

English Grade 9-1 Framework

Assessment Objective	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
AO1 Reading	<p>I can read with a general understanding.</p> <p>I can identify key points and make simple deductions.</p> <p>I can identify fact and opinion.</p> <p>I can offer a personal response and my opinion on a text.</p> <p>I can recognise the time and place a text is set.</p> <p>I can identify obvious structural and presentational choices.</p>	<p>I can identify and understand key ideas in a text and make generalised inferences from a text.</p> <p>I can distinguish between fact, opinion and false facts.</p> <p>I can think beginning to add detailed ideas and support my points with relevant, though limited, reference to the text.</p> <p>I can make basic comments on the impact of contemporary events on the writer and/or text.</p> <p>I can make broad comparisons between two texts.</p> <p>I can identify a writer's language and features and can comment on the intended effect.</p>	<p>I can recognise a range of textual conventions and use textual clues.</p> <p>I can identify and understand most key points and am beginning to make connections between texts.</p> <p>I can make accurate, generalised inferences from a text and locate specific evidence to answer questions.</p> <p>I can identify the writer's intended purpose and intention and support with well-selected quotes.</p> <p>I can apply linguistic terminology in my analysis responses.</p> <p>I can explore a broad range of language and structural features at word, sentence and text level.</p> <p>I am developing an awareness of and can comment on, the impact of a writer's choices on the reader.</p>	<p>I can consistently and confidently recognise the key textual conventions and use these to make connections between texts.</p> <p>I can identify a range of key points across a text, attempting to summarise.</p> <p>I am developing critical thinking and inference skills and can offer an objective, analytical and formal response, supported by evidence from the text.</p> <p>I can offer developed explanation of the impact of time and/or place of writing/setting on the writer and/or the text, beginning to consider interpretations of different readers.</p> <p>I can make some developed comments on similar choices at word, sentence or text level, although I struggle to comment on differences.</p>	<p>I can identify a range of key points and show skills in synthesising and summarising points from different places in the text. (Format, language, audience and purpose.)</p> <p>I can use embedded quotations in my analytical writing.</p> <p>I can identify a writer's likely intention and express my opinion with some explanation.</p> <p>I can write a competent critical exploration of a text, considering the impact of a writer's choices, referring to literary terminology with some confidence.</p> <p>I am aware of how different contexts impact the writer, text and their readers over time.</p>	<p>I can select, summarise and synthesise a range of key points with precision.</p> <p>I can consider layers of meaning at word level and the connotations of specific vocabulary choices.</p> <p>I use confident critical thinking and inference skills, supported by analysis, and I can develop my evaluation of the writer's success in achieving their likely intention.</p> <p>I can support my ideas with a range of relevant, focused evidence from the text at word, sentence and text level.</p> <p>I consistently identify layers of meaning, considering different contexts of reading and writing.</p>	<p>I can show finely tuned reading skills that evaluate and monitor texts.</p> <p>I can make perceptive connections, leading to astute and sometimes original interpretation.</p> <p>I can explore layers of meaning at word level and make insightful judgements about the ways different readers could respond.</p> <p>I show a significant awareness and analysis of contextual factors.</p> <p>I can make a detailed comparison of the writer's choices at a number of different levels, offering perceptive analysis of two or more texts.</p>	<p>I can use the breadth of my prior knowledge, evaluating the significance of gaps in knowledge or understanding.</p> <p>I consistently question a text, seeking answers through searching questions.</p> <p>I can summarise and synthesise key points with a range of perceptive connections.</p> <p>My perceptive critical thinking supports confident exploration of a personal response and detailed evaluation of the writer's success in achieving their likely intention.</p> <p>I can respond to the writer's organisational and structural choices with confident and perceptive analysis, exploring a range of ways that the writer has manipulated the text's structure.</p>	<p>I can synthesise key points with a wide range of perceptive connections, leading to astute and original interpretations.</p> <p>I show highly developed critical thinking with independent response to the text and an integral evaluation the writer's success.</p> <p>I can offer confident and perceptive responses to a variety of the writer's structural, organisational and language choices using a depth of analysis, considering a broad range of implications and the variety of ways in which the writer manipulates language features to manipulate the reader.</p>
