



## English Grade Descriptors

This framework uses the following progress indicators: Developing, Proficient (to end of Year 7), Confident (to end of Year 8), and Mastery (to end of Year 9). These are internal progress indicators used to track development towards KS4 expectations, not GCSE outcomes.

*Note: Sub-grades (e.g. Developing + indicate within-grade progression)*

### Reading

Learning Focus	Developing	Proficient (to end of Year 7),	Confident (to end of Year 8),	Mastery (to end of Year 9)
Identify and interpret explicit and implicit information and ideas	I can: make attempts to infer from the text and gain information and ideas that are relevant	I can: accurately and in detail select explicit and implicit meaning to combine and blend ideas	I can: judiciously identify and interpret explicit and implicit information from the text	I can: consistently and judiciously identify and interpret explicit and implicit information from the text
Select and synthesise evidence from different texts	I can: make attempts to identify and link information from more than one text and from different places	I can: select evidence from historical sources/high level sources – both in fiction and non-fiction	I can: select evidence and comment on them from a range of complex non-fiction and fiction texts	I can: consistently select evidence and comment in detail and perceptively from a range of complex texts
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology	I can: make attempts to explain how writers' use of language and structural features are used to influence the reader	I can: accurately analyse in detail and comment on language and structural effects	I can: explain, comment on and analyse complex texts for language and structure techniques; considering effects	I can: consistently explain, comment on and analyse complex texts for language and structure techniques; considering effects in a convincing and perceptive way
Compare writers' ideas and perspectives, as well	I can: make attempts to comment on the	I can: accurately compare ideas and perspectives	I can: use historical, non-fiction and complex texts	I can: consistently use historical, non-fiction and

as how these are conveyed, across two or more texts	viewpoint using evidence from the text	across a range of complex texts	to draw detailed comparisons	complex texts to draw detailed comparisons which comment on a range of perceptive ideas
Evaluate texts critically and support this with appropriate textual references	I can: make attempts to use judicious quotations and analyse them for effect	I can: evaluate texts critically within a contextual framework	I can: evaluate texts critically within a contextual framework using appropriate textual references	I can: consistently evaluate texts critically and with a perceptive voice within a contextual framework using appropriate textual references
Students should use textual references, including quotations, to support and illustrate interpretations	I can: make attempts to use and embed quotations to illustrate a range of interpretations	I can: use quotations judiciously	I am: judicious in the precise use of referencing from the text to support interpretations	I am: consistently judicious in the precise use of referencing from the text to support interpretations
Show understanding of the relationships between texts and the contexts in which they were written	I can: make attempts to comment on context when it is relevant to the task	I can: give thoughtful consideration to ideas/perspectives/contextual factors and comment in detail on them	I can: provide detailed links between context, text and task and write judiciously on them	I can: consistently provide detailed links between context, text and task and write judiciously on them in a perceptive way
Accurate spelling and punctuation	I can: use some punctuation marks and spell common words accurately	I can: spell complex words correctly most of the time and attempt to use a range of punctuation	I can: use a range of punctuation marks accurately and spell most complex words accurately	I can: consistently use a range of punctuation marks and my spelling is largely error-free.

## Writing – Content & Organisation

Learning Focus	Developing	Proficient (to end of Year 7),	Confident (to end of Year 8),	Mastery (to end of Year 9)
Writing – Content & Organisation	I can: communicate a clear main point; use some sequencing; use basic paragraphing; and make simple attempts at shaping for audience and purpose.	I can: produce sustained, purposeful writing; use a logical structure; create effective openings and conclusions; use varied cohesive devices; and consciously shape tone and register.	I can: demonstrate sophisticated control of structure (for example, deliberate shifts in focus or voice); maintain assured cohesion; and make judicious structural choices to influence the reader.	I can: create perceptive, compelling organisation; use structural choices that enhance effects consistently; and adapt voice and register precisely to the task and audience.

## Writing – Technical Accuracy & Craft

Learning Focus	Developing	Proficient (to end of Year 7),	Confident (to end of Year 8),	Mastery (to end of Year 9)
Writing – Technical Accuracy & Craft	I use: mostly accurate sentence demarcation; common words correctly spelled; some variety of sentences; developing vocabulary.	I have: Secure accuracy; controlled complex/compound sentences; vocabulary is increasingly precise; punctuation supports meaning (e.g., colon/semicolon attempts).	I am: Consistently accurate; and use varied and controlled syntax; ambitious vocabulary and punctuation choices used for effect.	I am: near-flawless in my accuracy; and use flexible command of syntax; vocabulary choices are discerning and enhance meaning throughout.

## Spoken Language

Learning Focus	Developing	Proficient (to end of Year 7),	Confident (to end of Year 8),	Mastery (to end of Year 9)
Spoken Language	I contribute to ideas; listen and respond; I attempt to use Standard English in formal situations.	I organise and deliver short presentations with a clear line of argument; I respond thoughtfully to others.	I use confident formal presentation/debate; precise register; I manage questions with developed, evidence-based responses.	I am perceptive and authoritative in my oral contributions; I orchestrates discussion; and adapt tone/register seamlessly across contexts.

## Reading Breadth & Literary Heritage

Learning Focus	Developing	Proficient (to end of Year 7),	Confident (to end of Year 8),	Mastery (to end of Year 9)
Reading Breadth & Literary Heritage	I can read short texts and extracts; begin to engage with whole texts; and read a limited range of genres.	I can read widely across genres including Shakespeare, poetry, and 19th-century prose; and demonstrate understanding of key themes.	I can engage critically with a broad literary heritage; and ensure my independent reading includes challenging texts from different periods	I can consistently read and evaluate a wide range of texts including canonical works; and demonstrate perceptive insight into literary context and heritage.

