



Year 7 Assessed Task: Describe myself creatively

Name _____ Form _____

This task is testing your Communication and Vocabulary and Spelling.

	Acquiring	Developing	Securing	Mastering	Mastering +
Communication	I communicate some simple ideas about myself.	I communicate some ideas about myself. I am starting to add details and description. I use a couple of techniques.	I communicate different ideas about myself. My writing makes sense and I start to connect my ideas too. I try to make my writing descriptive and creative. I am using some techniques to add interest.	I communicate ideas about myself successfully and my writing is increasingly controlled and well-connected. My writing meets the purpose of being descriptive and creative. My techniques are well-chosen to have an effect on the reader.	My writing is very successful at clearly communicating ideas about myself in a creative way. Tone, style and word choices are well-matched to the task and purpose. I use an increasing range of techniques effectively.
Vocabulary and Spelling	I try to choose some words for effect. Some very simple words are spelt correctly.	I choose words for effect. Sometimes spelling mistakes take away from the meaning of my writing.	My word choices suit the task: they are often descriptive and imaginative. My spelling of straightforward words is mostly accurate and I can sometimes spell those with irregular patterns too. I usually keep control of my tenses.	My imaginative and descriptive word choices show a good range of vocabulary and I have chosen them to paint a picture in the mind of the reader. I keep good control of my tenses. My spelling of straightforward words is accurate and I can usually spell complex and irregular words too.	My imaginative, vivid and varied word choices show an excellent vocabulary. I am confident at carefully choosing words for deliberate effects. My spelling is accurate, including complex and irregular words.

Comments:

To improve, I need to:



Year 7 Assessed Task: Reading Test based on Class Reader

Name _____ Form _____

This task is testing your Understanding and Inferring and Analysing.

	Acquiring	Developing	Securing	Mastering	Mastering +
Understanding and Inferring	<p>I can find simple information and understand the simple ideas in a text.</p> <p>I can copy out simple information.</p>	<p>I can make some points which answer the question.</p> <p>I can give general evidence which sometimes proves my ideas.</p>	<p>I can accurately select the key ideas and information from the text.</p> <p>I can give relevant evidence from the text to support my point, although I don't always explore it.</p>	<p>I can select ideas and information from the text, including those less obvious ideas that need me to 'read between the lines'.</p> <p>I can give relevant evidence from the text that supports my point and I am beginning to explore it in detail.</p>	<p>I can select explicit and implicit ideas from the text and give interpretations of what I read.</p> <p>I can give carefully-chosen evidence from the text that supports my point. I can explore the quotations I choose in detail.</p>
Analysing	<p>With support, I can identify some words and phrases used by the writer.</p>	<p>I can identify some words and phrases used by the writer.</p> <p>I can make some simple comments on how they are used to create meaning.</p>	<p>I can make straightforward comments on how writers use words and phrases to create effects.</p> <p>I can identify examples and I am beginning to explain the effect on the reader.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how writers use language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the reader.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are very clear and precise.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>

Comments:

To improve you need to:



Year 7 Assessed Task: Write a short story

Name _____ Form _____

This task is testing your Communication, Punctuation and Sentences and Structure.

	Acquiring	Developing	Securing	Mastering	Mastering +
Communication	My story is mainly events and action.	My story has characters, events and ideas that are starting to make good sense and interest the reader. I am starting to add details and description. I use a couple of techniques.	My story has convincing characters, events, settings and ideas. My writing makes sense and engages the reader. I try to make my writing descriptive and use techniques to build atmosphere and interest.	The content of my story is successful and my writing is increasingly controlled and well-connected. My techniques are well-chosen to have an effect on the reader. My writing meets the purpose of being an imaginative, engaging short story.	My story writing is very successful at clearly communicating ideas and involving the reader. I use an increasing range of techniques effectively. Tone, style and word choices are well-matched to the task and purpose.
Punctuation and Sentences	I use some simple sentences and some punctuation.	I can use basic punctuation (like full-stops, question marks, exclamation marks and capital letters). My sentences are mainly simple and starting to develop.	I can use my basic punctuation accurately and I am starting to use a wider range of punctuation too (like commas, apostrophes and speech marks). My sentences are mainly simple and compound with some complex.	I can use a wide range of punctuation accurately. I am starting to use more sophisticated punctuation (like semi-colons and colons) accurately too. I am increasingly confident at using a wide variety of sentence structures for purpose and effect, including complex sentences.	I can use a wide and sophisticated range of punctuation accurately. I can use a wide variety of sentence structures for purpose and effect. My sentences show excellent control of clauses, even in complex sentences.
Structure	My story is mainly action and events.	I show some basic awareness of organisation and sequencing. I can use some parts of the story structure: Opening, Development, Complication, Crisis and Solution.	The way my story is sequenced shows that I can organise a story effectively. I can use the story structure to help give it tension and interest.	The way my story starts, ends and is sequenced, shows that I can organise a story imaginatively and for effect. I use the story structure to build tension.	The way I organise my story is creative and inventive. I use and/or adapt the story structure to control the tension and other effects.

