

# English – KS3 Curriculum Threshold



Year/Progress Thresholds			Reading	Writing	Speaking and Listening
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations			
		<b>Fluent</b>	<ul style="list-style-type: none"> <li>• Crafts a sophisticated personal response, extending and developing ideas fully.</li> <li>• Has a sophisticated and rich understanding of the text.</li> <li>• Has a strong awareness of the text as a construct and frequently uses the writer's name.</li> <li>• Uses a full range of precise, judicious quotations used, embedded correctly, to support their argument.</li> <li>• Can identify and analyse methods and their effect in depth, with precision and sophistication, including detailed close word analysis and exploring plausible alternative interpretations.</li> <li>• Can confidently comment on aspects of language, form and structure.</li> <li>• Can analyse across a range of genres e.g. poetry, drama and prose.</li> <li>• Uses a full range of academic phrasing and analytical verbs, appropriate to task.</li> <li>• Expression is academic and fluent, including using hesitant language where appropriate.</li> <li>• Writing is structured and cohesive with a clear, conceptualised introduction and insightful conclusion.</li> <li>• Understanding of context is thorough, nuanced and accurate, extends analysis and is interwoven into paragraphs fluently.</li> <li>• Comparison between texts is comprehensive and precise.</li> <li>• SPAG is accurate throughout and sophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to task imaginatively with original, complex, sophisticated ideas.</li> <li>• Paragraph management provides textual coherence, and is used for effect.</li> <li>• Structure is used consciously to shape meaning, and methods such as flashbacks are seamlessly integrated for effect.</li> <li>• The form of the piece is considered and the conventions of that form are included in a sophisticated way. A full range of forms are adapted to meet various writing challenges with insight and sophistication.</li> <li>• Can craft a sophisticated, distinctive personal writing style to achieve their intended effect.</li> <li>• A range of sentence structures are used for impressive effect.</li> <li>• A wide range of ambitious vocabulary appropriate to tone, style and task used throughout. Words are precisely chosen for effect.</li> <li>• Standard English is used throughout, with appropriate formality. Where Standard English is not used e.g. through colloquialisms in dialogue or in humour, it is used precisely and deliberately for effect.</li> <li>• A full range of linguistic methods are used for sophisticated effect.</li> <li>• A full range of punctuation used effectively and accurately across the text to shape meaning.</li> <li>• A range of sentence starters are used sophisticatedly for effect.</li> <li>• Spelling is highly accurate, including ambitious words.</li> <li>• Grammar and tense is highly accurate throughout.</li> <li>• Writing is consistent, cohesive, convincing and intelligible throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Can maintain &amp; develop my talk purposefully in a range of contexts with minimal or no hesitation.</li> <li>• Can use apt sophisticated vocabulary and appropriate intonation and emphasis. Can structure their talk clearly. Makes significant contributions to discussions.</li> <li>• Confident style, using minimal notes and some parts of speech is memorised to ensure eye contact with the audience as well as engagement.</li> <li>• Can make a range of contributions which show that they have listened perceptively &amp; are sensitive to the development of discussions.</li> <li>• Can use standard English effectively in a range of situations, adapting as necessary.</li> <li>• Consistent;y excellent listening skills. Considers what has been raised in discussions before and is able to confidently engage with this in a sophisticated verbal response.</li> </ul>
	<b>Fluent</b>	<b>Complete</b>	<ul style="list-style-type: none"> <li>• Crafts an insightful personal response to the question, developing ideas fully.</li> <li>• Has a thorough knowledge and understanding of the text.</li> <li>• Has begun to understand that the text is a construct and uses the writer's name throughout.</li> <li>• Uses a wide range of appropriate quotations, embedded correctly to support their argument.</li> <li>• Begins to comment on aspects of language, form and structure.</li> <li>• Can identify and analyse methods and their effect insightfully, including detailed close word analysis and exploring plausible alternative interpretations.</li> <li>• Uses a range of academic phrasing and analytical verbs, appropriate to task.</li> <li>• Expression is formal and appropriate.</li> <li>• Writing is clear and cohesive with a well thought-out introduction and perhaps a conclusion.</li> <li>• Context is included and is accurate.