

# Grade Descriptors for English

## Years 7 -11

### Grade 9

#### Reading

- Assured and discriminating appreciation of the ideas and information within texts is displayed.
- Texts are summarised critically and authoritatively.
- There is evidence of evaluation of ideas offering original and perceptive interpretations.
- Understand and respond to texts insightfully making comments on explicit and implicit meanings.
- Assured and discriminating appreciation of language and structural features is displayed.
- Assured and discriminating appreciation of the writer's ideas and perspectives is displayed.
- There is evidence of original and perceptive analysis of writers' methods.
- Quotations and/or features precisely selected to convincingly validate views and comments.
- A range of sophisticated subject specific vocabulary used judiciously.
- Assured and discriminating appreciation of contextual factors and the links between texts is displayed.

#### Writing

- Communication is thoroughly convincing and compelling throughout.
- Tone, style and register is assuredly matched to purpose, audience and format.
- Writing is imaginative, manipulated, subtle and increasingly abstract.
- Linguistic devices are used purposefully and imaginatively.
- Structural features are sophisticated, varied and inventive.
- Paragraphs are consistently coherent and fluently linked with seamlessly integrated discourse markers.
- Standard English is used consistently and with precision.
- A full range of appropriate sentence forms are used assuredly and accurately.
- There is control of complex grammatical structures.
- Vocabulary is extensive, sophisticated and ambitious.
- Sentence demarcation is consistently secure, accurate and precise.
- A wide range of punctuation is used with an assured level of accuracy.
- Spelling is thoroughly accurate, including the spelling of complex and irregular words.

## Grade 8

### Reading

- Comprehensive understanding of ideas and information within texts is displayed.
- Texts summarised critically.
- There is evidence of evaluation of ideas offering highly perceptive interpretations.
- Understand and respond to texts insightfully making comments on explicit and implicit meanings.
- Comprehensive understanding of language and structural features is displayed.
- Comprehensive understanding of the writer's ideas and perspectives is displayed.
- There is evidence of highly perceptive analysis of writers' methods.
- Quotations and/or features are selected judiciously to convincingly validate views and comments.
- A range of sophisticated subject specific vocabulary is used judiciously.
- Comprehensive understanding of contextual factors and the links between texts is displayed.

### Writing

- Communication is convincing and compelling throughout.
- Tone, style and register is confidently matched to purpose, audience and format.
- Writing is imaginative, manipulated for effect and is subtle.
- Linguistic devices are used purposefully and imaginatively.
- Structural features are varied and inventive.
- Paragraphs are fluently linked with integrated discourse markers.
- Standard English is used consistently and purposefully.
- A full range of appropriate sentence forms are used confidently and accurately.
- There is confident and secure control of complex grammatical structures.
- Vocabulary is sophisticated.
- Sentence demarcation is consistently secure, accurate and purposeful.
- A wide range of punctuation is used with a high level of accuracy.
- Spelling is accurate, including the spelling of complex and irregular words.

## Grade 7

### Reading

- Detailed understanding of the ideas and information within texts is displayed.
- Texts summarised critically.
- There is evidence of evaluation of ideas offering perceptive interpretations.
- Understand and respond to texts thoughtfully making comments on explicit and implicit meanings.
- Detailed understanding of language and structural features is displayed.
- Detailed understanding of the writer's ideas and perspectives is displayed.
- There is evidence of perceptive analysis of writers' methods.
- Quotations and/or features are selected to convincingly validate views and comments.
- A range of sophisticated subject specific vocabulary is used.
- Detailed understanding of contextual factors and the links between texts is displayed.

### Writing

- Communication is convincing and engaging throughout.
- Tone, style and register is confidently matched to purpose, audience and format.
- Writing is imaginative, manipulated for effect and is increasingly subtle.
- Linguistic devices are used with originality.
- Structural features are varied.
- Paragraphs are fluently linked with integrated discourse markers.
- Standard English is used consistently and confidently.
- A full range of appropriate sentence forms are used accurately.
- There is secure control of complex grammatical structures.
- Vocabulary is sophisticated.
- Sentence demarcation is consistently secure and accurate.
- A wide range of punctuation is used with a high level of accuracy.
- Spelling is consistently accurate, including the spelling of complex and irregular words.

