KS3 GRADE DESCRIPTORS

Target Grade: .....

English

	Reading	Writing	Creative Writing	SPaG
Pre -Foundational	I can say what a text is about and my opinion of it. I can identify when a 'good word' has been used.	I usually remember to use capital letters and full-stops. My handwriting is becoming more legible.	I can use some interesting words for description or characters. I have some understanding of audience and purpose.	I use capital letters and full stops consistently. Some common words are spelt correctly Simple sentences show developing control.
Foundational	I have a clear opinion of the text and use evidence to support my claims. I start to identify devices a writer has used and start to explain the effects of some word choices used.	I accurately use co-ordinating and subordinating conjunctions to link ideas in a sentence (and, but, so, if, when and because). I use paragraphs to organise my writing.	I include characters and settings with some interesting features. I may attempt to craft some simple literary devices (e.g., similes).	I can use a range of common punctuation with some accuracy. All common words are spelt correctly.
Emerging	I start to explain what I think an author is trying to achieve and use evidence to support. I can identify a broader range of devices. I can explain the effects of some word choices.	I use simple, compound and complex sentences. I use a range of connectives. I clearly link paragraphs.	I can write some developed characters and settings. I use descriptive language effectively. I use literary techniques with more accuracy.	I can use a range of common punctuation with complete accuracy (, . ? ! - … ; : "") Some more complex words are spelt correctly.
Developing	I have a clear opinion about what I think an author is trying to achieve. I start to infer by using different moments from the text. I apply a limited understanding of context.	My paragraphs create a level of cohesion in my writing. My writing is clear and well-sequenced.	I can create engaging characters and settings. I experiment with different devices I attempt to engage my readers with narrative structure.	I attempt to use more complex punctuation (, . ? ! - … ; : "") My spelling of simple and complex words are mostly accurate.
Secure	I have an emerging line of argument. I confidently use different textual details to illustrate my understanding. I analyse a range of language and structural choices. I start to link themes and context.	My writing is logical with analytical language. I use a sophisticated range of vocabulary. My writing is cohesive.	My characters and settings are engaging and convincing. I use varied sentence structures with a clear narrative voice. I use literary techniques confidently. I can engage my readers with a narrative structure which is interesting.	I start to use a range of punctuation with complete accuracy and effect. My vocabulary and sentence variety is ambitious. Accurate spelling of simple and complex words.
Advanced	I have a thesis and use the text to illustrate it . My quotations are judicious. I can identify and analyse linguistic and structural patterns. I explain how context influences authorial choices.	My essays are logical, well-structured and supported by ambitious vocabulary. I can use academic verbs (criticise, reveal, celebrate, suggest, condemn, etc). My essays support the 'flow' of my argument.	I write masterful narratives which demonstrate unique voice. I use a combination of sentence structures to create effects. I use more sophisticated vocabulary and devices effectively	Spelling of complex words is consistently accurate. My writing demonstrates mastery of varied sentence structures. I use a range of punctuation for variety and effect.