</li> <li>• Comparison between texts is thorough and insightful.</li> <li>• SPAG is accurate and well-controlled.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to tasks imaginatively, with original, interesting and intelligent ideas.</li> <li>• Has well-controlled structure and paragraph management to provide textual coherence.</li> <li>• Can use structural features, such as flashbacks, for effect.</li> <li>• Can creatively select and adapt a wide range of forms and conventions to meet various writing challenges.</li> <li>• Can craft a distinctive personal writing style to achieve particular effects.</li> <li>• A range of sentence structures are used very well for effect.</li> <li>• Can use a wide-ranging vocabulary effectively with precision, with many ambitious words throughout.</li> <li>• Standard English is used, with appropriate formality.</li> <li>• Can effectively use tone and style to engage the reader.</li> <li>• A wide range of linguistic methods are used for excellent effect.</li> <li>• Can spell all words, including complex irregular words, correctly.</li> <li>• Grammar and tense are accurate.</li> <li>• A range of sentence starters are used for effect.</li> <li>• A wide range of punctuation used effectively and accurately across the text to shape meaning.</li> <li>• Writing is consistent, cohesive and intelligible throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Is confident in matching their talk to the demands of different contexts, including those that are unfamiliar. Formality is appropriate throughout.</li> <li>• Can use vocabulary in precise, creative ways. Can organise their talk to communicate clearly. Can make significant contributions to discussions.</li> <li>• Can evaluate the contributions of others. Can vary how and when they participate in discussions.</li> <li>• Can use standard English confidently in situations that require it.</li> <li>• Presents good listening skills. Considers what has been raised in discussions before and is able to engage with this in a verbal response.</li> </ul>
			<ul style="list-style-type: none"> <li>• Crafts a thoughtful personal response, with some developed ideas.</li> <li>• Has a very good knowledge and understanding of the text.</li> <li>• Uses 'The writer' or the writer's name throughout their answer.</li> <li>• Uses a reasonably wide range of appropriate quotations, nearly all embedded correctly to support their argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to tasks in a fairly imaginative way, with thoughtful ideas.</li> <li>• Has a reasonably well-controlled structure and paragraph management to provide textual coherence.</li> <li>• Can use some structural features, such as flashbacks, for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Can adapt to the demands of different contexts, purposes and audiences with increasing confidence.</li> <li>• Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Can take an active part in discussions, taking different roles.</li> </ul>

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<p><b>Fluent</b></p>	<p><b>Complete</b></p>	<p><b>Substantial</b></p>	<ul style="list-style-type: none"> <li>• Can identify methods and analyse their effect thoughtfully, with occasional close word analysis and perhaps some plausible alternative interpretations.</li> <li>• Uses some academic phrasing and varies their analytical verbs, in a way that is appropriate to task.</li> <li>• Expression is mostly formal and appropriate though there may be some lapses.</li> <li>• Writing is clear and easy to follow, with some kind of introduction.</li> <li>• Context is included and is mostly accurate.</li> <li>• Comparison between texts is thoughtful.</li> <li>• SPAG is reasonably accurate and well-controlled.</li> </ul>	<ul style="list-style-type: none"> <li>• Can creatively select and adapt a wide range of forms and conventions to meet various writing challenges.</li> <li>• Can craft a personal writing style to achieve particular effects</li> <li>• A range of sentence structures are used well for effect.</li> <li>• Can use a fairly wide-ranging vocabulary effectively with, with some ambitious words.</li> <li>• Standard English is used, with appropriate formality.</li> <li>• Can effectively use tone and style to engage the reader</li> <li>• A reasonably wide range of linguistic methods are used effectively.</li> <li>• Can spell most words, including complex irregular words, correctly.</li> <li>• Grammar and tense are accurate.</li> <li>• A reasonably wide range of punctuation used effectively and accurately across the text to shape meaning.</li> <li>• Writing is consistent and intelligible throughout. There may be one or two lapses in cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can show understanding of ideas and sensitivity to others in their responses.</li> <li>• Can use standard English fluently in some situations.</li> </ul>
