simple comments show awareness of writers' viewpoint, context and purpose; simple comment on overall effect on the reader.	Main purpose, viewpoint and effect clearly identified with some explanation; some explanation of how context contributes to the meaning of a text.	Confident explanation of purpose, viewpoint and effect of texts; confident explanation of how context affects meaning and how conventions are used.	Comments on purpose, viewpoint and effect precisely located at word and sentence level; more detailed discussion of how context affects meaning and how conventions are used by writers from different periods.	Some evaluation of purpose, viewpoint and effects of particular techniques; analysis of influences on texts and how different interpretations can relate to context in which they are written / read.	Sustained critical analysis of purpose, viewpoint and relationship to context and traditions.
R4	Making comparisons	Basic features of comparison identified.	Simple comments on points of comparison; simple preferences expressed.	Features common to different texts identified with some expression of preference.	Identification of similarities and differences between texts. Clear preferences expressed with coherent reasoning.	Some explanation of key similarities and differences between texts. Some consideration of effect on reader.	Exploration of similarities and differences between texts and consideration of relative effectiveness.	Exploration of more specific similarities and differences with some evaluation of relative impact or effectiveness.	Detailed exploration and evaluation of similarities and differences of details and 'whole text' aspects.	Sophisticated exploration and appreciation of qualities and relative merits of texts with perceptive comparisons.

	1	2	3	4	5	6	7	8	9	
W1	Adapting content and style to purpose, audience and form	Generally relevant content, sometimes repetitive or sparse; simple, speech-like vocabulary.	Generally appropriate content with some attempt to express viewpoint or meet purpose; some words chosen for deliberate effect.	Writing meets purpose; viewpoint generally established and maintained; some expansion of vocabulary for purpose and audience.	Relevant content throughout; appropriate form; reader's interest maintained; reasonably wide vocabulary chosen for effect.	Well-chosen content with some imaginative detail; impact on reader clearly considered; range of vocabulary chosen for effect.	Imaginative treatment of content; form adapted to purpose and audience; convincing voice established; varied vocabulary generally matched to purpose and audience.	Wide range of forms and conventions well adapted to aims; distinctive individual voice sustained; vocabulary consistently matched to purpose and audience.	Creative selection and adaptation of forms and conventions with distinctive personal voice and style; wide ranging vocabulary used imaginatively and with precision.	
W2	Structuring ideas for coherence and impact	Start and end of texts signalled by basic phrases; simple connections between ideas or events.	Basic sequencing of ideas with ideas in sections grouped by content; some openings or closings signalled.	Some attempt to organise ideas in logical sequence with related points next to each other; openings and closings signalled; some links between sentences in paragraphs.	Ideas fittingly organised but overall direction not clearly signalled; paragraphs used with some simple links within and between them.	Development of material is effectively managed; paragraphs structure main ideas to support purpose and devices within them support cohesion.	Overall direction of material is signalled and controlled; paragraphs are consistently used to structure and develop ideas in a clear and coherent way.	Material is controlled and sequenced to meet purpose and audience; range of features signal overall direction; paragraphing contributes to meaning and effect.	Content is skilfully managed and shaped to achieve intended purpose and effect; paragraphing is integral to meaning and purpose and paragraphs are crafted for effect.	Imaginative and consistently well-controlled structuring and paragraphing position reader appropriately in relation to writer's purpose.
W3	Sentence structure, punctuation and spelling	Simple phrases and clauses; some awareness of full stops / capital letters; simple high frequency words usually accurate.	Use of simple sentences; some accurate use of exclamation marks and full stops; high frequency words usually accurate.	Use of common conjunctions with occasional subordination; usually accurate use of exclamation marks and full stops; some use of speech marks and commas; spelling of simple and polysyllabic words is accurate.	Increasing use of subordination; accurate use of exclamation marks and full stops; commas used in lists and occasionally for clauses; speech marks generally accurate; spelling of most polysyllabic words is correct.	Increasing variety of sentence length and structure; basic punctuation accurate, with some comma splicing and errors in ambitious structures; spelling of more complex words is correct.	Wide variety of sentence length and structure; accurate use of a range of punctuation; most spelling, including complex words, is correct.	Deliberate use of a variety of sentence types and subordination for effect; accurate use of more complex punctuation, including colons and semi colons; spelling of complex irregular words is correct.	Sophisticated used of sentence types and punctuation across a text to achieve purpose and effect, with rare, if any, loss of control; virtually all spelling is correct.	Sentence structure and punctuation is imaginative and highly accurate, matched precisely to purpose and intended effect on the audience; spelling is correct throughout.

	1	2	3	4	5	6	7	8	9	
S1	Adapting spoken language to tasks and roles	Audibly express thoughts and feelings; show some awareness of a listener.	Express simple comments and connect ideas; vary talk in simple ways to hold listeners' attention.	Develop and organise ideas and feelings in sustained speech; adapt language and non-verbal features to suit content and audience.	Express ideas in an extended structure with relevant detail; vary language and non-verbal features to suit audience, purpose and context.	Explain relevant ideas with elaboration; shape talk for clarity; match language and non-verbal features to audience, purpose and context.	Explore ideas and feelings in detail; shape talk to engage the listener; adapt language and non-verbal features to audience, purpose and context.	Explore complex ideas and feelings and maintain effective organisation to guide the listener; adapt features of speech to an increasing range of demands.	Manage talk to have specific impact on the listener; make apt and flexible choices of features of speech across different registers and roles.	Make creative and precise selection of techniques to meet the demands of varied scenarios and approach context and purpose with a distinct personal style.
S2	Listening and responding to others	Understand and engage with a speaker and take turns.	Listen and make simple responses and helpful contributions.	Respond to and develop a speaker's main ideas through comments; attempt different roles and responsibilities.	Show clear understanding and introduce some new material or ideas; take on straightforward roles and responsibilities.	Recognise significant details and develop a speaker's ideas; sustain roles and responsibilities independently, including shaping direction of talk.	Develop a speaker's ideas in different ways dependent on purpose; sustain more complex roles and responsibilities.	Make perceptive responses to more complex material, including awareness of speakers' aims; adopt roles and actively promote effective discussion.	Interrogate the views of others and shape direction of talk through well-judged contributions; draw on range of roles to sustain effective discussion.	Show perceptive understanding of complex speech, sustaining concentrated listening and responding flexibly; manage and sustain discussion with sensitivity.