

# **KS3**

# **Specification**

## **2020**



**English Language and Literature**

## Stage Descriptors



### RLT Stage Criteria English Language

#### Stage 11

##### Reading

1. Perceptive and sustained critical interpretation of texts supported by precise reference
2. Well-considered and refined evaluation of the text in context
3. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts
4. Perceptive and sustained critical analysis of how language, structure and organisation are used to achieve effects and influence the reader
5. Precise use of subject terminology supports comments effectively
6. Perceptive and sustained critical interpretation of writers' purposes and viewpoints, supported by detailed textual reference
7. Perceptive, sustained and original comparison of a range of texts Perceptive, sustained and original understanding of the relationships between texts and the contexts in which they were written

##### Writing

8. Sustained and sophisticated understanding of the purpose and format of the task
9. Sustained awareness of the reader / intended audience
10. Content is compelling, pertinent, sophisticated and original
11. Communication is sophisticated and sustained
12. A wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
13. Ideas are sophisticated, original and convincingly developed and supported by a range of relevant details
14. Writing has sophisticated shape and structure
15. There is sustained, sophisticated and effective variation of sentence structures
16. Virtually all sentence construction is controlled and accurate
17. Control of tense and agreement is totally secure
18. Virtually all spelling, is secure
19. A wide range of punctuation is used confidently and accurately to create sophisticated effect

##### Spoken Language

20. All of stage 10 but with innate flair

## Stage Descriptors

#### Stage 10

##### 1. Reading

2. Perceptive and increasingly critical interpretation of texts supported by detailed reference
3. Precise evaluation of the text in context
4. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts Perceptive analysis of how language, structure and organisation are used to achieve effects and influence the reader
5. Refined and accurate use of subject terminology supports comments effectively
6. Perceptive interpretation of writers' purposes and viewpoints, supported by detailed textual reference
7. Perceptive comparison of a range of texts
8. Perceptive understanding of the relationships between texts and the contexts in which they were written

##### Writing

9. Considered understanding of the purpose and format of the task
10. Considered awareness of the reader/intended audience
11. Content is considered and detailed using an ambitious style
12. Communication has clarity, fluency and an ambitious style
13. Vocabulary is ambitious and used with precision
14. Ideas are organised and coherently developed with supporting detail
15. Writing has clear shape and structure (paragraphs are used effectively to give sequence and organisation)
16. Sentence structures are considered and varied to achieve particular effects
17. Control of sentence construction is consistently secure
18. Control of tense and agreement is consistently secure
19. Virtually all spelling, including that of complex irregular words, is secure
20. A wide range of punctuation is used accurately to create precise effect

##### Spoken Language

21. Expresses original and sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary
22. Organises and structures spoken language using an effective and purposeful range of strategies to engage the audience
23. Listens to questions and feedback and responds perceptively and if appropriate elaborates with further ideas and information

## Stage Descriptors

### Stage 9

#### Reading

1. Considered critical interpretation of texts supported by detailed reference
2. Considered evaluation of the text in context
3. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts
4. Considered analysis of how language, structure and organisation are used to achieve effects and influence the reader
5. Considered use of subject terminology supports comments effectively
6. Considered interpretation of writers' purposes and viewpoints, supported by detailed textual reference
7. Considered and refined comparison of a range of texts
8. Considered understanding of the relationships between texts and the contexts in which they were written

#### Writing

9. Secure understanding of the purpose and format of the task
10. Secure awareness of the reader/intended audience
11. Content is well-judged and detailed using an appropriate style
12. Communication has clarity, fluency and some ambition
13. Vocabulary is ambitious
14. Ideas are organised and clearly developed with supporting detail
15. Some shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)
16. Sentence structures are secure and varied to achieve particular effects
17. Control of sentence construction is secure
18. Control of tense and agreement is secure
19. Virtually all spelling, including that of irregular words, is secure
20. A wide range of punctuation is used accurately to create deliberate effect

#### Spoken Language

21. Assured expression of ideas / information / feelings using a wide range of vocabulary
22. Organises and structures spoken language using an effective and purposeful range of strategies to engage the audience
23. Listens to and responds to questions and feedback and appropriately elaborates with further ideas and information

## Stage Descriptors

### Stage 8

#### Reading

1. Thoughtful interpretation of texts supported by detailed reference
2. Thoughtful evaluation of the text in context
3. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts
4. Thoughtful explanation (with some analysis) of how language, structure and organisation are used to achieve effects and influence the reader
5. Accurate use of subject terminology supports comments effectively
6. Thoughtful interpretation of writers' purposes and viewpoints, supported by detailed textual reference
7. Thoughtful comparison of a range of texts
8. Thoughtful understanding of the relationships between texts and the contexts in which they were written