<p><b>Complete</b></p>	<p><b>Substantial</b></p>	<p><b>Establishing</b></p>	<ul style="list-style-type: none"> <li>• Crafts a considered, detailed personal response, which answers the question to an appropriate length.</li> <li>• Has a good knowledge and understanding of the text.</li> <li>• Uses 'The writer' or the writer's name a few times in their writing.</li> <li>• Use quotations that are apt, shorter in length and mostly embedded properly.</li> <li>• Can identify methods, mostly accurately, and at least once has attempted close word analysis and/or alternative interpretations.</li> <li>• Varies their analytical verbs a few times in their writing.</li> <li>• Expression is starting to become formal and appropriate.</li> <li>• Writing is mostly clear and easy to follow, with a basic introduction.</li> <li>• Attempts are made to include context once or twice, to extend their analysis.</li> <li>• Comparison between texts is considered.</li> <li>• SPAG is good enough that the meaning of the writing is clear and fluent.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to tasks in a secure and developed way, with some sense of planning a personal or imaginative response.</li> <li>• Has made a good attempt at structure and paragraph management to provide textual coherence.</li> <li>• Can use one or two structural features, such as flashbacks, for effect.</li> <li>• Can select and adapt a range of forms and conventions to meet various writing challenges.</li> <li>• Is starting to craft a personal writing style to achieve particular effects.</li> <li>• A range of sentence structures are used for effect.</li> <li>• Makes an effort to shape their vocabulary effectively, with a few ambitious words.</li> <li>• Standard English is used, with appropriate formality, with only one or two lapses.</li> <li>• Makes an attempt to use tone and style to engage the reader.</li> <li>• A range of linguistic methods are used effectively.</li> <li>• Can spell most words, including complex irregular words, correctly.</li> <li>• Grammar and tense are mostly accurate.</li> <li>• A range of punctuation used effectively and accurately across the text to shape meaning.</li> <li>• Writing is fairly consistent and fully intelligible throughout. There may be one or two lapses in cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk and listen in a wide range of contexts, including some that are formal.</li> <li>• Their talk engages the interest of the listener. Are beginning to vary their expression and vocabulary.</li> <li>• Can pay close attention to what others say and ask questions to develop ideas. Can make contributions that take account of others' views.</li> <li>• Is beginning to use standard English in formal situations.</li> </ul>
<p><b>Substantial</b></p>	<p><b>Establishing</b></p>	<p><b>Initial</b></p>	<ul style="list-style-type: none"> <li>• Crafts a straightforward personal response, which answers the question.</li> <li>• Displays a clear and straightforward understanding of the text.</li> <li>• Has started to use the writer's name in their answer.</li> <li>• Uses quotations and references that are apt, to support their argument in each paragraph. Some quotations may be overly long and not embedded properly.</li> <li>• Consistently applies evidence or references to support comments.</li> <li>• Gives a straightforward explanation for the effect on the reader.</li> <li>• Writing is straightforward and has a clear topic sentence. There may be some lapses in formality.</li> <li>• May make one or two attempts to include context as a way to explain the effect on the reader.</li> <li>• Comparison between texts is straightforward.</li> <li>• SPAG may not be completely accurate and does not hinder meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to tasks in a clear and straightforward way, answering the question and planning appropriately. May be starting to develop a more interesting or personal response to the text.</li> <li>• Generally uses organisation that is appropriate for the writing purpose and uses paragraphs or sections to help organise their writing.</li> <li>• Can use a straightforward tone, style and register to match the purpose of their writing.</li> <li>• Can use some vocabulary for effect, but the choices may be fairly straightforward.</li> <li>• Occasionally makes some adventurous or ambitious vocabulary choices. Chooses words to create a particular effect.</li> <li>• Make some attempts at creating a particular tone in their writing, though this may not be successful.</li> <li>• Spelling is generally accurate, including spelling of polysyllabic words that follow regular patterns.</li> <li>• Beginning to use more grammatically complex sentences, which extend meaning. Sometimes grammar may not make sense or tense may shift.</li> <li>• Beginning to use punctuation inside sentences. Use full stops and commas accurately; has some success with other punctuation.</li> <li>• Writing is straightforward but at times may not make sense or lack cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk and listen in an increasing range of contexts. Can adapt their talk to the purpose.</li> <li>• Can develop their ideas thoughtfully, describing events and conveying their opinions clearly.</li> <li>• Can make contributions &amp; ask questions that are responsive to others' ideas and views.</li> <li>• Can adapt spoken language to the needs of the listener. Uses some features of standard English vocabulary &amp; grammar.</li> </ul>