Comments:

To improve, I need to:



Year 7 Assessed Task: EDF Energy Reading Test

Name _____ Form _____

This task is testing your Analysing and Appraising.

	Acquiring	Developing	Securing	Mastering	Mastering +
Analysing	With support, I can identify some details in the advert.	<p>I can identify some words and images used in the advert.</p> <p>I can make some simple comments on how they are used to create meaning.</p>	<p>I can make straightforward comments on how the advert uses images, words and/or structure to create effects.</p> <p>I can identify examples and I am beginning to explain the effect on the viewer.</p> <p>I am starting to use the correct terms for talking about methods used in advertising.</p>	<p>I can explain how the advert uses language, images and structure to create effects.</p> <p>I am increasingly confident at considering the effect on the viewer.</p> <p>I usually use the correct terms for talking about methods used in advertising.</p>	<p>My explanations of language, images and structure are very clear and precise.</p> <p>I can explore the effects on the viewer in some detail.</p> <p>I always use the correct terms for talking about the methods used in advertising.</p>
Appraising	I can say what happens in the advert.	<p>I can describe the events, ideas and themes in the advert.</p> <p>I give examples of what I see and hear in the advert as evidence.</p>	<p>I can make straightforward comments on the events, ideas and themes in the advert. I can give my opinion on the advert.</p> <p>I am starting to comment on the methods that have been used to put the advert together and how I feel watching it.</p> <p>I can usually select details from the advert to support my views.</p>	<p>I am starting to evaluate the events, ideas and themes in the advert.</p> <p>I am increasingly confident at commenting on how the advertisers have used methods to have an impact on the viewer.</p> <p>I can support my comments with details from the advert.</p>	<p>My evaluative comments on the events, ideas and themes in the advert are very precise.</p> <p>I can clearly explain how the advertisers' methods have an impact on the viewer.</p> <p>I can support and explain my comments using details and quotations from the advert.</p>

Comments:

To improve you need to:



Year 7 Assessed Task: Write a poem

Name _____ Form _____

This task is testing your Vocabulary and Spelling and Structure.

	Acquiring	Developing	Securing	Mastering	Mastering +
Vocabulary and Spelling	<p>I try to choose some words for effect.</p> <p>I can spell some very simple words correctly.</p>	<p>I choose words for effect.</p> <p>Sometimes spelling mistakes can take away from the meaning of my writing.</p>	<p>My word choices suit the task: they are often descriptive and imaginative.</p> <p>My spelling of straightforward words is mostly accurate and I can sometimes spell those with irregular patterns too.</p> <p>I usually keep control of my tenses.</p>	<p>My imaginative and descriptive word choices show a good range of vocabulary and I have chosen them to paint a picture in the mind of the reader.</p> <p>I keep good control of my tenses.</p> <p>My spelling of straightforward words is accurate and I can usually spell complex and irregular words too.</p>	<p>My word choices are imaginative, vivid and varied. I have an excellent vocabulary.</p> <p>I am confident at carefully choosing words for deliberate effects.</p> <p>My spelling is accurate, including complex and irregular words.</p>
Structure	<p>I have one or two ideas in my poem but it is mainly story-telling.</p>	<p>I have relevant ideas in my poem, simply linked. I show some basic awareness of organisation and sequencing.</p>	<p>My poem is engaging to read, with a range of connected ideas.</p> <p>The way my poem is sequenced shows that I can organise a poem effectively.</p>	<p>My poem is engaging to read, with a good range of connected ideas.</p> <p>The way my poem starts, ends and is sequenced, shows that I can organise a poem imaginatively and for effect.</p>	<p>My poem is engaging to read with an excellent range of creative ideas, which are well connected.</p> <p>The way I organise my poem is creative and is effective at helping to put across my poem's message.</p>

Comments:

To improve, I need to:



Year 7 Assessed Task: Non-Fiction Reading Test

Name _____ Form _____

This task is testing your Analysing and Comparing skills.

