Year 9 English: Student				
	Embarking I can…	**Emerging I can…**	**Developing I can…**	**Securing I can…**	**Mastering I can…**
Reading	• point out ideas in the text to support my ideas. • use some quotations. • discuss themes in the text.	• use quotations to support my ideas. • discuss important themes in the text.	• embed quotations in my own sentences. • understand important themes and ideas.	• embed evidence from texts. • use quotations to support ideas. • understand themes in different genres of texts.	• embed evidence from texts to compare ideas. • interpret information. • understand features of different genres.
Expository Writing	• write to express a point of view. • use paragraphs to organise my ideas. • use formal language when it is needed. • use a PEEL structure.	• establish a point of view. • use paragraphs to aid meaning. • use the conventions of writing to argue. • use a formal tone. • use the PEEL structure.	• establish an individual voice. • structure info clearly. • use correct conventions consistently. • use a formal tone with confidence. • use PEEL confidently.	• use a convincing voice. • use paragraphs to support meaning. • use a confident formal tone. • select quotations to write PEEL paragraphs.	• sustain a convincing voice. • control and sequence ideas. • use a formal tone with ease. • use quotations to write PEEL paragraphs, applied consistently.
Narrative Writing	• plan ideas. • proof read and correct. • choose vocabulary to suit the type of writing. • use different sentence types. • write in different genres. • use some paragraphs.	• plan and edit ideas. • choose vocabulary to suit tone and genre. • show awareness of reader. • use paragraphs clearly. • use some punctuation for effect. • use literary devices.	• plan to suit the genre. • write for audience and purpose. • use a range of literary devices. • use punctuation for effect. • use vocabulary for effect. • use literary techniques.	• plan appropriately. • show keen awareness of audience and purpose. • use literary devices consistently. • use a range of punctuation. • use a range of vocabulary and sentence structures.	• communicate clearly and imaginatively. • adapt register for audience. • use wide range of punctuation. • use sentence structures and paragraphs for effect. • use literary devices for effect.
Speaking and Listening	• express ideas and feelings. • structure my talk. • show understanding of the ideas of others. • take different roles in a talk.	• explain ideas and feelings. • speak clearly, confidently. • understand details of a talk. • speak in role, and keep up the role.	• explore ideas and feelings. • guide listeners through my talk. • understand key details. • play significant roles in a talk.	• explore complex ideas. • organise ideas effectively. • encourage others to share ideas. • sustain a convincing role.	• use strategies to explore complex ideas. • politely challenge ideas • influence discussion.
Spelling, Punctuation and Grammar	• spell simple subject terms. • use simple, compound and complex sentences. • use basic punctuation correctly.	• spell subject terminology • use simple, compound. and complex sentences accurately. • use punctuation correctly.	• spell subject terminology. • use different sentence types accurately. • consistently use punctuation accurately.	• spell complex subject terminology. • use complex sentences consistently. • use punctuation for effect.	• spell complex subject terminology. • use complex sentences in a confident way. • experiment with punctuation for effect. • use discourse markers. • use triples, direct address and other persuasive devices.

KS3 Assessment Criteria