## Grade 6

### Reading

- Consistently clear and developed understanding of the ideas and information within texts is displayed.
- There is evidence of evaluation of ideas offering valid interpretations.
- Understand and respond to texts increasingly thoughtfully making comments on explicit and implicit meanings.
- Consistently clear and developed understanding of language and structural features is displayed.
- Consistently clear and developed understanding of the writer's ideas and perspectives is displayed.
- The ways in which writers' methods are used to convey ideas and perspectives is explained clearly.
- Quotations and/or features are pertinently selected to validate views and comments.
- A range of subject specific vocabulary is used.
- Consistently clear and developed understanding of contextual factors and the links between texts is displayed.

### Writing

- Communication is consistently clear, engaging and effective.
- Tone, style and register is consistently matched to purpose, audience and format.
- Writing is increasingly imaginative.
- Linguistic devices are used consciously and effectively.
- Structural features are used effectively and confidently.
- Paragraphs are consistently coherent with integrated discourse markers.
- Standard English is used consistently.
- A variety of appropriate sentence forms are used.
- There is some control of grammatical structures.
- Vocabulary is increasingly sophisticated.
- Sentence demarcation is consistently secure and mostly accurate.
- A wide range of punctuation is used and is mostly accurate.
- Spelling is mostly accurate, including the spelling of complex and irregular words.

## Grade 5

### Reading

- Understanding of the ideas and information within texts is clear.
- Summarise texts and evaluate ideas offering valid interpretations.
- Understand and respond to texts increasingly thoughtfully making comments on explicit and implicit meanings.
- Understanding of language and structural features is clear.
- Understanding of the writer's ideas and perspectives is clear.
- Explanation of how of writers' methods are used to convey ideas and perspectives is clear.
- Select relevant quotations and/or features to support views and comments.
- Some subject specific vocabulary is used correctly.
- Understanding of contextual factors and the links between texts is clear.

### Writing

- Communication is consistently clear and effective.
- Tone, style and register is matched to purpose, audience and format.
- Linguistic devices are used effectively.
- Structural features are used effectively.
- Paragraphs are coherent with a range discourse markers.
- Standard English is used appropriately.
- A variety of appropriate sentence forms are used.
- Grammatical structures are mostly controlled.
- Vocabulary is clearly chosen for effect.
- Sentence demarcation is mostly secure and generally accurate.
- A wide range of punctuation is used and is generally accurate.
- Spelling is generally accurate, including the spelling of complex and irregular words.

## Grade 4

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| <p><b>Reading</b></p> | <ul style="list-style-type: none"> <li>• Understanding of the ideas and information within texts is mostly clear.</li> <li>• Texts are summarised and ideas are evaluated offering clear interpretations.</li> <li>• Understand and respond to texts making comments on explicit and implicit meanings.</li> <li>• Understanding of language and structural features is mostly clear.</li> <li>• Understanding of the writer’s ideas and perspectives is mostly clear.</li> <li>• Explanation of how of writers’ methods are used to convey ideas and perspectives is mostly clear.</li> <li>• Mostly relevant quotations and/or features are selected to support views and comments.</li> <li>• Some subject specific vocabulary is used mostly correctly.</li> <li>• Understanding of contextual factors and the links between texts is mostly clear.</li> </ul>  |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Communication is clear and effective.</li> <li>• Tone, style and register is generally matched to purpose, audience and format.</li> <li>• Linguistic devices are usually used effectively.</li> <li>• Structural features are usually used effectively.</li> <li>• Paragraphs are usually coherent with a range discourse markers.</li> <li>• Standard English is used appropriately most of the time.</li> <li>• A variety of sentence forms are used for effect.</li> <li>• Grammatical structures are mostly controlled.</li> <li>• Vocabulary is chosen for effect.</li> <li>• Sentence demarcation is generally secure and generally accurate.</li> <li>• A range of punctuation is used and is generally accurate.</li> <li>• Spelling of common words is mostly accurate; there may be mistakes in the spelling of complex and irregular words.</li> </ul> |

