

		Year 9 Developing Skills			Opportunity to demonstrate		
		Term 1	Term 2	Term 3			
Reading	1. Can <b>clearly</b> identify, and comment on relevant points using evidence from across the text	ALL	1-5 7	ALL			
	2. <b>Clear</b> Developed inference						
	3. Can <b>clearly</b> comment on the basic structure/organisation of texts, and how this can achieve effects.						
	4. Can <b>clearly</b> identify and make <b>relevant</b> comment on various grammatical and literary features of language in a text, and partially explain why they are used for effect.						
	5. Can <b>clearly</b> identify and make comments on the main author's purpose and effect this has on reader.						
	6. Can make <b>relevant</b> comment on how context affects meaning.						
	7. Can start to comment on <b>clear</b> similarities and differences between texts.						
Writing	1. Can <b>clearly</b> write in the correct format across the complete text, selecting <b>relevant</b> conventional content/stylistic features that suit the style and engage the reader.	1-2	ALL	1-5			
	2. Can establish a <b>clear</b> viewpoint, developing ideas with some imaginative detail.						
	3. Can <b>clearly</b> structure, organise and sustain ideas in a whole text, within and across paragraphs. They use pronouns/connectives/references back to <b>clearly</b> show cohesion across the whole text.						
	4. Can <b>clearly</b> use simple, compound, and complex sentences with a wide range of connectives.						
	5. Can <b>clearly</b> use accurate standard English grammar.						
	6. Can <b>clearly</b> use a range of punctuation accurately. Some room for <b>slight error</b> with punctuation within sentences (commas, semi-colon, colon etc)						
	7. Can <b>clearly</b> use a growing range of vocabulary for effect, and to match the topic. Starting to use appropriate formal and technical/academic language.						
	8. Common words are spelt correctly. Some attempt at accurate spelling of more ambitious words. Write in correct tense <b>all</b> of the time.						
Spoken Language	1. Expresses challenging ideas / information / feelings using a range of vocabulary.	ALL	ALL	ALL			
	2. Organises and structures their talk clearly and appropriately to meet the needs of the audience.						
	3. Achieves the purpose of the presentations.						
	4. Listens to questions / feedback responding formally and in some detail.						
	5. Confidently uses spoken Standard English.						

**Model for Assessment:**

***All skills must be taught by the end of the year.***

***At the end of every half term, a certain number of skills must be taught.***

HT1: 2 reading, 2 writing

HT2: 4 reading, 3 writing

HT3: 6 reading, 3 writing

HT4: 6 reading, 6 writing

HT5: 7 reading, 7 writing

HT6: 7 reading, 8 writing.

English Department  
Assessment pathway  
Year 9 Developing