

# Steps To Success for KS3 English

STEPS	STRAND 1 Reading	STRAND 2 Writing	STRAND 3 Spelling, Punctuation & Grammar	STRAND 4 Speaking & Listening	EOKS4 Estimate
9	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Consistently offer mature, insightful and perceptive analysis of all texts, of all genres, offering multiple interpretations with apt references used precisely to illuminate arguments.</li> <li>Consistently offer layered analysis of a range of language and structural features.</li> <li>Consistently make perceptive comments about the influencing factors of purpose, audience and genre.</li> <li>Use terminology relating to all aspects of analysis with expert precision.</li> <li>Make insightful and perceptive links between texts and their contexts, embedding historical and social context in a way that illuminates analysis.</li> <li>Make well-developed, perceptive comparisons between texts, comparing them through the lens of language, form and structure.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Consistent, creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges with distinctive personal voice and style matched to intended effect.</li> <li>Mature and fully distinctive individual voices are used confidently throughout a range of written pieces.</li> <li>Confident control of appropriate levels of formality.</li> <li>Full understanding of literary conventions for both fiction and transactional writing.</li> <li>The writing is shaped maturely and fully engages the reader.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Correct spelling throughout.</li> <li>Uses a wide range of vocabulary imaginatively and with precision.</li> <li>Sentence structure is imaginative, precise and accurate, matched to the writer's purpose and intended effect on the reader.</li> <li>Imaginative, well-controlled structuring of subject matter and management of paragraphing provide textual coherence and cohesion.</li> </ul>	<p><b>All the below and ...</b></p> <ul style="list-style-type: none"> <li>Makes creative, precise selection of a wide repertoire of strategies to meet a variety of S &amp; L challenges</li> <li>Adapts vocabulary, grammar and non-verbal features appropriately to match a range of contexts demonstrating a distinct personal style</li> </ul>	9
8	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Consistently offer insightful and mature inferences about a text, exploring layers of meaning and supporting ideas with very well-chosen evidence.</li> <li>Offer very detailed analysis of the writer's use of language and structural features, including their use of more complex features.</li> <li>Show a mature and considered awareness of the influence of purpose, genre and audience across.</li> <li>Use terminology relating to both language and structural features with consistent precision.</li> <li>Make very developed and interesting connections between texts and their contexts, considering the multiple ways in which this may influence a text, embedding both historical and social information in relevant ways.</li> <li>Explore in detail how texts are similar or different, offering insightful comparisons and using very well-chosen evidence to support ideas.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Imaginative and generally successful adaptation of a wide range of forms and conventions to suit a variety of purposes and audiences.</li> <li>Well judged, distinctive individual voice or point of view established and sustained throughout, <i>e.g. consistent handling of narrator's persona in fiction; well controlled use of original turns of phrase in formal transactional writing.</i></li> <li>Generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, <i>e.g. varying the level of formality within a piece for effect; direct address to the reader or taking the reader into their confidence.</i></li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Errors in spelling are rare.</li> <li>Vocabulary is consistently, often imaginatively, well matched to purpose and audience.</li> <li>Uses punctuation maturely and for impact.</li> <li>Uses sentence types and structures to create emphasis and alter the reader's experience.</li> <li>Paragraphing is confident and creates a fluid text for the reader.</li> </ul>	<p><b>All the below and....</b></p> <ul style="list-style-type: none"> <li>Responds with flexibility to develop their own ideas and those of others.</li> <li>Demonstrates perceptive understanding of complex ideas</li> <li>Makes apt and flexible choices of vocabulary, grammar and non-verbal features across different registers dependent upon audience, purpose and context</li> </ul>	8
7	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Offer insightful and mature inferences about a text, always supporting ideas with very well-chosen evidence.</li> <li>Offer very detailed analysis of the writer's choice of language and structural techniques, sometimes exploring alternative interpretations.</li> <li>Offer detailed and thoughtful analysis of the writer's use of structural features, including more complex techniques.</li> <li>Use terminology relating to writers' methods with high levels of accuracy.</li> <li>Show increasing awareness of a writer's purpose, considering how this influences a text, and be able to offer some comments on how audience and genre also influence writing.</li> <li>Make more developed connections between a text and its historical/social context.</li> <li>Explore a number of developed comparisons between texts, using well-chosen evidence from both to support arguments.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, <i>e.g. deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot.