

KS3 Assessment Rubric – ENGLISH READING & WRITING

Year 7

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Pupils read a range of texts fluently and accurately. ● They read independently, using strategies appropriately to establish meaning. ● In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. ● They use their knowledge of the alphabet and of search techniques to locate sources and find information. 	<ul style="list-style-type: none"> ● In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. ● They understand that texts reflect the time and culture in which they were written. ● They refer to the text when explaining their views and are able to locate and use ideas and information. 	<ul style="list-style-type: none"> ● Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. ● In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. ● They understand that texts fit into historical and literary traditions. ● They retrieve and collate information from a range of sources.

Year 8

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. ● They understand that texts reflect the time and culture in which they were written. ● They refer to the text when explaining their views and are able to locate and use ideas and information. 	<ul style="list-style-type: none"> ● Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. ● In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. ● They understand that texts fit into historical and literary traditions. ● They retrieve and collate information from a range of sources. 	<ul style="list-style-type: none"> ● In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. ● They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. ● They summarise a range of information from different sources.

Year 9

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. ● In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. ● They understand that texts fit into historical and literary traditions. ● They retrieve and collate information from a range of sources. 	<ul style="list-style-type: none"> ● In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. ● They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. ● They summarise a range of information from different sources. 	<ul style="list-style-type: none"> ● Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. ● They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. ● They understand why some texts are particularly valued and influential. ● They select, synthesise and compare information from a variety of sources.