	Acquiring	Developing	Securing	Mastering	Mastering +
Analysing	With support, I can identify some words and phrases used by the writers.	<p>I can identify some words and phrases used by each writer.</p> <p>I can make some simple comments on how they are used to create meaning.</p>	<p>I can make straightforward comments on how writers use words and phrases to create effects.</p> <p>I can identify examples and I am beginning to explain the effect on the reader.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how writers use language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the reader.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are very clear and precise.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>
Comparing	<p>I try to compare straightforward ideas between the texts.</p> <p>I can find evidence from one or more texts.</p>	<p>I can identify the links between the texts in terms of ideas and attitudes.</p> <p>I can use simple quotations to support what I think from one or more texts.</p> <p>I can make some simple comments in response to theme and word choices in one or more texts.</p>	<p>I can compare the attitudes and ideas of the writers.</p> <p>I can support my ideas with quotes from each text.</p> <p>I can make some straightforward comments on the theme, structure and word choices in each text.</p>	<p>My comparisons of the writers' ideas and attitudes are increasingly detailed.</p> <p>My quotations are always appropriate and useful.</p> <p>I am starting to explore theme, language and structure across all the texts.</p>	<p>My comparisons of the writers' ideas and attitudes are confident and detailed.</p> <p>The quotations I choose help me develop my ideas further.</p> <p>I can explore theme, language and structure in thoughtful detail across all the texts.</p>

Comments:

To improve you need to:



Year 8 Assessed Task: Write a persuasive/argument letter or speech

Name _____ Form _____

This task is testing your Communication and Structure.

	Acquiring	Developing	Securing	Mastering	Mastering +
Communication	<p>My letter shows some awareness of the ideas, purpose and audience.</p> <p>I am beginning to be more formal in my writing.</p> <p>I am starting to use persuasive techniques.</p>	<p>My letter shows a basic understanding of the ideas, purpose and audience.</p> <p>I am increasingly confident at keeping my writing more formal.</p> <p>I can use persuasive techniques and I am starting to vary words for effect.</p>	<p>In my letter I can usually maintain the right formality, audience and purpose.</p> <p>I can use vocabulary for effect along with appropriate and well-selected persuasive techniques.</p>	<p>In my letter I consistently maintain the appropriate tone and style in order the purpose and audience.</p> <p>My vocabulary is clearly chosen for effect and I can use an increasingly range of persuasive and other linguistic devices.</p>	<p>In my letter I maintain a mature tone and style that perfectly suits the purpose and audience.</p> <p>My vocabulary has impact and I use persuasive techniques powerfully.</p>
Structure	<p>I have relevant ideas in my letter, simply linked with some paragraphs or clear changes in my writing.</p> <p>I show some basic awareness of organisation and sequencing.</p>	<p>My letter is sometimes engaging to read, with a range of connected ideas.</p> <p>I usually write in clear paragraphs.</p> <p>The way my letter is sequenced shows that I can organise a letter effectively.</p>	<p>My letter is usually engaging to read, with a good range of connected ideas.</p> <p>I usually write in logical paragraphs with a range of conjunctions.</p> <p>The way my letter starts, ends and is sequenced, shows that I can organise a letter confidently and for effect.</p>	<p>My letter is always engaging to read with an excellent range of well-connected ideas.</p> <p>I organise and shape my paragraphs with well-chosen conjunctions.</p> <p>The way I organise my letter is successful and is effective at persuading the reader.</p>	<p>My letter is convincing (as a genuine letter to an MP) and has an excellent range of shaped ideas that make a cohesive whole.</p> <p>My paragraphs are always well-crafted and used for effect.</p> <p>My letter is powerfully structured and has a strong impact on the reader.</p>

Comments:

To improve, I need to:



Year 8 Assessed Task: Reading Test based on Class Reader

Name _____ Form _____

This task is testing your Analysing and Comparing.

