

Rivers Academy Age Related Expectations - English

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
Identify and Interpret	<p>I am attempting to choose some evidence from different texts</p> <p>I am starting to interpret explicit and implicit information.</p>	<p>I can choose some clear evidence from different texts.</p> <p>I can sometimes have evidence which is a relevant interpretation of the explicit information</p> <p>I can sometimes infer implicit ideas within the text.</p>	<p>I can select clear and relevant evidence from different texts.</p> <p>I can clearly identify and interpret explicit information and ideas. I can often clearly see the implicit information and ideas within the text.</p>	<p>I can select relevant and detailed evidence from different texts.</p> <p>I can identify relevant and give detailed interpretations of both explicit and implicit information and ideas within the text.</p>	<p>I can select and synthesise detailed evidence from different types of texts.</p> <p>I can interpret explicit and implicit information and ideas in a detailed manner.</p>	<p>I can judiciously select and synthesise evidence from different texts.</p> <p>Identify and interpret explicit and implicit information and ideas.</p>
Explain, Comment and Analyse	<p>I am starting to explain and comment on how writers use simple language and structure techniques to achieve certain effects.</p> <p>I am attempting to use some correct terminology.</p>	<p>I can often explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>I am starting to use some relevant subject terminology to support my views.</p>	<p>I can clearly, explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>I can use relevant subject terminology to support my views.</p>	<p>I can relevantly and in detail explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.</p> <p>I can use relevant subject terminology in detail to support my views.</p>	<p>I can, in detail, explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology in detail to support my views.</p>	<p>I can explain, comment on and judiciously analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support my views.</p>
Compare and Contrast	<p>I am starting to select evidence to compare writers' ideas and how they are conveyed, across two or more texts.</p>	<p>I can select evidence to compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p>	<p>I can select relevant evidence and clearly compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p>	<p>I can select relevant and detailed evidence to compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p>	<p>I can select and synthesise evidence to compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p>	<p>I can compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p>

Rivers Academy Age Related Expectations - English

Evaluate	I am starting to select simple evidence to evaluate texts.	I can select some evidence to evaluate texts in some detail.	I can clearly evaluate texts and support this with relevantly chosen textual references.	I can clearly evaluate texts in detail and support this with relevant and detailed textual references.	I can evaluate texts with depth and support this with thoughtfully chosen textual references.	I can evaluate texts critically and support this with judiciously chosen textual references.
Communication and organisation	I am starting to communicate clearly and at times imaginatively. I am starting to select and adapt my tone, style and register for different forms, purposes and audiences showing this throughout my written and verbal communication. I am starting to organise information and ideas, using some simple structural and grammatical features to support coherence and cohesion of texts.	I can mostly communicate clearly, and imaginatively. I can mostly select the correct tone, style and register for different forms, purposes and audiences throughout my written and verbal communication. I can mostly organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	I can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences showing clear details throughout my written and verbal communication. I can clearly organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	I can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences showing clear and relevant details throughout my written and verbal communication. I can clearly and in detail organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	I can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences showing detailed, relevant and planned out details throughout my written and verbal communication. I can plan out and with detail organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	I can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences showing perception throughout my written and verbal communication. Organise information and ideas, using a variety of intentional structural and grammatical features to support coherence and cohesion of texts.
Technical Accuracy	I am starting to vary my vocabulary and sentence structures for some clarity, purpose and effect,	I am starting to experiment with a range of vocabulary and sentence structures for clarity, purpose and	I can clearly use a range of vocabulary and sentence structures for clarity, purpose and effect, with mostly	I can use a clear and detailed range of vocabulary and sentence structures for clarity, purpose and effect, with	I can use a detailed and thoughtful range of vocabulary and sentence structures for clarity, purpose and effect, with	I can use a judicious range of vocabulary and sentence structures for clarity, purpose and effect, with accurate

Rivers Academy Age Related Expectations - English

	with some simple age related spelling and punctuation.	effect, with mostly accurate age related spelling and punctuation.	accurate age related spelling and punctuation.	accurate age related spelling and punctuation.	accurate spelling and punctuation.	spelling and punctuation.
Demonstrating presentation, Speaking and Listening skills.	<p>I am starting to use spoken standard English and express simple and straightforward ideas/information/feelings.</p> <p>I am starting to attempt to organise and structure my presentation.</p> <p>I am starting to try and meet the needs of the audience and I am starting listening to questions in order to give simple feedback and a simple response in a straight forward manner.</p>	<p>I can use spoken standard English, expressing straightforward ideas/information/feelings.</p> <p>I make a conscious attempt to organise and structure my presentation.</p> <p>I make a conscious attempt to meet the needs of the audience and to listen to questions/feedback and provide an appropriate response in a straightforward manner.</p>	<p>I can clearly use spoken Standard English, expressing some challenging ideas/information/feelings using a range of vocabulary.</p> <p>I can mostly organise and structure my presentation clearly and appropriately to meet the needs of the audience. I am mostly achieving the purpose of my presentation.</p> <p>I can listen to questions/feedback responding formally and in some detail.</p>	<p>I use spoken Standard English, expressing challenging ideas/information/feelings using a conscious range of vocabulary.</p> <p>I can organise and structure my presentation clearly and effectively to meet the needs of the audience. I can achieve the purpose of my presentation.</p> <p>I can carefully listen to questions/feedback responding formally/thoughtfully and in mostly relevant detail.</p>	<p>I can use spoken Standard English, expressing thoughtful, relevant and detailed ideas/information/feelings, starting to use a more sophisticated repertoire of vocabulary.</p> <p>I can organise and structure my presentation using an effective range of strategies to engage the audience. I can achieve the purpose of my presentation.</p> <p>I can listen and respond to questions/feedback, and respond in a more detailed way and I can often elaborate with further ideas and information.</p>	<p>I can use spoken Standard English to express sophisticated ideas/information/feelings with a more sophisticated repertoire of vocabulary</p> <p>I can organise and structure my presentation using an effective range of strategies to engage the audience. I can achieve the purpose of my presentation.</p> <p>I can listen to questions/feedback, responding with detail and if appropriate elaborate sophisticatedly with further ideas and information.</p>