</i></li> <li>Convincing, individual voice or point of view established and mostly sustained throughout, <i>e.g. authoritative expert view, convincing characterisation, adopting a role.</i></li> <li>Level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully but clearly present.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Has accurate spelling, including ambitious vocabulary.</li> <li>The range of vocabulary varied and often ambitious, as well as chosen appropriate to purpose and audience.</li> <li>Syntax and full range of punctuation, including colons and semi-colons, are consistently accurate in a variety of sentence structures.</li> <li>Construction of paragraphs clearly supports meaning and purpose, <i>e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs.</i></li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Speaks confidently and fluently, using Standard English appropriately</li> <li>Explores a wide range of subject matter effectively and with precision</li> <li>Manages and manipulates talk to engage and involve the audience, shaping and directing the content of discussion effectively</li> </ul>	7
6	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Read and understand longer texts of different genres which explore more complex ideas.</li> <li>Read between the lines, making insightful inferences about a text.</li> <li>Embed well-chosen quotations with accuracy.</li> <li>Offer detailed analysis of both the writer's choice of language as well as the writer's choice of language techniques.</li> <li>Offer some accurate analysis of the writer's use of simple structural features (i.e simple sentences or repetition).</li> <li>Use terminology relating to writers' methods mostly accurately.</li> <li>Show an awareness of the writer's purpose, considering how this may shape a text.</li> <li>Begin to make simple connections between a text and its historical/social context.</li> <li>Offer more developed comparisons between texts, using evidence from both to support arguments.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Relevant ideas and material developed with some imaginative detail.</li> <li>Development of ideas and material appropriately shaped for selected form.</li> <li>Clear viewpoint established, generally consistent, with some elaboration, <i>e.g. some, uneven, development of individual voice or characterisation in role.</i></li> <li>Main purpose of writing is clear and consistently maintained.</li> <li>Features of selected form clearly established with some adaptation to purpose.</li> <li>Appropriate style clearly established to maintain reader's interest throughout.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Generally accurate spelling throughout, occasional errors for more complex words.</li> <li>Reasonably wide vocabulary used, with some vocabulary chosen for effect</li> <li>Range of punctuation used accurately to demarcate sentences, including apostrophes, speech marks and inverted commas.</li> <li>Use of commas to mark clauses, though some errors may occur where ambitious structures are attempted.</li> <li>Uses paragraphs with confidence to structure main ideas across the text to support purpose/links between paragraphs generally maintained.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>Explores complex ideas and feelings in a succinct and detailed way</li> <li>Engages with complex material and make perceptive responses</li> <li>Adapts vocabulary, grammar and non-verbal features to meet an increasing range of demands of audience, purpose and context</li> </ul>	6

5	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Explain in some detail their opinions on a text - these are often thoughtful.</li> <li>● Read between the lines, making thoughtful and developed inferences about a text.</li> <li>● Use precise quotations to support ideas, always embedded into sentences.</li> <li>● Offer more detailed analysis of the writer's language choices, exploring in detail the effect on the audience.</li> <li>● Begin to offer analytical comments about the writer's use of descriptive techniques, exploring the effect on the audience.</li> <li>● Offer some simple comparisons between texts.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Include relevant ideas and content.</li> <li>● Some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i>.</li> <li>● Straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i>.</li> <li>● Main purpose of writing is clear but not always consistently maintained</li> <li>● Main features of the selected form are clear and appropriate to purpose.</li> <li>● Style generally appropriate to task, though awareness of the reader is not always sustained.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Has generally accurate spelling (<i>likely errors may include homophones, double consonants, adventurous word choices</i>).</li> <li>● Evidence of deliberate vocabulary choices.</li> <li>● Some expansion of general vocabulary to match topics.</li> <li>● Uses a range of punctuation accurately,</li> <li>● Commas used in lists and to mark clauses with occasional errors.</li> <li>● Uses paragraphs with confidence - ideas/material generally in logical sequence, with fitting openings and closings.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Explains ideas and feelings with lots of detail in places</li> <li>● Organises the talk to make the point of view clear and to engage the listener</li> <li>● Adapts vocabulary, grammar and non-verbal features which are appropriate for the audience, purpose and context</li> <li>● Listens, and contributes ideas to shape the direction of talk</li> </ul>	5