## Grade 3

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| <p><b>Reading</b></p> | <ul style="list-style-type: none"> <li>• Some understanding of the ideas and information within texts is displayed.</li> <li>• Texts are summarised.</li> <li>• There is some evidence of inference.</li> <li>• Some understanding of language and structural features is displayed.</li> <li>• Some understanding of the writer's ideas and perspectives is displayed.</li> <li>• Some comment on writers' methods is given.</li> <li>• Some quotations and/or references are selected to support views but not always appropriately.</li> <li>• Simple subject specific vocabulary is occasionally used.</li> <li>• Some understanding of contextual factors and the links between texts is displayed.</li> </ul>   |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Communication is mostly effective.</li> <li>• There is an attempt to match tone, style and register to purpose, audience and format.</li> <li>• Linguistic devices are sometimes used.</li> <li>• There is some use of structural features.</li> <li>• There is some use of paragraphs and some use of discourse markers.</li> <li>• Standard English is used appropriately some of the time.</li> <li>• There is some use of sentence forms for effect.</li> <li>• There is some control of grammatical structures.</li> <li>• There is some evidence of vocabulary chosen for effect.</li> <li>• Sentence demarcation is used throughout and is accurate some of the time.</li> <li>• There is some control of a range of punctuation.</li> <li>• Spelling of common words is mostly accurate; there is some accurate spelling of more complex words.</li> </ul> |

## Grade 2

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| <p><b>Reading</b></p> | <ul style="list-style-type: none"> <li>• Some awareness of the ideas and information within texts is displayed.</li> <li>• Texts are summarised.</li> <li>• Offers paraphrase rather than inference.</li> <li>• Some awareness of language and structural features is displayed.</li> <li>• Some awareness of ideas and perspectives is displayed.</li> <li>• There is evidence of some reference or textual detail.</li> <li>• Some awareness of contextual factors and the links between texts is displayed.</li> </ul> |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Communication is effective in places.</li> <li>• There is simple awareness of purpose, audience and format.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• There is limited control of register.</li> <li>• There is some evidence of use of simple linguistic devices.</li> <li>• There is some attempt to write in paragraphs with some discourse markers.</li> <li>• There is evidence of some attempt to control grammatical structures.</li> <li>• Vocabulary is simple.</li> <li>• There is evidence of some sentence demarcation.</li> <li>• There is some attempt to use a range of punctuation and this is sometimes accurate.</li> <li>• Basic spelling is correct some of the time.</li> </ul> |
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## Grade 1

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| <b>Reading</b> | <ul style="list-style-type: none"> <li>• Some simple awareness of the ideas and information within texts is displayed.</li> <li>• Texts are summarised.</li> <li>• Offers paraphrase rather than inference.</li> <li>• Simple awareness of language and structural features is displayed.</li> <li>• Simple awareness of ideas and perspectives is displayed.</li> <li>• There is evidence of simple reference or textual detail.</li> <li>• Simple awareness of contextual factors and the links between texts is displayed.</li> </ul>   |
| <b>Writing</b> | <ul style="list-style-type: none"> <li>• There is some success in communicating ideas.</li> <li>• There is simple awareness of purpose, audience and format.</li> <li>• There is limited control of register.</li> <li>• There is some evidence of use of simple linguistic devices.</li> <li>• Simple yet relevant ideas are linked together.</li> <li>• There is evidence of a limited attempt to control grammatical structures.</li> <li>• Vocabulary is simple.</li> <li>• There is evidence of simple sentence demarcation.</li> <li>• There is some attempt to use simple punctuation and this is sometimes accurate.</li> <li>• Basic spelling is correct some of the time.</li> </ul> |

## Foundation +

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| <p><b>Reading</b></p> | <ul style="list-style-type: none"> <li>• Information is located to find the answers to simple questions.</li> <li>• There is comment on plot, settings and characters.</li> <li>• There is some evidence of an ability to distinguish between fact and opinion.</li> <li>• There is some evidence of an ability to identify language used to add meaning.</li> </ul>  |
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• There is some success in communicating some meaning.</li> <li>• There is simple awareness of purpose, audience and format.</li> <li>• There is a limited range of simple vocabulary.</li> <li>• There is some awareness of how sentence are arranged.</li> <li>• Very limited control of grammatical structures.</li> <li>• There is sometimes evidence of some simple paragraph structure.</li> </ul> |