

## ENGLISH: READING

FS1 – Simple	FS2 – Some	FS3 – Secure	FS4 - Clear	FS5 – Developed	BFS - Confident
<i>Students are occasionally able to meet the learning intentions but inconsistently and not always successfully, even with significant scaffolding/support.</i>	<i>Students are sometimes able to meet the learning intentions, still with reliance on scaffolding/support, and with some inconsistency.</i>	<i>Students are mainly able to meet the learning intentions but may occasionally need some scaffolding/support, although this is no longer relied upon.</i>	<i>Students are clearly able to meet the learning intentions, usually (and mainly) without any reliance on scaffolding/support.</i>	<i>Students are consistently and independently able to meet the learning intentions, always without scaffolding/support.</i>	<i>Students are confidently and convincingly able to meet (and go beyond) the learning intentions without any scaffolding/support.</i>
<p>Simple, limited understanding with misconceptions frequently evident.</p> <p>Simple retrieval of explicit ideas, although this is inconsistent and occasionally with errors.</p> <p>Simple/no inference despite heavy support, with frequent errors, and without any awareness of context.</p> <p>Simple selection textual reference, although heavily supported and with frequent errors.</p> <p>Simple or no comments on language/structure despite support, and with frequent errors.</p>	<p>Some understanding mostly demonstrated, sometimes inaccurately and/or inconsistently.</p> <p>Some retrieval of explicit ideas, often with support but with some errors, with some emerging awareness of implicit ideas.</p> <p>Some inference emerging, although always supported and with some errors. Some occasional consideration of context but with some errors.</p> <p>Some selection of textual references, although always supported and with some errors.</p> <p>Some comments on language/structure, although always supported and with some errors.</p>	<p>Secure understanding demonstrated accurately, with less support, and few (if any) errors.</p> <p>Secure response to explicit and implicit ideas, almost always with limited support and with a growing sense of accuracy/independence.</p> <p>Secure inference evident with (limited) support, few (if any) errors, and with an emerging consideration of context.</p> <p>Secure selection and embedding of textual references, with limited support and few errors.</p> <p>Secure relevant comments on language/structure, with some (limited) support and few (if any) errors.</p>	<p>Clear understanding demonstrated, mainly without support or error.</p> <p>Clear response to explicit and implicit ideas within a text, mainly without support or error.</p> <p>Clear inferences made, mainly without support or error, and with a clear consideration of context.</p> <p>Clear, relevant selection of textual references, usually without any support or error, and embedded with a growing confidence.</p> <p>Clear explanation of language/structure, usually without (or with very little) support or error.</p> <p>Clear ability to track voice/ideas, usually without</p>	<p>Developed, detailed understanding demonstrated, always without support and with a growing confidence.</p> <p>Developed, detailed response to explicit and implicit ideas, always without support, and with a growing confidence.</p> <p>Developed, sustained inferences made without support and with an emerging consideration of context, both inside and outside of the text.</p> <p>Developed selection of textual references, embedded smoothly independently and mainly with consistency.</p> <p>Developed analysis of language/structure, mainly</p>	<p>Confident, perceptive understanding demonstrated and with convincing independence.</p> <p>Confident response to explicit and implicit ideas beyond what has been taught in the classroom.</p> <p>Confident, perceptive inferences that consider a multitude of contextual factors.</p> <p>Confident, convincing selection of textual references, integrated seamlessly and confidently to articulate a clear idea.</p> <p>Confident, detailed analysis of language/structure, considering multiple layers and meanings with convincing independence.</p>

