

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: Bone Sparrow 1	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotations/references) and integrate these to aid their comments. Is able to make simple inferences on how context shapes the novel. Simple comments on how the writer builds a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotations/references) and integrate them to support an emerging organisation of ideas. Is able to develop some inferences that show an awareness of how context shapes the novel. Shows some awareness about how the writer is establishing a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – ‘analyse’ the text Can integrate and comment on a range of relevant evidence (quotations/references) that consistently shows an organising of a personal response. Makes clear and relevant references to context and shows how it shapes the meaning of the novel. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology) 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: Bone Sparrow 2	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotations/references) and integrate these to aid their comments. Is able to make simple inferences on how context shapes the novel. Simple comments on how the writer builds a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotations/references) and integrate them to support an emerging organisation of ideas. Is able to develop some inferences that show an awareness of how context shapes the novel. Shows some awareness about how the writer is establishing a relationship between reader and character. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – ‘analyse’ the text Can integrate and comment on a range of relevant evidence (quotations/references) that consistently shows an organising of a personal response. Makes clear and relevant references to context and shows how it shapes the meaning of the novel. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology) 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: Fantastical Journeys - Short Stories	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Sustained attempt to establish a relationship with reader through use of structure (Freitag's pyramid), tone/mood and voice. Is able to make use of relevant vocabulary (big words, journey) to express meaning in their story. Simple integrating of writing devices into their writing that shows an organising of ideas and shaping of meaning. Shows a mostly secure control of sentence types and punctuation to inform meaning. 	Secure The student can: <ul style="list-style-type: none"> Generally sustained establishment of a relationship with reader through clear structure (Freitag's pyramid), tone/mood and voice. Is able to use a range of relevant vocabulary (big words, journey) to express implicit ideas about outcomes to their story. Some effective integration of writing devices (Specify first flashback or flashback and motif) into their writing that reflects organisation and structure of ideas. Shows a mostly secure control of sentence types and punctuation (incl dialogue) to inform meaning. 	Secure The student can: <ul style="list-style-type: none"> Shows a well-matched understanding of how the writer establishes a relationship with reader through structure (Freitag's pyramid), tone/mood and voice. Is able to make use of ambitious vocabulary (big words, journey) to develop and express implicit meanings about outcomes through purpose, audience (DAS community) and form. Effective and coherent integration of writing devices (incl flashback, flashbacking and motif) into their writing that shows a conscious, intentional and structured. Shows a mostly secure use of sentence types and punctuation (incl dialogue) to inform meaning (incl dialogue). 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: Life Stories – Non Fiction writing	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Writing shows some sustained familiarity with the life story topic and structure. Is able to use some relevant evidence from research and interview content to aid the expression of their life story writing. Sustained attempt to establish a relationship with reader through purpose, audience (DAS community) and form. Shows a mostly secure control of paragraphing and punctuation to inform meaning. 	Secure The student can: <ul style="list-style-type: none"> Writing shows generally sustained fluency in understanding the life story topic and expressive structure. Is able to use and comment on a range of relevant evidence from research and interview that supports understanding. Generally sustained establishment of a relationship with reader through purpose, audience (DAS community) and form. Shows a mostly secure control of paragraphing and punctuation to inform meaning. 	Secure The student can: <ul style="list-style-type: none"> Writing shows a fluent and engaged understanding of the life story topic and a conscious expressive structure. Can use and integrate a range of relevant evidence from research and interview to support their understanding. Shows a well-matched understanding of how to establish a relationship with reader through purpose, audience (DAS community) and form. Shows a mostly secure control of paragraphing and punctuation to inform meaning. 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: Poetry	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the poem with some understanding of the difference between the poet and reader. Can identify relevant evidence (quotations/references) and make comments that aid their understanding with possible reference to subject terminology. Is able to make simple inferences on words/phrases/devices and context of the poem. Simple integrating of evidence into their discussion that shows an organising of ideas. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the poem in relation to the question Establishes difference between the poet Can identify a range of relevant evidence (quotations/references) and make comments that support understanding with mostly accurate use of subject terminology. Is able to develop some inferences that show an awareness of implicit ideas of a metaphorical journey in the poem and its context. Some integration of evidence into their discussion that reflects emerging organisation and structure of ideas. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the poem in relation to the question – ‘analyse’ the poem clearly and differentiative between the poet Can comment on a range of relevant evidence (quotations/references) to support understanding show with confident reference to subject terminology. Makes clear inferences that have relevance to the question and develops an awareness of implicit metaphorical meanings of the journey and the poem's Can integrate evidence into their discussion that consistently shows an awareness and structure of a personal 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid				
Subject: English		Year: 8	Unit: The Tempest	
KS4 target direction	4	5	6	7
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: <ul style="list-style-type: none"> Shows familiarity with the text with some understanding. Can identify relevant evidence (quotations/references) and make comments that aid their understanding. Simple comments on how the writer builds a relationship between reader and character. Simple integrating of evidence into their discussion that shows an organising of ideas. 	Secure The student can: <ul style="list-style-type: none"> Developing fluency in understanding the text in relation to the question. Can identify a range of relevant evidence (quotations/references) and make comments that support Shows some awareness about how the writer is establishing a relationship between reader and character. Some integration of evidence into their discussion that reflects emerging organisation and structure of ideas. 	Secure The student can: <ul style="list-style-type: none"> Fluent understanding of the text in relation to the question – ‘analyse’ the Can comment on a range of relevant evidence (quotations/references) to support understanding above. Shows an understanding of how the writer establishes a relationship between reader and character (effective use of subject terminology) Can integrate evidence into their discussion that consistently shows an organising and structure of a personal 	
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps	Significant gaps