AO2 Writing	<p>I can recognise intention, audience and purpose</p> <p>I am beginning to accurately express my thoughts and ideas</p> <p>I am beginning to use paragraphs.</p> <p>I can write a clear sentence.</p> <p>I can use a simple sentence, compound sentence and complex sentence.</p> <p>I can use connectives like when, because, as.</p> <p>I can use some vocabulary including adjectives and adverbs.</p> <p>I can recognise headings and subheadings in an information text, openings and endings in narrative.</p> <p>I can use full stops and capital letters correctly.</p>	<p>I can use some relevant ideas gathered before writing.</p> <p>I can consistently use paragraphs on a basic level with increasing accuracy.</p> <p>I can write a clear sentence in a range of sentence types.</p> <p>I can use clauses linked with conjunctions and adverbs of time, e.g. and, but, then, next.</p> <p>I can use a broader range of vocabulary, generally appropriate to purpose and reader, to convey meaning and effect.</p> <p>I can organise ideas and the structure of my writing is purposeful.</p> <p>I can show an increasing awareness of formal conventions, e.g. introductions and conclusions.</p> <p>I can use full stops accurately and use commas and speech marks with increasing accuracy.</p>	<p>I can use relevant ideas with consideration of shaping and organisation of writing.</p> <p>I can use a consistent register and generally accurate written expression.</p> <p>I can usually organise paragraphing with some deliberate openings e.g. firstly, secondly, also.</p> <p>I can use adverbial openers to form logical and effective sentences.</p> <p>I can use a greater variety of sentence types including coordinate and subordinate clauses.</p> <p>I can use a good range of conjunctions.</p> <p>I can use a competent range of vocabulary, appropriate to purpose and reader, with consideration of variety and some awareness of effect.</p> <p>I have an awareness of structural conventions of forms.</p> <p>My spelling of common words is generally accurate.</p> <p>I can use commas accurately in lists.</p> <p>I can use apostrophes correctly in contractions. I use possessive apostrophes with some accuracy.</p>	<p>My ideas are gathered and sequenced.</p> <p>My writing is generally appropriate to form, purpose and audience.</p> <p>I can consistently use an appropriate register and tone.</p> <p>I can generally use paragraphs appropriately to organise content.</p> <p>I can use a growing variety of sentence openers.</p> <p>I can use an increasing variety of sentence lengths and types with consideration of effect, in the form of short, simple sentences for additional impact.</p> <p>I am beginning to attempt the use of colons, semi-colons and ellipsis.</p> <p>I use a wider, more challenging range of vocabulary, consistently appropriate to purpose and reader.</p> <p>I can use the conventions of form and purpose in a wide range of writing, including styles such as formal reports and memoirs.</p> <p>My writing has a clear and logical progression and development of ideas.</p> <p>I can use apostrophes correctly in contractions and for possession.</p> <p>My spelling is largely accurate.</p>	<p>My ideas are gathered and sequenced with mostly logical progression; appropriate to form, purpose and audience.</p> <p>I make careful consideration of appropriate language features including simile, metaphor and personification.</p> <p>I generally use appropriate register and accurate expression.</p> <p>I can use generally secure paragraphs, effectively organising content.</p> <p>I can use an expanding range of sentence openers including adverbial openers and</p> <p>I can use some deliberate decisions to vary sentences, e.g. short sentences for impact or summary.</p> <p>I can use compound and complex sentences to create an impact through pace and tone.</p> <p>I can demonstrate an increasing use of lexical words (nouns, adjectives, adverbs, main verbs), sometimes to achieve specific effect, e.g. emotive language to heighten drama.</p> <p>I can use features of form that have been selected and crafted to achieve intention, e.g., questions as subheadings.</p> <p>My spelling is increasingly accurate.</p>	<p>My planning takes into consideration a range of language features appropriate to purpose.</p> <p>I make deliberate choices for some whole text features, e.g. tense, viewpoint, register, appropriate to purpose.</p> <p>My ideas are sequenced in a logical and coherent progression to support reader, and shaped appropriate to form, purpose and audience.</p> <p>I can show some evidence of deliberate choice in using paragraph length for effect, e.g. a short, single-sentence paragraph for emphasis.</p> <p>I can use a broad range of sentence types with some deliberate decisions for effect and openers that use emotive language and stylistic devices for effect.</p> <p>I can show some deliberate choices of sentence length and structure to achieve distinctive sentence patterns and/or rhythms, e.g. contrasting longer and shorter sentences.</p> <p>I can use a range of punctuation to support and manipulate meaning and to aid interesting stylistic effect.</p> <p>My spelling is increasingly accurate.</p>	<p>My ideas are gathered, rejected, selected, sequenced and shaped with some decisions supporting purpose and intention, e.g. selection and manipulation of fact and opinion in argument to control reader response.</p> <p>I can show some evidence of deliberate choice in paragraph length and structure, manipulating sentence order for effect.</p> <p>I can use a range of sentence lengths and clause types are selected and structured for effect or emphasis e.g. fronting key information or delaying key information for tension.</p> <p>I can use a broader range of punctuation to support meaning, including colons and semi colons, and for stylistic effect, e.g. parenthetical dashes to isolate and/or emphasise an interjection.</p> <p>I can use a broad range of vocabulary that has been selected for clarity, concision and precision, and rhetorical effect.</p> <p>My vocabulary is chosen deliberately to convey implication and connotation to achieve purpose and intention. Increasing use of abstract nouns.