	Acquiring	Developing	Securing	Mastering	Mastering +
Analysing	<p>I can identify some words and phrases used by the writer.</p> <p>I can make some simple comments on how they are used to create meaning.</p>	<p>I can make straightforward comments on how writers use words and phrases to create effects.</p> <p>I can identify examples and am beginning to explain the effect.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how writers use language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the reader.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are clear.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>	<p>I can analyse clearly how writers use language and structure to create effects and influence the reader.</p> <p>I explore the effects of language carefully and in detail.</p> <p>I use the correct subject terminology to support and develop my analysis.</p>
Comparing	<p>I can identify the links between the texts in terms of ideas and attitudes.</p> <p>I can use simple evidence to support what I think from one or more texts.</p> <p>I can make some simple comments in response to theme and word choices in one or more texts.</p>	<p>I can compare the attitudes and ideas of the writers.</p> <p>I can support my ideas with evidence from each text.</p> <p>I can make some straightforward comments on the theme, structure and word choices in each text.</p>	<p>My comparisons of the writers' ideas and attitudes are increasingly detailed.</p> <p>My quotations are always appropriate to the question.</p> <p>I am starting to explore theme, language and structure across both texts.</p>	<p>I can compare in detail how the writers' attitudes and ideas are presented.</p> <p>I make sure that my answer is well balanced by having a good selection of quotations from both texts.</p> <p>I can explore theme, language and structure in thoughtful detail across both texts.</p>	<p>I can compare in detail how the writers' attitudes and ideas are presented.</p> <p>The quotations I choose help me develop my comparison.</p> <p>I can analyse theme, language and structure confidently across both texts.</p>

Comments:

To improve, I need to:



Year 8 Assessed Task: An essay response to *The Tempest*

Name _____ Form _____

This task is testing your Understanding and Inferring and Analysing.

	Acquiring	Developing	Securing	Mastering	Mastering +
Understanding and inferring	<p>I can select some information and ideas from the key scenes to answer the question.</p> <p>I can select evidence from the play to support my point (but these tend to copy longer quotations from the text without selecting)</p>	<p>I can select the key information and ideas from the play.</p> <p>I can select relevant evidence from the play and I am beginning to explore the detail in the evidence.</p>	<p>I can select information and ideas from the play, including some ideas which are inferred</p> <p>I can select evidence from the play that generally supports my points and I am able to explore the language in more depth.</p>	<p>I can select both implicit and explicit information and ideas from the play and interpret these in detail</p> <p>I can usually select appropriate evidence from the play to support my points and explore these in some detail.</p>	<p>I can confidently interpret both implicit and explicit information and ideas from the play.</p> <p>I can select balanced and well-chosen evidence supports points effectively</p>
Analysing	<p>I show that I can identify some simple words and phrases.</p> <p>I can make simple comments on the way these words create different moods and impressions.</p> <p>I can pick out ideas about the sequence of ideas.</p> <p>I occasionally use the correct terms for talking about words and techniques.</p>	<p>I can make straightforward comments on how Shakespeare uses language and/or structure to create different impressions on the audience.</p> <p>I can identify appropriate examples of words and phrases and am beginning to explain how they work.</p> <p>I am starting to use the correct terms for taking about the writer's words and techniques.</p>	<p>I am beginning to show a confident understanding of how Shakespeare uses language and structure to create effects.</p> <p>I can identify language devices and make some comments on the effect these have on the audience.</p> <p>I can use appropriate subject terminology, usually accurately.</p>	<p>I can explore clearly and more fully how Shakespeare uses language and structure to create effects.</p> <p>I can identify relevant devices and explain the effects in some detail.</p> <p>I use subject terminology consistently and relevantly.</p>	<p>I can write a clear and controlled analysis of how Shakespeare uses language and structure to create effects and influence the reader.</p> <p>I can select and explore well-chosen quotations in detail.</p> <p>I use a range of subject terminology to support and develop analysis.</p>

Comments:

To improve, I need to:



Year 8 Assessed Task: A Murder Mystery story

Name _____ Form _____

This task is testing your Communication, Structure, Punctuation and Sentences and Vocabulary and Spelling.