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<p><b>Establishing</b></p>	<p><b>Initial</b></p>		<ul style="list-style-type: none"> <li>Starts to craft a personal response, which is mostly relevant to the question.</li> <li>Displays some understanding of the main parts of the text.</li> <li>Uses some relevant evidence or references to support comments. Quotations are included but may not be embedded.</li> <li>Some methods are identified and their effects are being commented on, in a simple way.</li> <li>Context is referenced in a basic way as part of the response or perhaps as a bolt-on.</li> <li>Simple comparisons made between texts.</li> <li>SPAG may lack control but the writing is still able to be mostly understood.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to tasks with the question in mind, the writing is starting to become more extended and developed as opposed to brief, and there is some awareness of audience and purpose.</li> <li>Uses sequences of sentences to extend their ideas.</li> <li>Beginning to adapt their writing for different readers.</li> <li>Starting to use the appropriate forms of different types of writing.</li> <li>Uses a basic tone, style and register that may be suitable for the task.</li> <li>Some attempts at using linguistic methods, but may not be consistently appropriate for tone as yet.</li> <li>Has a sense of beginning, middle and end, and perhaps has begun to consider other structural features but with varying success.</li> <li>Uses basic words with ease, and has started to use some more complex vocabulary.</li> <li>Uses paragraphs consistently, and is starting to use connectives/simple topic sentences.</li> <li>Choose some words for variety and interest.</li> <li>Spelling is usually correct, including spelling of common polysyllabic words.</li> <li>The basic grammatical structure of sentences is usually correct. Full stops, capital letters and question marks are used correctly.</li> <li>Can use full stops accurately, has some success with other punctuation (e.g., commas in a list, question marks).</li> </ul>	<ul style="list-style-type: none"> <li>Can talk and listen with confidence in different contexts, exploring and communicating ideas.</li> <li>Are beginning to adapt what they say to the needs of the listener, varying the use of vocabulary &amp; level of detail.</li> <li>Can use relevant comments &amp; questions to show that they have listened carefully. Can show that they understand the main points in a discussion. Are beginning to adapt what they say to the needs of the listener. Are beginning to be aware of standard English &amp; when it is used.</li> </ul>
<p><b>Initial</b></p>			<ul style="list-style-type: none"> <li>Responds to questions in a simple way, mostly answering the question.</li> <li>Displays a basic understanding of the text.</li> <li>Some comments on the textSome limited use of evidence such as quotations or references to the text, including a narrative based approach. Quotations may be overly long and not as yet embedded.</li> <li>Some basic writer’s methods identified. There may be some basic idea of what the effect on the reader is.</li> <li>Perhaps some basic or limited understanding of context shown.</li> <li>When comparing, can identify some simple similarities and differences.</li> <li>SPAG may hinder meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Produces some simple relevant ideas, their writing is likely to be brief in content with limited awareness of audience and purpose.</li> <li>Writes ideas in the order they think of them, there is no evidence of a coherent overall structure.</li> <li>Uses paragraphs and/or simple connectives occasionally.</li> <li>Uses simple words to convey ideas.</li> <li>Sometimes spells common words correctly, make use of simple and compound sentences, however they are not always punctuated correctly.</li> <li>Use full stops, though not always correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about matters of immediate interest.</li> <li>Can listen to others and usually respond appropriately.</li> <li>Can convey simple meanings to a range of listeners, speaking audibly.</li> <li>Is aware of the listener.</li> </ul>