



SHFGS Assessment Criteria: Y7 English

Level Descriptor Strands	Below Expected Standard	Working towards Expected Standard	Expected Standard	Above Expected Standard	Outstanding
Reading	<ul style="list-style-type: none"> - Relevant points identified. - Comments often supported by quotation. - Clear comment on effect. - Some features of language identified. - Clear comments on context. 	<ul style="list-style-type: none"> - Most relevant points identified. - Comments generally supported by quotation. - Comments on organisation. - Features of language identified. - Some use of context. 	<ul style="list-style-type: none"> - Relevant points identified. - Comments clearly supported by quotation. - Comments on features of organisation. - Explicit explanation of how effect is created. - Clear use of context. 	<ul style="list-style-type: none"> - Apt quotation used to support relevant points. - Some detailed exploration of structural choices. - Some detailed explanation of how language is used - Exploration of context. 	<ul style="list-style-type: none"> - Good quote choices. - Comments begin to develop interpretations. - Analysis of structural choices. - Developed analysis of language. - Detailed exploration of context..
Writing	<ul style="list-style-type: none"> - Viewpoint established. - Paragraphs help to organise material. - Some variety in sentence length and structures. - Deliberate vocabulary choices. 	<ul style="list-style-type: none"> - Clear viewpoint established. - Appropriate paragraphing. - Variety of sentence lengths. - A reasonably wide vocabulary chosen for effect. 	<ul style="list-style-type: none"> - Some sense of individual voice established. - Information is clearly structured. - Variety of sentence length & structure providing clarity. - Vocabulary generally varied. 	<ul style="list-style-type: none"> - Convincing individual voice established. - Paragraphs support meaning. - Use of simple and complex sentences. - Generally accurate spelling. 	<ul style="list-style-type: none"> - Convincing individual voice established and sustained. - Material controlled and sequenced. - Controlled use of simple and complex sentences. - Vocabulary well chosen and appropriate.
Speaking and Listening	<ul style="list-style-type: none"> - express straightforward ideas and feelings - . Structure talk in ways which support meaning - generally clear understanding of content and how it is presented - Takes on straightforward roles in pairs or groups. 	<ul style="list-style-type: none"> - explain relevant ideas and feelings, some elaboration - Shape talk in deliberate ways for clarity - Recognise significant details and implicit meanings - Sustain roles with independence in pairs or groups 	<ul style="list-style-type: none"> - explore and explain relevant ideas and feelings - introduces signposting to help guide the audience - understanding of details and the speaker's key ideas - take on significant roles in groups or pairs 	<ul style="list-style-type: none"> - Explore complex ideas and feelings in a range of ways - Generally controlled and effective organisation of talk - Engage with complex material making perceptive responses - Adopt group roles, promote effective discussion. 	<ul style="list-style-type: none"> - variety of strategies to explore and increasingly complex ideas - Controlled and effective organisation of talk - perceptive responses that challenge what is said - Shapes the direction of talk at times.