

Reading	7	8	9
Understanding	Show some understanding of the text. You understand who the characters are, where it is set and what happens. You know some features of theme and genre.	Understand the text. You understand who the characters are, where something is set and what happens. You know features of theme, genre and social historical context.	Understand the text. You understand who the characters are, where something is set and what happens. You know features of theme, genre and social historical context. You can begin to apply this knowledge when explaining the writer's ideas and intentions.
Evidence	Select an appropriate piece of evidence to support ideas.	Select appropriate evidence to support ideas. Develop your paragraph with a second piece of evidence that supports your ideas.	Select an appropriate range of evidence, embedding shorter quotes and providing context for these quotes.
Inference	Independently, make some accurate and sensible inferences supported by evidence.	Independently and regularly make sensible accurate inferences supported by evidence.	Begin to develop inferences exploring a range of ideas and explaining these inferences (perhaps using '...because....')
Analysis	Begin to identify the powerful words which create the effects and attempt to connect to inferences and impressions.	Identify and zoom in on effective vocabulary and begin to consider the impression created, the connotations and ideas that may be associated with this word. Begin to consider the effect of the writer's choice.	Identify and zoom in on effective vocabulary, considering the impressions created, the connotations and effects of this word choice. Begin to consider ideas tentatively and explore possible writer's intentions.
Terminology	Know key terminology and apply it sometimes.	Identify methods used by a writer and apply when annotating or analysing with some accuracy and consistency.	Identify methods used by a writer and apply to annotation and analysis with increasing accuracy and precision.
Writer's Intentions	Be able to show awareness that writer's choices had effect.	Show some awareness of the writer constructing the text and deliberately creating effects with word choices and other language and structure techniques.	Explain the impressions suggested by the writer's choices and begin to explain the effect of the methods as well as the connotations of words. Begin to consider the writer's message.

Writing	7	8	9
Sentences	<ul style="list-style-type: none"> Use some simple and some complex sentences. Many grammatically accurate sentences. 	<ul style="list-style-type: none"> Deliberately created some variety of sentence starters and lengths. Most sentences are complete and clear and make grammatical sense. 	<ul style="list-style-type: none"> Deliberately use a variety of sentences and sentence starters. Begin to deliberately create effects with sentence structure. Sentences are clear and make grammatical sense.
Punctuation	<ul style="list-style-type: none"> Use full stops and question marks accurately most of the time. Use commas with some accuracy. May begin to use other forms of punctuation with some accuracy, such as semicolon, exclamation mark. 	<ul style="list-style-type: none"> Full stops, question marks and commas are accurate most of the time. Some variety of punctuation is used which may include speech marks, exclamation marks, question marks, colons and semicolons. 	<ul style="list-style-type: none"> Evidence that punctuation is consistently used accurately. A range of punctuation may be displayed where appropriate.
Grammar	<ul style="list-style-type: none"> Mostly complete clear sentences. Mostly maintain the correct tense. Mostly accurate subject-verb agreement. 	<ul style="list-style-type: none"> Write in clear sentences. Maintain the correct tense. Mostly accurate subject-verb agreement. 	<ul style="list-style-type: none"> Writes in clear sentences. Maintain the correct tense. Consistently accurate subject-verb agreement.
Vocabulary	<ul style="list-style-type: none"> Some interesting vocabulary in places beginning to make deliberate selections with: <ul style="list-style-type: none"> Specific nouns Adjectives Effective verbs 	<ul style="list-style-type: none"> Making a variety of interesting or effective vocabulary choices. Increasing evidence that these choices are maintained across a piece of writing. Choices are increasingly appropriate to support or develop a particular tone or idea. 	<ul style="list-style-type: none"> Vocabulary is often carefully chosen or crafted and there are some more adventurous or effective word choices. Evidence of these choices being made throughout. Vocabulary is consistently chosen to support or develop a particular tone or atmosphere.
Imagery	<ul style="list-style-type: none"> Begin to create images to show rather than tell the reader what to think. 	<ul style="list-style-type: none"> Often use imagery to develop ideas avoiding telling. Increasingly consistent use of images develops atmosphere. 	<ul style="list-style-type: none"> Use imagery to develop the atmosphere and ideas avoiding telling the reader. Consistent use of images regularly crafted for effect.
Methods	<ul style="list-style-type: none"> Will include a figurative or rhetorical technique. 	<ul style="list-style-type: none"> Include more than one figurative or rhetorical technique deliberately to create effect. 	<ul style="list-style-type: none"> Begin to use some range of figurative or rhetorical techniques.
Content	<ul style="list-style-type: none"> Can write a paragraph of carefully crafted work within an appropriate time frame. Can write for the correct purpose addressing the task. Mostly clear and aware of the audience. Develop with some zooming in on important details and/or sensations. May be able to withhold and build to a reveal. 	<ul style="list-style-type: none"> Can sustain at least two paragraphs of carefully crafted work within an appropriate time frame. Writes for the correct purpose addressing the task. Clear expression with increasing awareness of audience. Develop by zooming in on increasingly appropriate details selected to build tension, atmosphere or a sense of direction towards a climax. 	<ul style="list-style-type: none"> Can write at least 3 paragraphs of carefully crafted work within an appropriate time frame. Writes for the correct purpose, addressing the task. Clear effective expression with clear awareness of audience. Able to zoom in an out and develop a focus on appropriate details, withholding and revealing to create effect. May also demonstrate a cyclical element in the structure.