	Acquiring	Developing	Securing	Mastering	Mastering +
Communication	<p>My story has some elements of the murder mystery genre.</p> <p>I use a couple of techniques.</p>	<p>My story has a suitable plot, characters and events for a murder mystery story.</p> <p>I try to make my writing descriptive and use techniques to build atmosphere and mystery.</p>	<p>The content of my story matches the genre well.</p> <p>My techniques are chosen to have an effect on the reader.</p>	<p>My story writing is successful at clearly meeting the genre and involving the reader.</p> <p>I use an increasing range of techniques effectively.</p>	<p>My story writing is confident and clearly sustains the features of the genre.</p> <p>I use a range of techniques precisely and for impact.</p>
Structure	<p>I show some basic awareness of organisation and sequencing a murder mystery story.</p>	<p>The way my story is sequenced shows that I can organise a murder mystery story effectively.</p>	<p>The way my story starts, ends and is sequenced, shows that I can organise a murder mystery story imaginatively and for effect.</p>	<p>The way I organise my story is creative and inventive. I use and/or adapt the murder mystery structure to control the tension and other effects.</p>	<p>My murder mystery story is well-shaped and highly cohesive.</p>
Punctuation and Sentences	<p>I can use basic punctuation.</p> <p>My sentences are mainly simple and starting to develop.</p>	<p>I can use my basic punctuation accurately and I am starting to use a wider range of punctuation too.</p> <p>My sentences are mainly simple and compound with some complex.</p>	<p>I can use a wide range of punctuation accurately. I am starting to use more sophisticated punctuation accurately too.</p> <p>I am increasingly confident at using a wide variety of sentence structures for purpose and effect.</p>	<p>I can use a wide and sophisticated range of punctuation accurately.</p> <p>I can use a wide variety of sentence structures for purpose and effect. My sentences show excellent control of clauses.</p>	<p>I can use sophisticated punctuation consistently and effectively.</p> <p>I can use a wide variety of sentence structures confidently for purpose and effect.</p>
Vocabulary and Spelling	<p>My spelling of simple words is accurate and I choose vocabulary that is appropriate.</p>	<p>My spelling is increasingly accurate, including that of irregular words, and I choose vocabulary that is relevant.</p>	<p>My spelling of a range of irregular vocabulary is usually accurate and is well- chosen for the murder mystery genre.</p>	<p>My spelling of a wide range of irregular vocabulary is confident and I consistently select vocabulary for deliberate effects.</p>	<p>My spelling of complex vocabulary is accurate and well-chosen for the murder mystery genre.</p>

Comments:

To improve, I need to:



Year 8 Assessed Task: Poetry Project

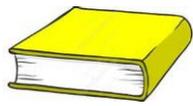
Name _____ Form _____

This task is testing your Appraising, Analysing and Understanding and Inferring.

	Acquiring	Developing	Securing	Mastering	Mastering +
Appraising	<p>I show simple understanding of the poems: I can explain ideas and themes.</p> <p>I can mention simple poet's methods.</p> <p>I can use ideas taken from the poems to show my understanding.</p>	<p>I can make straightforward comments on ideas or themes.</p> <p>I make some attempt to comment on the poet's methods and the impact on the reader.</p> <p>I can select some quotations or references which are beginning to support my views and comments.</p>	<p>I can make an increasingly confident evaluation of the ideas and themes in the poetry.</p> <p>I can comment on how the poet's methods have an impact on the reader.</p> <p>I can support comments with examples from the text.</p>	<p>I can make clear evaluative comments on the ideas and themes in the poetry.</p> <p>I can give a clear explanation of the impact of the poet's methods on the reader.</p> <p>I can select appropriate quotations from the text to support my comments.</p>	<p>I can write a clear and controlled evaluation of the success of the poetry, including ideas and themes.</p> <p>I make a clear analysis of the effect and impact that the poet's methods have on the reader.</p> <p>I have the ability to support comments by using appropriate and well-chosen quotations.</p>
Analysing	<p>I can identify some words and phrases used by the writer.</p> <p>I can make some simple comments on how they are used to create meaning.</p>	<p>I can make straightforward comments on how writers use words and phrases to create effects.</p> <p>I can identify examples and I am beginning to explain the effect.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how writers use language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the reader.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are clear.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>	<p>I can analyse clearly how writers use language and structure to create effects and influence the reader.</p> <p>I explore the effects of language carefully and in detail.</p> <p>I use the correct subject terminology to support and develop my analysis.</p>
Understanding and inferring	<p>I can select some ideas from the poems to answer the question.</p> <p>I can select evidence from the poems to support my point but sometimes these are too long to show selection.</p>	<p>I can select the key information and ideas from the poems.</p> <p>I can select relevant evidence from the poems and I am beginning to explore the language in the evidence.</p>	<p>I can select information and ideas from the poems, including some ideas which are inferred.</p> <p>I can select evidence from the poems that generally supports my points and I am able to explore the language and structure in more depth.</p>	<p>I can select both implicit and explicit information and ideas from the poems and interpret these in detail.</p> <p>I can usually select appropriate evidence from the poems to support my points and explore these in some detail.</p>	<p>I can confidently interpret both implicit and explicit information and ideas from the poems.</p> <p>I can select balanced and well-chosen evidence supports points effectively.</p>