</p> <p>I make effective use of figurative language.</p> <p>Accurate spelling with rare errors.</p>	<p>My language choices are considered and planned at specific points in the text to support purpose and intention.</p> <p>I can consistently use accurate expression with few lapses, deliberately manipulating reader response through skilful establishing of, and subtle variation in tone and register.</p> <p>I can frequently construct sentences and paragraphs to make a deliberate, significant impact on pace, tone, register and meaning.</p> <p>I can use a wide repertoire of punctuation to support meaning and create stylistic effects that manipulate reader response.</p> <p>I can use a sophisticated range of vocabulary that is consistently selected for clarity, precision and originality.</p> <p>My figurative language is selected and placed for precise effect with some originality.</p> <p>I can express and explore increasingly complex ideas, coherently and engagingly organised and developed within the text to manage the reader's expectations of form and purpose, and the writer's intended response.</p>	<p>My ideas and language choices have been gathered, rejected, selected, developed, sequenced and precisely shaped to achieve purpose and intention for the intended audience.</p> <p>I consistently show precision of written expression, appropriate to intended audience and purpose.</p> <p>I can consistently deliberate and choices of paragraph and sentence lengths and structures to control pace, tone and/or register for creative effect. Multiple-clause sentences may be used to express increasingly complex ideas.</p> <p>I can use a full range of punctuation is used, with ambitious structures, to emphasise meaning and create stylistic effects.</p> <p>I can make a diverse and sophisticated range of choices make a significant contribution to purpose and intention, and the skilful manipulation of tone and register.</p> <p>My figurative language selected and placed for precise effect with considerable originality.</p> <p>I can use insightful and varied complex ideas that are coherently structured to direct the reader's focus and response.</p>
AO3 Speaking and Listening	<p>I can explain ideas, describe events and convey opinions clearly when speaking; sometimes contribute to discussion.</p> <p>I am beginning to show an awareness of audience.</p> <p>I show a readiness to listen to others, and sometimes respond appropriately.</p>	<p>I can show some confidence when speaking and listening about topics that interest me.</p> <p>I sometimes consider the listener and try to change what I am saying to suit them.</p> <p>I can explain some of my ideas clearly.</p> <p>I have a growing vocabulary.</p> <p>I try to listen carefully and sometimes am able to respond appropriately.</p> <p>I know that some situations require more formal ways of talking and vocabulary than others do.</p>	<p>I can talk and listen in some different situations.</p> <p>I am able to communicate and explore ideas verbally.</p> <p>I generally understand the main points of a discussion.</p> <p>I can show that I have listened carefully through making comments or asking questions.</p> <p>I can sometimes change the way I speak in order to suit my listener.</p> <p>I know what Standard English is and when it should be used.</p>	<p>I can talk and listen in a range of different situations.</p> <p>When I speak, I usually think about my audience and make sure that what I'm saying is appropriate.</p> <p>I can develop my ideas when I'm speaking.</p> <p>I listen carefully in discussions and sometimes ask questions.</p> <p>I sometimes use Standard English vocabulary and grammar</p>	<p>I talk and listen confidently in many different situations, including some formal situations.</p> <p>I think carefully about who I am speaking to make sure what I am saying is appropriate.</p> <p>When I speak, I am able to interest my listeners by varying my expression and vocabulary.</p> <p>When others are speaking, I listen very carefully and ask questions to help develop their ideas.</p> <p>I often use standard English in formal situations.</p>	<p>I change the way I talk in a wide variety of different situations so that what I say is always appropriate.</p> <p>My vocabulary and expression is varied and lively when I speak.</p> <p>I take an active part in discussions and can assume different roles.</p> <p>I show a sensitive understanding of others' ideas.</p> <p>I use Standard English fluently in formal situations.</p>	<p>I am confident speaking in all situations, even those that are new to me.</p> <p>I use vocabulary precisely and creatively to interest my listeners.</p> <p>I organise my speech so as to communicate clearly.</p> <p>I make significant contributions to discussions and am able to evaluate other peoples' ideas.</p> <p>I use Standard English confidently in situations that require it.</p>	<p>I maintain and develop my talk purposefully in a range of contexts.</p> <p>I structure my speech carefully and use a wide range of apt vocabulary, intonation and emphasis.</p> <p>I constantly show that I have listened perceptively and can follow how discussions develop.</p> <p>I use Standard English confidently in a range of situations and can adapt it as necessary.</p>	<p>I can select and use appropriate spoken styles and registers, varying language and expression confidently for different contexts and to engage audience interest, sustaining discussion through frequent contributions</p> <p>I can listen in a focused and sensitive way, responding effectively to the speech of others.</p> <p>I speak like a professional presenter.</p> <p>I can use paralinguistic features confidently.</p>