

KS3 English: Ready to Progress Criteria



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| Reading | Comprehension | - Students can use genre, audience and purpose to support comprehension of a wide range of fiction and non-fiction texts |
| | | - Students can understand characterisation and how a character develops across a text |
| | | - Students can use context to support comprehension and consider how it impacts the messages conveyed |
| | | - Students can recognise themes and motifs within a text and consider how they develop |
| | | - Students can infer meaning from a range of fiction and non-fiction texts and support this with evidence |
| | | - Students can check their understanding to make sure what they have read makes sense |
| | | - Students can effectively summarise what they have read in class or for pleasure |
| | | - Students choose and read books for challenge, interest and enjoyment |
| | - Students, through reading, learn new vocabulary and can relate this to previously familiar words | |
| | Analysis | - Students can identify word classes, sentence types and sentence functions and explain how they create meaning |
| | | - Students can identify and explain the impact of key literary and language techniques in both seen and unseen extracts |
| | | - Students can identify and explain the impact of key structural techniques in both seen and unseen extracts |
| | | - Students can comment on how a writer uses setting, plot and characterisation for effect |
| | | - Students can critically compare the features of two or more texts using appropriate comparative vocabulary |
| | | - Students can explore the connotations of key words to closely analyse a writer's choice of vocabulary |
| - Students can appropriately select and use quotations to support and explain ideas about a text | | |
| - Students can write extended paragraphs to explore | | |
| Writing | Spelling, Punctuation and Grammar | - Students can use a wide range of punctuation accurately and for effect |
| | | - Students can use an increasingly ambitious range of vocabulary and grammatical constructions for effect |
| | | - Students can use standard English confidently in their writing |
| | | - Students can apply common spelling rules and spell increasingly complex words accurately |
| | Structure | - Students can use a variety of structural techniques to organise their work selecting these appropriately for the form |
| | | - Students can use paragraphs accurately and consistently to support coherence and overall effectiveness |
| | | - Students can use a range of sentence types and lengths appropriately for the form and for effect |
| | Form and style | - Students can adapt their writing to meet a range of fiction and non-fiction genres, audiences and purposes |
| | | - Students can communicate their ideas clearly and effectively using literary techniques to suit different genres & registers |
| | | - Students can plan and structure their writing appropriately |
| - Students can draft, edit and proof-read their writing to improve how successful it is as meeting the genre, audience and purpose | | |
| Speaking | Interaction | - Students can use standard English confidently to present ideas in formal and informal contexts |
| | | - Students can use active listening techniques and summarise and build upon what is said |
| | Form | - Students can give short speeches and presentations and participate in structured debates and group discussions |