#### Writing

9. Clear understanding of the purpose and format of the tasks
10. Clear awareness of the reader / intended audience
11. Content is clearly developed using an appropriate style
12. Communication has clarity and fluency
13. Ambitious vocabulary is beginning to develop
14. Ideas are organised into coherent arguments
15. There is some shape and structure in the writing (paragraphs are clear and used to give sequence and organisation)
16. There is a clear variety of sentence structures
17. Control of sentence construction is mostly secure
18. Control of tense and agreement is mostly secure
19. Most spelling, including that of irregular words, is correct
20. A wide range of punctuation is used, mostly accurately to create clear effects

#### Spoken Language

21. Expresses challenging and critical ideas / information / feelings effectively using a wide range of vocabulary
22. Organises and structures spoken language clearly and appropriately with purpose to meet the needs of the audience
23. Listens to questions / feedback responding formally and in some detail

## Stage Descriptors

### Stage 7

#### Reading

1. Securely interprets texts, supported by detailed reference
2. Relevant evaluation of the text in context
3. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts
4. Secure explanation of how language, structure and organisation are used to achieve effects and influence the reader
5. Accurate use of subject terminology is developing and supports comments effectively
6. Secure interpretation of writers' purposes and viewpoints, supported by detailed textual reference
7. Secure comparison of a range of texts
8. Secure understanding of the relationships between texts and the contexts in which they were written

#### Writing

9. Understanding of the purpose and format of the task
10. Awareness of the reader / intended audience
11. Content is increasingly developed using an appropriate style
12. Communication is increasingly clear and fluent
13. Uses vocabulary to create effect with success
14. Paragraphs are well structured and clear
15. Paragraphs are cohesive and linked together
16. There is an increasingly clear variety of sentence structure structures
17. There is increasingly clear control of sentence construction
18. There is increasingly clear control of tense and agreement
19. Most spelling of regular words is correct Some attempt to spell irregular words correctly
20. A range of punctuation is used with clarity and increasing effect

#### Spoken Language

21. Expresses challenging ideas / information / feelings using a range of vocabulary
22. Organises and structures spoken language clearly and appropriately with purpose to meet the needs of the audience
23. Listens to questions / feedback responding formally and in some detail

## Stage Descriptors

### Stage 6

#### 1. Reading

2. Clear interpretation of texts supported by textual reference
3. Clear evaluation of the text in context
4. Read with confidence, fluency and expression across a wide range of familiar and unfamiliar texts
5. Clear explanations of how language, structure and/or organisation are used to achieve effects and influence the reader
6. Accurate use of subject terminology is beginning to support comments effectively
7. Clear interpretation of writers' purposes and viewpoints, supported by textual reference
8. Clear comparisons of content and ideas in texts
9. Shows a clear understanding of the relationships between texts and the contexts in which they were written

#### Writing

10. Uses main features of the type of writing
11. Generally shows awareness of the reader/ intended audience
12. Shows general understanding of purpose and audience
13. Uses relevant content
14. Communication is generally successful
15. Uses vocabulary to create effect with some general success
16. Paragraphs are organised clearly
17. Paragraphs are used accurately and some are linked together
18. There is generally a variety of sentences structures used with some success
19. Generally varies the length of sentences to create effect with some success
20. Generally correct use of tense and agreement
21. Some spelling of regular words is correct Some attempt to spell irregular words correctly
22. A range of punctuation is used with general accuracy

#### Spoken Language

23. Expresses ideas / information / feelings
24. Organises and structures spoken language with purpose to meet the needs of the audience
25. Listens to questions / feedback and provides an appropriate response in a straight forward manner

## Stage Descriptors

### Stage 5

#### Reading

1. Developing interpretation of texts supported by detailed reference
2. Developing evaluation of the text in context
3. Read with developing confidence, fluency and expression across a wide range of familiar and unfamiliar texts
4. Developing explanation of how language, structure and/or organisation are used to achieve effects and influence the reader
5. Developing use of subject terminology supports comments effectively
6. Developing interpretation of writers' purposes and viewpoints, supported by textual reference
7. Developing comparisons of content and ideas in texts
8. Developing an understanding of the relationships between texts and the contexts in which they were written