<p>Simple and limited/no awareness of voice, despite scaffolding.</p> <p>Simple and limited/no awareness of writer's purpose, despite scaffolding.</p> <p>Simple/no awareness of how texts are linked to one another by their shared universal, timeless themes.</p> <p><i>At the bottom of FS1, a student might:</i></p> <p>Be unable to read the text without significant support.</p> <p>Articulate words phonetically, rather than as a complete unit.</p> <p>Struggle to comprehend the text, despite extensive scaffolding and support.</p> <p>Have no awareness of there being a writer constructing a text.</p> <p>Have no awareness of any language devices being chosen.</p>	<p>Some awareness of voice, although always supported and with some errors.</p> <p>Some awareness of writer's purpose, although still fairly limited and always with support.</p> <p>Some awareness of how texts are linked to one another by their shared universal, timeless themes but without any independence and with some misconceptions/errors evident.</p>	<p>Secure ability to track voice/ideas with some (limited) support and few (if any) errors.</p> <p>Secure awareness of writer's purpose with some support (and occasional misconception).</p> <p>Secure, explained awareness of how texts are linked to one another by their shared universal, timeless themes, with very few (if any) misconceptions.</p>	<p>(or with very little) support or error.</p> <p>Clear understanding of writer's purpose, usually without (or with very little) support or error.</p> <p>Clear ability to make connections/links between texts across the curriculum without support and with a clear, emerging awareness of the writer's intent being influenced by the context within which the text was written.</p>	<p>with consistency and some confidence.</p> <p>Developed tracking of voice/ideas, with some consideration of context.</p> <p>Developed understanding of writer's purpose, always without support and with some growing conviction and nuance.</p> <p>Developed ability to make independent connections/comparisons/links between texts across the breadth of the curriculum, with a developed awareness of the intent of the writer and the context within which the text was written.</p>	<p>Perceptive tracking of voice/ideas with some confidence and awareness of subtleties/nuances.</p> <p>Confident, perceptive understanding of writer's purpose, both as a piece of entertainment and as a social commentary, articulated with conviction and nuance.</p> <p>Confident ability to make independent connections/links between texts across the breadth of the curriculum, always convincingly articulated, and with a confident awareness of the intent of the writer and the context within which the text was written.</p>
--	---	--	--	---	--

Struggle to refer to a specific moment in the text to support their idea, even verbally.

--	--	--	--	--	--

**ENGLISH: WRITING**

<b>FS1 – Simple</b>	<b>FS2 – Some</b>	<b>FS3 – Secure</b>	<b>FS4 - Clear</b>	<b>FS5 – Developed</b>	<b>BFS - Confident</b>
<i>Students are occasionally able to meet the learning intentions but inconsistently and not always successfully, even with significant scaffolding/support.</i>	<i>Students are sometimes able to meet the learning intentions, still with reliance on scaffolding/support, and with some inconsistency.</i>	<i>Students are mainly able to meet the learning intentions but may occasionally need some scaffolding/support, although this is no longer relied upon.</i>	<i>Students are clearly able to meet the learning intentions, usually (and mainly) without any reliance on scaffolding/support.</i>	<i>Students are consistently and independently able to meet the learning intentions, always without scaffolding/support.</i>	<i>Students are confidently and convincingly able to meet (and go beyond) the learning intentions without any scaffolding/support.</i>
<p>Simple, limited communication that, at times, lacks clarity.</p> <p>Simple (or no) awareness of writer’s purpose.</p> <p>Simple attempts made to establish a strong voice/character/narrator, not always successfully.</p> <p>Simple or limited vocabulary used with varying degrees of success</p> <p>Simple control over sentence formation, limited to writing mainly in simple SVO sentences with consistent errors (missing subject / verb / object).</p> <p>Simple use of structure, either using limited/sporadic/no paragraphing.</p>	<p>Some clarity in communication, with some inconsistencies still evident.</p> <p>Some awareness of purpose but not always executed successfully.</p> <p>Some attempts made to establish a strong voice/character/narrator, with some success.</p> <p>Some use of lower-frequency vocabulary but with a reliance on vocabulary banks provided.</p> <p>Some sense of simple sentence formation using SVO, with some errors still evident.</p> <p>Some awareness of sentence functions using simple and compound sentences to varying degrees of success, but</p>	<p>Secure communication and clarity, with less reliance on scaffolding/support.</p> <p>Secure awareness of purpose, with occasional errors in execution.</p> <p>Secure attempts made to establish a strong voice/character/narrator, mainly with success.</p> <p>Secure use of lower-frequency vocabulary, with less reliance on vocabulary banks provided.</p> <p>Secure awareness of sentence formation using SVO.</p> <p>Secure awareness of sentence functions, using simple, compound, and complex sentences to varying degrees of success.</p>	<p>Clear communication and clarity, mainly without any reliance on scaffolding/support.</p> <p>Clear understanding of purpose, executed with a growing clarity and control.</p> <p>Clear ability to establish a strong voice/character/narrator with success.</p> <p>Clear use of lower-frequency vocabulary, with little to no reliance on vocabulary banks provided.</p> <p>Clear variation in sentence functions, using simple, compound, and complex sentences successfully.</p> <p>Clear and conscious paragraph structure used to achieve a clear effect.</p>	<p>Developed communication and clarity, always without scaffolding/support.</p> <p>Developed understanding of purpose, executed with a sustained clarity.</p> <p>Developed, consistent ability to sustain a successful strong voice/character/narrator.</p> <p>Developed use of low-frequency vocabulary for effect, always without any reliance on scaffolding/support.</p> <p>Developed variation in sentence functions, using simple, compound, and complex sentences successfully and independently for a deliberate effect.</p>	<p>Confident communication, constructed with flair, sophistication, and executed with convincing clarity.</p> <p>Confident, convincing execution of purpose used to both empower the writer and manipulate the reader.</p> <p>Confident, consistent ability to sustain a strong voice/character/narrator, tailored convincingly to task.</p> <p>Confident, independent control of low-frequency vocabulary, used deliberately to both position and manipulate the reader.</p> <p>Confidently varied sentence functions,</p>