Comments:

To improve, I need to:



Year 9 Assessed Task: An essay response to a novel

Name _____ Form _____

This task is testing your Analysing and Appraising.

	Acquiring	Developing	Securing	Mastering	Mastering +
Analysing	<p>I can make straightforward comments on how the writer uses words and phrases to create effects.</p> <p>I can identify examples and I am beginning to explain the effect on the reader.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how the writer uses language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the reader.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are clear.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>	<p>I can analyse clearly how the writer uses language and structure to create effects and influence the reader.</p> <p>I explore the effects of language carefully and in detail.</p> <p>I use the correct subject terminology to support and develop my analysis.</p>	<p>My analysis of structure and language is precise and perceptive. I can offer independent interpretations, well supported by details in the text.</p> <p>I consistently explore and evaluate the effects of language and structure.</p> <p>My command of subject terminology is excellent and helps deepen my analysis.</p>
Appraising	<p>I can make straightforward comments on characters, ideas and themes.</p> <p>I make some attempt to comment on Shakespeare's methods and the impact on the audience.</p> <p>I can select some quotations or references which are beginning to support my views and comments</p>	<p>I can make an increasingly confident evaluation of the characters, ideas and themes in the scene.</p> <p>I can comment on how Shakespeare's methods have an impact on the audience.</p> <p>I can support my comments with examples from the text.</p>	<p>I can make clear evaluative comments on the characters, ideas and themes in the scene.</p> <p>I can give a clear explanation of the impact of Shakespeare's methods on the audience.</p> <p>I can select appropriate quotations from the text to support my comments.</p>	<p>I make clear and controlled analysis of the success of the scene, including ideas and themes.</p> <p>I make a clear analysis of the effect and impact that Shakespeare's methods have on the audience.</p> <p>I have the ability to support comments by using appropriate and well-chosen quotations.</p>	<p>I can analyse and evaluate the success of the scene in perceptive detail, including ideas and themes.</p> <p>I make a perceptive analysis and evaluation of the impact that Shakespeare's methods have on the audience.</p> <p>I consistently support and develop my comments by using well-chosen quotations.</p>

Comments:

To improve, I need to:



Year 9 Assessed Task: Travel Writing

Name _____ Form _____

This task is testing your Communication, Structure, Punctuation and Sentences and Vocabulary and Spelling.

