

Top 10 skills for KS3

	1	2	3	4	5
Students will be able to search for meaning.	Limited/simple references made to the text.	Some attempts at using the text to support viewpoint.	Multiple attempts at using the text to support viewpoint with sustained explanations.	Evidence from the text used throughout and clearly and consistently explained.	A variety of examples from the text embedded into response and analysed in detail.
Students will experiment with ideas.	One or two simple ideas that are loosely linked.	Some techniques used however, they are not used consistently.	Relevant techniques used successfully throughout.	Conscious use of relevant techniques used appropriately and with purpose.	Confident and engaging grasp on the task demonstrating a variety of techniques.
Students will analyse patterns and relationships.	Simple links made between patterns of texts/language/characters etc. No subject terminology used.	Attempts some inference of patterns making references to the text to support view. Simple use of subject terminology.	Explained inference of patterns making references to support. Some accurate use of subject terminology.	Clear understanding of patterns using the text relevantly to support ideas. Subject terminology used mostly accurately.	Patterns explored and analysed in detail with consideration of the effect on the reader. Subject terminology used accurately and appropriately.
Students will work collaboratively as well as independently.	Co-operation between classmates is simple and limited. Independent work requires lots of thought.	Attempts to communicate ideas with some clarity. Independent work is approached with some concentration.	Communicates ideas with some clarity. Independent work is mostly focused.	Communication is clear and independent work is focused. Speaking and listening skills within the group are clear but not fluent and accurate.	Works confidently in a group as well as independently. Demonstrates secure listening and accurate spoken language skills within the group.
Students will have a chance to explore their imagination.	Simple ideas expressed. Response seems hesitant to elaborate or experiment.	Response is partly successful and begins to experiment using or commenting on language/structural features.	Response is mostly successful and experiments using or commenting on multiple language/structural features.	Response is clear and convincing. A variety of techniques have been used/analysed in detail demonstrating creativity.	Response is confident and engaging. Students have experimented with or commented on a variety of language and structural techniques that effectively engage a reader.
Students will become more self-directed in their learning	Students need support from classmates and teachers.	Students have begun to work independently taking some responsibility for their learning.	Students work independently taking more responsibility for their learning.	Students work independently indicating an enthusiasm to progress.	Students are motivated and dedicated to their learning. Students work independently and respond well to feedback, as they are always

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					eager to improve.
Students will feel confident writing in a range of styles. Expository, descriptive, persuasive and narrative.	Simple understanding of the different writing styles as features not used appropriately. Simple vocabulary used with a simple use of techniques.	Communication is partially successful with an attempt at using a variety of techniques however, they are not used consistently.	Communication is mostly successful displaying a variety of techniques used consistently.	Writing is clear and demonstrates a clear understanding of audience and purpose. Linguistic devices used appropriately.	Communication is convincing and tone, style and register is matched to audience and purpose. Vocabulary is ambitious and linguistic devices have been used effectively.
Students will broaden their vocabulary through studying a variety of texts.	Simple/basic vocabulary.	Begins to vary vocabulary with more reading.	Vocabulary is more complex as reading choices improve.	Vocabulary is used accurately beginning to show some flair in their writing.	Students are equipped with a sophisticated and ambitious vocabulary due to regular reading of more challenging texts. Words are used accurately and perceptively.
Students will develop their spoken language skills-communicating with clarity and precision.	Expresses straightforward ideas and attempts to organise ideas. Speaking is often simplistic using basic vocabulary.	Speaking is showing greater clarity and vocabulary is improved. Ideas are organised. Listens to and responds simply to questions.	Speaking is clear and vocabulary is more advanced. Ideas are developed and organised. Listens to and responds appropriately to questions.	Expresses challenging ideas and demonstrates some fluidity when speaking. Range of vocabulary used to achieve the purpose of the presentation. Responds to questions in some detail.	Spoken language skills are fluent, accurate and precise. Students speak confidently using a variety of presentational skills in their delivery to engage an audience. Expresses sophisticated ideas and responds perceptively to questions.
Students will discover how history and culture influences famous writers.	Simple comments on history/culture.	Some understanding of history and culture.	Explained understanding of history and culture demonstrated by making links between texts.	Clear understanding of how history/culture influences writers by making detailed links between texts using evidence appropriately.	Thoughtful consideration of how history/culture influences writers making perceptible links between texts. A variety of evidence is used purposefully to support points.