<p>Simple to no awareness of basic spelling patterns, with spelling errors being more consistent than occasional.</p> <p>Simple to no awareness of basic punctuation, such as full stops.</p> <p>Simple to no awareness of capitalisation, either at the start of a new sentence or for all proper nouns.</p> <p>Simple/limited understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.</p> <p><i>At the bottom of FS1, a student might:</i></p> <p>Spell words phonetically.</p> <p>Consistently make high-frequency word errors (for example, 'wot', 'thay').</p> <p>Simple/limited understanding of how to proof-read, demonstrating a lack of awareness.</p>	<p>with some errors.</p> <p>Some conscious paragraph structure used, not always successfully, and with significant reliance on sentence starters.</p> <p>Some awareness of the need for a whole-text structure (probably limited to two paragraphs), executed with some success using sentence frames.</p> <p>Some awareness of basic spelling patterns, with spelling errors being more occasional than consistent.</p> <p>Some control over basic punctuation, such as full stops and commas, with some errors evident (missing full stops, commas splicing, run-on sentences).</p> <p>Some awareness of capitalisation at the start of a new sentence or for all proper nouns, with some inconsistencies.</p>	<p>Secure paragraph structure created, sometimes with reliance on sentence starters.</p> <p>Whole-text structure beginning to emerge that securely transitions writing from one idea to the next with some support.</p> <p>Secure awareness of basic and more challenging spelling patterns, with occasional errors in the more challenging words.</p> <p>Secure control over basic punctuation, such as full stops and commas, with some emerging awareness of more advanced punctuation.</p> <p>Secure awareness of capitalisation at the start of a new sentence or for all proper nouns.</p> <p>Secure understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.</p>	<p>Clear whole-text structure built for effect and with less reliance on scaffolding/support. Clear awareness of both basic and challenging spelling patterns, with any minor errors not impacting on clarity.</p> <p>Clear control over both basic and advanced punctuation, including semi-colons, with very few errors.</p> <p>Clear, emerging awareness that punctuation can be used to manipulate the way that a writer responds, with some clear attempts made to do so.</p> <p>Clear awareness of capitalisation at the start of a new sentence or for all proper nouns, with no capitalisation errors present.</p> <p>Clear understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.</p>	<p>Developed understanding of how clausal structures can be constructed to manipulate the way a reader thinks/feels/responds.</p> <p>Developed and cohesive whole-text structure built deliberately for effect and without the use of any scaffolding/support.</p> <p>Developed awareness of both basic and challenging spelling patterns without any errors or support.</p> <p>Developed control over both basic and advanced punctuation, including semi-colons and colons, to deliberately and consciously manipulate the way a reader thinks/feels/responds to a text.</p> <p>Developed understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.</p>	<p>constructed successfully and independently to convincingly achieve a desired effect(s).</p> <p>Confident use of structure, both sentence-level and whole-text, to deliberately and convincingly position and manipulate the reader.</p> <p>Confident awareness of both basic and challenging spelling patterns without any error.</p> <p>Confident control over all types of basic and advanced punctuation, including semi-colons, colons, and parenthesise, to confidently and convincingly manipulate the way a reader thinks/feels/responds to a text.</p> <p>Confident understanding of verb agreements when matching the subject and verb of a</p>
--	--	--	---	---	---

Handwriting may be almost illegible, possibly to hide misspelled words.	Some understanding of verb agreements when matching the subject and verb of a sentence in tense, aspect, and mood.				sentence in tense, aspect, and mood.
---	--	--	--	--	--------------------------------------

## ENGLISH: SPOKEN LANGUAGE

Talking to Others (A011)	Talking with Others (A012)	Talking within role-play and drama (A013)	Studying Spoken Language (A014)
Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues	Understand the range and uses of spoken language, commenting on meaning and impact in both written work and discussion

(Beyond FS Level) Talk is conducted in an exceptional way

(FS5) Talk is conducted in an effective way

(FS4) Talk is conducted in a consistent way

(FS3) Talk is conducted in a competent way

(FS2) Talk is conducted in an inconsistent way

(FS1) Talk is conducted in a limited way