4	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Read and understand longer texts belonging to different genres.</li> <li>● Offer more interesting opinions about the ideas, events or characters within a text.</li> <li>● Read between the lines, making more thoughtful inferences about a text.</li> <li>● Use precise quotations to support ideas, sometimes embedding these into sentences.</li> <li>● Begin to offer analytical comments about individual words used by a writer, exploring the effect on the audience.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Include some appropriate ideas and content</li> <li>● Attempt to elaborate on basic information or events, e.g. <i>nouns expanded by adjectives. Use of straight forward figurative techniques</i>.</li> <li>● Attempt to adopt a viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration.</li> <li>● Establish purpose at a general level.</li> <li>● Include main features of selected form</li> <li>● Attempts to write in an appropriate style, with attention to the reader/ audience.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Has generally accurate spelling.</li> <li>● Some adventurous word choices selected for effect.</li> <li>● Uses basic punctuation (such as full stops, capital letters, question marks) accurately.</li> <li>● Some comma splicing evident</li> <li>● Begins to use more sophisticated punctuation, such as semicolons and brackets, though not always with accuracy.</li> <li>● Uses paragraphs with confidence - beginning to consider movement between paragraphs/sections..</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Takes turns in conversations and adds detail to what others say</li> <li>● Organises the talk and makes some changes to what is being said to suit audience, purpose and context</li> <li>● Demonstrates clear understanding of what others are saying</li> <li>● Introduce new ideas to the talk</li> </ul>	4
3	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Read and understand longer texts.</li> <li>● Begin to offer straightforward opinions about the ideas explored within texts.</li> <li>● Read between the lines, making accurate inferences about a text.</li> <li>● Use quotations to support ideas with increasing precision.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Convey mostly relevant ideas and content which is sometimes repetitive and/or lacks development.</li> <li>● Include some apt word choices to create interest.</li> <li>● Include some descriptions that relate to the viewpoint.</li> <li>● Show some awareness of purpose and form although not consistently.</li> <li>● Some attempt to use conventions of a given form.</li> <li>● Some attempt to write in an appropriate tone.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Has generally accurate spelling, although some longer words may be inaccurate.</li> <li>● Simple vocabulary with some adventurous word choices.</li> <li>● Straight-forward sentence structure.</li> <li>● Uses basic punctuation (such as full stops, capital letters, commas, question marks) though not always with accuracy.</li> <li>● Uses paragraphs with confidence - ideas in sections grouped by content.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Takes turns in conversation and says more than just a few words.,</li> <li>● Make some appropriate changes to what is being said to suit the audience.</li> <li>● Listens to others, responds and makes appropriate comments and suggestions</li> </ul>	3
2	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Express straightforward ideas or opinions about a text.</li> <li>● Read between the lines, inferring simple ideas about a text.</li> <li>● Use some quotations to support ideas, but these may not always be accurate or precise.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Convey basic information through appropriate word choices relating to the topic.</li> <li>● Use some descriptive language, e.g. <i>colour, size, simple emotion</i>.</li> <li>● Show a basic awareness of purpose, form and reader/audience.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Spells simple high-frequency words with accuracy.</li> <li>● Mostly simple, speech-like vocabulary to convey meanings.</li> <li>● Uses full stops and capital letters mostly accurately.</li> <li>● Mostly grammatically accurate clauses.</li> <li>● Uses paragraphs to organise ideas.</li> </ul>	<p><b>All the below and...</b></p> <ul style="list-style-type: none"> <li>● Can talk about things that have happened</li> <li>● Chooses the appropriate words and facial expressions depending on their audience</li> <li>● Takes turns to talk and listen in pairs/groups and can clarify what is being said</li> </ul>	2
1	<p><b>Students Can...</b></p> <ul style="list-style-type: none"> <li>● Read and understand simple, short texts.</li> <li>● Identify literal information within a text.</li> <li>● Explain literally what is happening in a text.</li> </ul>	<p><b>Students Can...</b></p> <ul style="list-style-type: none"> <li>● Convey very basic information and ideas with some appropriate word choice.</li> <li>● Give some simple descriptions using basic vocabulary.</li> <li>● Show some understanding of basic purpose and form.</li> <li>● Show little awareness of the reader/ audience.</li> </ul>	<p><b>Students Can...</b></p> <ul style="list-style-type: none"> <li>● Spells simple high-frequency words with occasional mistakes.</li> <li>● Uses simple vocabulary.</li> <li>● Some awareness of use of full stops and capital letters, e.g. <i>beginning/end of sentence</i>.</li> <li>● Simple connections between ideas and events.</li> </ul>	<p><b>Students Can...</b></p> <ul style="list-style-type: none"> <li>● Speak loudly and clearly</li> <li>● Express own opinions/ideas</li> <li>● Take turns to talk and listen in pairs/groups</li> </ul>	1