#### Writing

9. Developing use of the main features of the type of writing
10. Developing understanding of purpose and audience
11. Developing use of relevant content
12. Developing use of successful communication
13. Vocabulary is developing and used to create an effect with some success
14. Writing is organised into a developing structure
15. Some paragraphs are used accurately
16. Developing the use of some different types of sentences for effect, not always successfully
17. Developing the use of different length sentences for effect, not always successfully
18. Developing consistency of tense and agreement, but still with noticeable errors
19. Simple words are correct Some attempt to spell longer words correctly
20. Developing use of punctuation is used with some accuracy

#### Spoken Language

21. Expresses straightforward ideas / information / feelings
22. Makes an attempt to organise and structure spoken language attempting to meet the needs of the audience
23. Listens to questions / feedback and provides some appropriate response in a straight forward manner

## Stage Descriptors

### Stage 4

#### Reading

1. Some interpretation of texts supported by reference
2. Some appropriate evaluation of the text in context
3. Read aloud with some confidence, fluency and intonation for effect to show understanding and to make meaning clear
4. Some explanation identifying how language/structure is used and influences the reader
5. Some use of subject terminology
6. Some interpretation of writers' purposes and viewpoints, supported by textual reference
7. Some comparison of content and ideas
8. Shows some understanding of the relationships between texts and the contexts in which they were written

#### Writing

9. Uses some features of the type of writing
10. Some understanding of purpose and audience
11. Some relevant content and style
12. Some successful communication
13. Uses some vocabulary to create an effect
14. Organises writing to show a clear beginning, middle and end
15. Uses similar types of sentences throughout, with some variation that is occasionally successful
16. Control of sentences is sometimes accurate but hindered by lack of punctuation
17. Tense and agreement is sometimes accurate, but generally insecure
18. Some words are correct
19. Some use of punctuation is used with some accuracy

#### Spoken Language

20. Expresses some straightforward ideas / information / feelings
21. Makes an attempt to organise and structure spoken language making some attempt to meet the needs of the audience
22. Listens to questions / feedback and provides some appropriate response in a straight forward manner

## Stage Descriptors

### Stage 3

#### Reading

1. Some comments on texts supported by evidence Beginning to evaluate the text in context
2. Read aloud with fluent intonation that shows understanding
3. Some comments identifying how language is used and influences the reader
4. Possible reference to subject terminology
5. Focused comments on aspects of writers' purposes and viewpoints, supported by some textual reference
6. Some appropriate comparison of a range of texts
7. Shows some simple understanding of the relationships between texts and the contexts in which they were written

#### Writing

8. Shows some awareness of the features of the type of writing
9. Shows some awareness of purpose and audience
10. Shows some awareness of relevant content
11. Some awareness of how to use simple vocabulary to create some effect
12. Some awareness of how to organise writing
13. Shows some awareness of using different types of sentences, but with a lack of accurate punctuation throughout
14. Tense and agreement is mostly insecure
15. Some words are usually correct
16. Some awareness of punctuation

#### Spoken Language

17. Expresses straightforward comments
18. Listens and responds to questions and provides some appropriate response in a straight forward manner

## Stage Descriptors

### Stage 2

#### Reading

1. Simple comments on texts supported by some evidence
2. Read words accurately and fluently without overt sounding and blending Sound out most unfamiliar words without hesitation
3. Simple comments on how language is used and influences the reader
4. Some comments on aspects of writers' purposes and viewpoints, supported by some evidence from the texts
5. Some simple links between texts
6. Makes some simple comments regarding the context in which texts are produced

#### Writing

7. Shows simple awareness of features of the type of writing
8. Shows some simple awareness of how to use simple vocabulary to create simple effect
9. Shows simple awareness of how to organise writing
10. Shows simple awareness of using more than one type of sentence, but with a lack of accurate punctuation throughout
11. Tense and agreement is insecure throughout
12. Some simple words are usually correct
13. Simple awareness of punctuation

#### Spoken Language

14. Expresses some clear comments
15. Listens and responds to questions and provides some response in a straight forward manner

## Stage Descriptors

### Stage 1

#### Reading

1. Begins to comment on texts supported by basic reference Begins to show awareness of the text in context
2. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes Read many common exception words
3. Begins to comment on how language is used to achieve effects and influences the reader

#### Writing

4. Begins to show some awareness of features of the type of writing
5. Uses simple vocabulary
6. Sequences sentences to form short narratives
7. Begins to write in sentences
8. Tense and agreement is insecure throughout
9. Begins to spell simple words
10. Begins to show some awareness of punctuation

#### Spoken Language

11. Limited comment
12. Listens and responds to questions and provides limited response in a straight forward manner

### Stage 0

#### Reading

1. Begins to comment, listen and respond to questions

#### Writing

2. Nothing written or worthy of credit

#### Spoken Language

3. Begins to comment, listen and respond to questions