	Acquiring	Developing	Securing	Mastering	Mastering +
Communication	<p>My writing has suitable events and ideas for a piece of travel writing.</p> <p>I try to make my writing descriptive and use techniques to build atmosphere.</p>	<p>The content of my writing matches the genre well.</p> <p>My techniques are chosen to have an effect on the reader.</p>	<p>My writing is successful at clearly meeting the genre and involving the reader.</p> <p>I use an increasing range of techniques effectively.</p>	<p>My writing is confident and clearly sustains the features of the genre.</p> <p>I use a range of techniques for effect.</p>	<p>I write with flair and precision, brilliantly capturing the travel writing genre.</p> <p>I use a range of creative techniques to shape the response of the reader.</p>
Structure	<p>The way my writing is sequenced shows that I can organise a piece of travel effectively.</p>	<p>The way my writing starts, ends and is sequenced, shows that I can organise a piece of travel writing imaginatively and for effect.</p>	<p>The way I organise my writing is creative and inventive. I use and/or adapt the structure to control the tension and other effects.</p>	<p>My travel writing is well-shaped and highly cohesive.</p>	<p>I use structure and cohesion to exceptional effect.</p>
Punctuation and Sentences	<p>I can use my basic punctuation accurately and I am starting to use a wider range of punctuation too.</p> <p>My sentences are mainly simple and compound with some complex.</p>	<p>I can use a wide range of punctuation accurately. I am starting to use more sophisticated punctuation accurately too.</p> <p>I am increasingly confident at using a wide variety of sentence structures for purpose and effect.</p>	<p>I can use a wide and sophisticated range of punctuation accurately.</p> <p>I can use a wide variety of sentence structures for purpose and effect. My sentences show excellent control of clauses.</p>	<p>I can use sophisticated punctuation consistently and effectively.</p> <p>I can use a wide variety of sentence structures confidently for purpose and effect.</p>	<p>My punctuation and sentences are sophisticated, varied and precisely chosen for impact.</p>
Vocabulary and Spelling	<p>My spelling is increasingly accurate, including that of irregular words, and I choose vocabulary that is relevant.</p>	<p>My spelling of a range of irregular vocabulary is usually accurate and is well-chosen for the travel writing genre.</p>	<p>My spelling of a wide range of irregular vocabulary is confident and I consistently select vocabulary for deliberate effects.</p>	<p>My spelling of complex vocabulary is accurate and well-chosen to create atmosphere.</p>	<p>My spelling of complex vocabulary is faultless and precisely chosen to create atmosphere and other effects.</p>

Comments:

To improve, I need to:



Year 9 Assessed Task: A project in response to a scene from Romeo and Juliet

Name _____ Form _____

This task is testing your Analysing and Appraising

	Acquiring	Developing	Securing	Mastering	Mastering +
Analysing	<p>I can make straightforward comments on how Shakespeare uses words and phrases to create effects.</p> <p>I can identify examples and I am beginning to explain the effect on the audience.</p> <p>I am starting to use the correct terms for talking about the writer's words and techniques.</p>	<p>I can explain how Shakespeare uses language and/or structure to create effects.</p> <p>I am increasingly confident at considering the effect on the audience.</p> <p>I usually use the correct terms for talking about the writer's language and techniques.</p>	<p>My explanations of language and/or structure are clear.</p> <p>I can explore the effects of language in some detail.</p> <p>I always use the correct terms for talking about the writer's language and techniques.</p>	<p>I can analyse clearly how Shakespeare uses language and structure to create effects and influence the audience.</p> <p>I explore the effects of language carefully and in detail.</p> <p>I use the correct subject terminology to support and develop my analysis.</p>	<p>My analysis of structure and language is precise and perceptive. I can offer independent interpretations, well supported by details in the text.</p> <p>I consistently explore and evaluate the effects of language and structure.</p> <p>My command of subject terminology is excellent and helps deepen my analysis.</p>
Appraising	<p>I can make straightforward comments on characters, ideas and themes.</p> <p>I make some attempt to comment on Shakespeare's methods and the impact on the audience.</p> <p>I can select some quotations or references which are beginning to support my views and comments</p>	<p>I can make an increasingly confident evaluation of the characters, ideas and themes in the scene.</p> <p>I can comment on how Shakespeare's methods have an impact on the audience.</p> <p>I can support my comments with examples from the text.</p>	<p>I can make clear evaluative comments on the characters, ideas and themes in the scene.</p> <p>I can give a clear explanation of the impact of Shakespeare's methods on the audience.</p> <p>I can select appropriate quotations from the text to support my comments.</p>	<p>I make clear and controlled analysis of the success of the scene, including ideas and themes.</p> <p>I make a clear analysis of the effect and impact that Shakespeare's methods have on the audience.</p> <p>I have the ability to support comments by using appropriate and well-chosen quotations.</p>	<p>I can analyse and evaluate the success of the scene in perceptive detail, including ideas and themes.</p> <p>I make a perceptive analysis and evaluation of the impact that Shakespeare's methods have on the audience.</p> <p>I consistently support and develop my comments by using well-chosen quotations.</p>

Comments:

To improve, I need to: