Reading Pathways	Y7 Criteria	Y8	Y9
A **Critical** **Reading**	If appropriate, relevant points are made from across the text.	The points made show a <u>knowledge of the whole text.</u>	The points made show a clear line of argument relating to the task posed.
	The pupil supports all points with relevant quotations, some of which may actively support the points/argument being made.	Relevant quotations are beginning to be used to support the argument or point being made.	Relevant quotations are used to support and build (embedded quotations) an argument/point.
	Some accurate use of relevant literary, structural and linguistic terminology is evident.	Relevant literary, structural and linguistic terminology is used accurately and appropriately throughout a piece of work.	Relevant literary, structural and linguistic terminology is used in an integrated and precise fashion most of the time.
	Some attempts at exploring how different layers of meaning are suggested by a text might be evident.	More confident or frequent attempts at exploring how different layers of meaning are suggested by a text might be evident.	Clear evidence of 'grazing on a phrase' and exploring layers of meaning is displayed throughout a response.
	The pupil is able to show some detailed exploration of how language and structural choices support the writer's theme/purpose and influence a reader.	Analysis about how language and structural features explore the writer's intent and clear exploration as to how they affect the reader's response will be evident.	The pupil can demonstrate an assured analysis of language and structural choices and make attempts at evaluating the choices made by a writer and the effectiveness of these choices on a reader.
	The pupil discusses in detail how the reader's or writer's background contributes to the meaning of a text.	The pupil is beginning to analyse how a text is influenced by earlier texts written in a similar style and how the reader's or writer's background contribute to the meaning of a text.	The pupil sustains a critical analysis/evaluation of a text and how it relates to its social, historical or cultural background throughout a piece of work.
A **Comparison**	The pupil can link evidence between texts.	The pupil can link well-chosen evidence between texts.	The pupil can confidently link well-chosen evidence between texts.
	The pupil can identify **<u>some</u>** similarities and differences between texts and is able to explain how they reflect the writer's purpose and viewpoint.	The comparisons made by a pupil recognise different variables (eg. Form, content, mood, viewpoint) and explores how they are linked to purpose viewpoint and context.	The most effective comparisons are purposefully selected in order for the pupil to explore how they convey writers' purposes, viewpoints and contexts.

B Critical Reading	Relevant points are made.	Relevant points are made from **across the text.**	The points made show a **knowledge of the whole text.**
	The pupil supports points with generally relevant quotations.	**The pupil supports all points** with relevant quotations, some of which may actively support the points/argument being made.	Relevant quotations are beginning to be used to support the argument or point being made.
	Some accurate use of relevant literary, structural and linguistic terminology is evident.	Some accurate use of relevant literary, structural and linguistic terminology is evident.	Relevant literary, structural and linguistic terminology is used accurately and appropriately throughout a piece of work.
	Some attempts are made by the pupil to explore how different layers of meaning are suggested by a text.	The pupil makes **some** more successful attempts at exploring how different layers of meaning are suggested by a text.	**More confident and frequent** attempts at exploring how different layers of meaning are suggested by a text **will be evident.**
	The pupil is beginning to show the ability to explore, in more detail, how language and structural choices support the writer's theme/purpose and influence a reader.	The pupil can show some detailed exploration of how language and structural choices support the writer's theme/purpose and influence a reader.	Analysis about how language and structural features explore the writer's intent and clear exploration as to how they affect the reader's response is evident.
	The pupil is able to write about a reader's or writer's background but may not be able to link this to how it contributes to the meaning of a text.	The pupil discusses in detail how the reader's or writer's background contributes to the meaning of a text.	The pupil can begin to analyse how a text is influenced by earlier texts written in a similar style and how the reader's or writer's background contribute to the meaning of a text.
B Comparison	The pupil begins to link evidence between texts. The pupil can identify either some simple similarities or differences between the ideas, language and/or viewpoints of each text. Comparisons may come from very localised evidence.	The pupil can link evidence between texts. The pupil identifies some similarities and differences between texts and is able to explain how they reflect the writer's purpose and viewpoint.	The pupil can link well-chosen evidence between texts. The pupils' comparisons recognise different variables (eg. Form, content, mood, viewpoint) and explores how they are linked to purpose viewpoint and context.

C Critical Reading	Some relevant points are made.	Relevant points are made.	If appropriate, relevant points are made from across the text.
	Quotations are used by the pupil and some might be relevant.	The pupil supports points with generally relevant quotations.	The pupil supports all points with relevant quotations, some of which may actively support the points/argument being made.
	Some basic linguistic or structural terminology is used by the pupil and simple comments are made in relation to these features.	Some accurate use of relevant literary, structural and linguistic terminology is evident.	Some accurate use of relevant literary, structural and linguistic terminology is evident.
	The pupil's explanations are beginning to be more securely linked to textual evidence and some simple inferences are made.	The pupil can offer more developed explanations. inferences are made and there may be some attempts at exploring how different layers of meaning are suggested by a text .	Some attempts at exploring how different layers of meaning are suggested by a text might be evident.
	The pupil's explanations **explore and comment on** the effect of language and structure.	The pupil is beginning to show the ability to explore, **in more detail,** how language and structural choices **support the writer's theme/purpose and influence a reader.**	Some detailed exploration of how language and structural choices support the writer's theme/purpose and influence a reader
	The pupil can make simple comments about a reader's or writer's background but will not link these to the meanings suggested by a text.	The pupil is able to write about a reader's or writer's background but may not be able to link this to how it contributes to the meaning of a text.	The pupil discusses in detail how the reader's or writer's background contributes to the meaning of a text.
C Comparison	The pupil can identify either some simple similarities or differences between the ideas, language and/or viewpoints of each text.	The pupil begins to link evidence between texts.	The pupil can link evidence between texts.
	The pupil may not use evidence to support points or evidence selected may not be entirely relevant.	The pupil can identify either some simple similarities or differences between the ideas, language and/or viewpoints of each text. Comparisons may come from very localised evidence.	The pupil identifies some similarities and differences between texts and is able to explain how they reflect the writer's purpose and viewpoint.

T Critical Reading			
	A pupil working towards the top of this band will be able to identify the most obvious points or repeat large chunks of relevant narrative. At the lower end of this band no relevant points will be made.	Some relevant points are made by pupils at the top of this band. At the lower end of this band only the most obvious points will be identified or pupils will simply repeat large chunks or relevant narrative.	Relevant points are made more consistently by pupils at the top of this band. Only some relevant points are made by pupils at the lower end.
	At the top of this band, pupils will use quotations occasionally to support comment but they might not be relevant. No quotations are used or whole sections of the text are copied verbatim by pupils working at the lower end of this band.	At the top of this band, quotations are used - some might be relevant. Only occasional quotations are made by pupils at the lower end of this band and they may not always be relevant.	At the top of this band, pupils support points with generally relevant quotations, whereas at the lower end of this band only some of the quotations used may be relevant.
	Pupils working towards the top of this band will be able to identify basic linguistic or structural features but may not give a comment. No technical terminology is used by pupils at the very lower end of this band.	Some basic linguistic or structural terminology is used and simple comments are made in relation to these features by pupils working at the top of this band. Pupils working at the lower end of this band will be able to identify basic linguistic or structural features but they may not give comments about these.	Pupils at the top of this band will demonstrate some accurate use of relevant literary, structural and linguistic terminology. Pupils working at the lower end of this band will use some basic linguistic and structural terminology and make only simple comments about them.
	Pupils towards the top of this band can make straightforward comments based upon a single point in the text. The comments made by pupils at the lower end of this band show little or no understanding of the text being examined.	At the top of this band pupils' explanations are beginning to be more securely linked to textual evidence and some simple inferences are made. At the lower end of this band only straightforward comments are made based upon a single point in the text.	Pupils at the top of this band will show some attempts at exploring how different layers of meaning are suggested by a text. At the lower end of this band, explanations are beginning to be more securely linked to textual evidence and some simple inferences are made.
	Pupils working at the top of this band may make very basic comments relating to the effect of language and structure. Pupils at the lower end of this band are unable to comment on the effects created through a writer's choice of language or structure.	At the top of this band pupils make explanations which **explore and comment on** the effect of language and structure. At the lower end of the band pupils make only very basic comments relating to the effect of language and structure.	At the top of this band the pupil is beginning to show the ability to explore, in more detail, how language and structural choices support the writer's theme/purpose and influence a reader. At the lower end of this band pupils make explanations which **explore and**

			comment on the effect of language and structure.
	A pupil working at the top of this band is able to recognise some features of context eg. The time at which it was written, the culture it comes from. A pupil at the lower end of this band might be able to recognise very limited details about the context of a text eg. The name of the author, the date it was written.	A pupil working at the top of this band can make simple comments about a reader's or writer's background but will not link these to the meanings suggested by a text. In contrast, a pupil working at the lower end of this band is only able to recognise some features of context eg. The time at which it was written, the culture it comes from.	At the top of this band a pupil is able to write about a reader's or writer's background but may not be able to link this to how it contributes to the meaning of a text. A pupil working at the lower end of this band can make simple comments about a reader's or writer's background but will not link these to the meanings suggested by a text.
T Comparison	At the top of this band, very simple links will be made between texts. These won't be supported with quotations.	At the top of this band, pupils can identify either some simple similarities or differences between the ideas, language and/or viewpoints of each text. At the lower end of this band, very simple links will be made between texts.	At the top of this band, pupils begin to link evidence between texts. At the lower end of this band, pupils can identify either some simple similarities or differences between the ideas, language and/or viewpoints of each text.
	No obvious comparisons will be made between texts at the lower end of this band.	Pupils at the top of this band may not always use evidence to support points or evidence selected may not be entirely relevant. At the lower end of this band comparisons will not be supported with quotations.	At the top of this band, comparisons may come from very localised evidence. Pupils at the lower end of this band may not always use evidence to support points or evidence selected may not be entirely relevant.

Writing Pathways	Y7 Criteria	Y8	Y9
A			
W1	Viewpoint, tone, style and register match the task and are sustained.	Tone, style and register are consciously adapted to the task and are sustained. Viewpoint can be adapted within and across tasks.	Tone, style and register are manipulated to position the reader and achieve purpose. Skilful control of viewpoint creates layers of meaning.
W2	Form is adapted with purpose and audience in mind.	Form is adapted to achieve the intentions of the writer.	Paragraph choices are integral to meaning and purpose.
W3	Selection and sequencing of ideas is controlled and sometimes used for effect on a reader.	Structure is managed and consciously shaped to meet the intentions and effect of the writing (choices of paragraph content, length and breaks are made with the reader in mind).	Structure is managed skilfully with ambitious control of content to meet purpose.
W4	The pupil develops and connects appropriate information and ideas.	A variety of techniques are used with confidence to guide the reader.	A variety of devices used to position the reader.
W5	A range of sentence structures are used with more deliberate purpose and effect.	A wide range of sentence structures are used for deliberate purpose and effect.	An ambitious range of sentence structures are used to shape meaning and create impact.
W6	Punctuation is consistently accurate and is sometimes used to create deliberate effects.	Punctuation is accurate and enhances clarity and control.	Punctuation is accurate and enhances purpose and creates specific effects.
W7	Vocabulary choices are increasingly varied and match viewpoint and purpose. Complex and irregular words are generally accurate in their spelling and usage.	Vocabulary choices are wide, varied and consciously selected with only occasional errors.	Vocabulary choices are extensive and used judiciously with rare spelling errors found.
W8	The pupil can use a more deliberate selection of appropriate linguistic features according to audience, purpose and form in order to create effects.	Linguistic devices are deliberately selected and are used to create a variety of effects with success.	Linguistic/structural devices are used experimentally to create a variety of effects with success.
W9	The pupil can more confidently refine work in the light of feedback and make conscious changes to alter the effects created.	The pupil can make connections between their own work and that of others and refine accordingly.	The pupil can make critical connections between their own work and that of others and refine accordingly.

B **W1**	Viewpoint, tone, style and register are appropriate to task.	Viewpoint, tone, style and register match the task and are sustained.	Tone, style and register are consciously adapted to the task and are sustained. Viewpoint can be adapted within and across tasks.
W2	Paragraphs guide the reader through the content.	Form is adapted with purpose and audience in mind.	Form is adapted to achieve the intentions of the writer.
W3	Clear links are made between paragraphs and a range of devices are used for cohesion.	The selection and sequencing of ideas is controlled and sometimes used for effect on a reader. Appropriate information and ideas are developed and connected.	Structure is managed and consciously shaped to meet the intentions and effect of the writing (choices of paragraph content, length and breaks are confidently made with the reader in mind).
W4	A range of sentence structures are used with some deliberate purpose and effect.	A range of sentence structures are used with more deliberate purpose and effect.	A wide range of sentence structures are used for deliberate purpose and effect.
W5	Punctuation is consistently accurate.	Punctuation is consistently accurate and is sometimes used to create deliberate effects.	Punctuation is accurate and enhances clarity and control.
W6	Vocabulary choices match viewpoint and purpose and some more complex words are spelt accurately.	Vocabulary choices are increasingly varied and match viewpoint and purpose. Complex and irregular words are generally accurate in their spelling and usage.	Vocabulary choices are wide, varied and consciously selected with only occasional errors.
W7	The pupil selects appropriate linguistic features according to audience, purpose and form.	The pupil can use a more deliberate selection of appropriate linguistic features according to audience, purpose and form in order to create effects.	Linguistic devices are deliberately selected and are used to create a variety of effects with success.
W8	The pupil is beginning to refine work in the light of feedback.	The pupil can more confidently refine work in the light of feedback and make conscious changes to alter the effects created.	The pupil can make connections between their own work and that of others and refine accordingly.
C **W1**	The pupil selects features that are matched to purpose, audience and context and creates a consistent viewpoint.	Viewpoint, tone, style and register are appropriate to task.	Viewpoint, tone, style and register match the task and are sustained.

W2	Sequencing of relevant ideas is clear and appropriate although paragraphs may not always be used accurately.	Paragraphs guide the reader through the content.	Form is adapted with purpose and audience in mind.
W3	Links are made between the different ideas within the text and the writer is becoming more confident with a range of structural devices that can be used to link ideas.	Clear links are made between paragraphs and a range of structural devices are used for cohesion.	Selection and sequencing of ideas is controlled and sometimes used for effect on a reader. Appropriate information and ideas are developed and connected.
W4	A range of sentence structures are used mostly securely and appropriate to context.	A range of sentence structures are used with some deliberate purpose and effect.	A range of sentence structures are used with more deliberate purpose and effect.
W5	Basic punctuation is mainly accurate.	Basic punctuation is consistently accurate.	Punctuation is consistently accurate and is sometimes used to create deliberate effects.
W6	Some more complex vocabulary is evident, although this may not always be spelt correctly.	Vocabulary choices match viewpoint and purpose and some more complex words are spelt accurately.	Vocabulary choices are increasingly varied and match viewpoint and purpose. Complex and irregular words are generally accurate in their spelling and usage.
W7	A basic understanding of specific features is used to create a piece of writing.	The pupil selects appropriate linguistic features according to audience, purpose and form.	The pupil can use a more deliberate selection of appropriate linguistic features according to audience, purpose and form in order to create effects.
W8	The pupil is able to reflect on the intentions of own and other's work.	The pupil is beginning to refine work in the light of feedback and can refer to features of style, form and structure when responding to own and other's work.	The pupil can more confidently refine work in the light of feedback and make conscious changes to alter the effects created.
T W1	Towards the top of this band the purpose of writing is clear although the style range is limited and viewpoint may not always be consistent. A distinct lack of clarity will be evident for a writer at the lower end of this band.	A pupil at the top of this band selects features that are matched to purpose, audience and context and creates a consistent viewpoint. At the lower end of this band the purpose of writing is clear although the style range is	At the top of this band, viewpoint, tone, style and register are appropriate to task. At the lower end of this band, pupils select features that are matched to purpose, audience and

		limited and viewpoint may not always be consistent.	context and can create a consistent viewpoint.
W2	Towards the top of this band, ideas are becoming increasingly relevant and generally clustered. There may be few relevant ideas found in pupils' writing at the lower end of this band and there will be little attempt/ability to be able to group them logically.	At the top of this band, sequencing of relevant ideas is clear and appropriate although paragraphs may not always be used accurately. At the lower end of this band, ideas are relevant and generally clustered and generally have a focus.	At the top of this band, paragraphs guide the reader through the content. At the lower end of this band, the sequencing of relevant ideas is clear and appropriate although paragraphs may not always be used accurately.
W3	At the top of this band, simple pronouns, conjunctions and adverbials link ideas. Some evidence of this may also be evident at the lower end of this band.	At the top of this band, links are made between the different ideas within the text and the writer is becoming more confident with a range of structural devices that can be used to link ideas. At the lower end of this band, simple pronouns, conjunctions and adverbials link ideas.	At the top of this band, clear links are made between paragraphs and a range of devices are used for cohesion. At the lower end of this band, links are made between the different ideas within the text and the writer is becoming more confident with a range of structural devices that can be used to link ideas.
W4	A more limited range of sentence structure is evident at the top of this band whereas only simple and/or compound sentences will be used by a writer at the lower end of this band.	A pupil at the top of this band will be able to use a range of sentence structures mostly securely and appropriate to context. A more limited range of sentence structure is evident at the lower end of this band.	A pupil at the top of this band will use a range of sentence structures with some deliberate purpose and effect. At the lower end of this band, a range of sentence structures are used mostly securely and appropriate to context.
W5	A limited range of punctuation used with some inaccuracy will be evident at the top of this band. In contrast, pupils working at the lower end of this band may use punctuation infrequently or demonstrates a lack of understanding in its usage.	Pupils at the top of T band can use basic punctuation mainly accurately. A limited range of punctuation is used with some inaccuracy by pupils at the lower end of this band.	Punctuation is consistently accurate at the top of this band, however, at the lower end of this band only basic punctuation is used although this is mainly accurate.
W6	At the top of T grade, pupils will use simple vocabulary and have some knowledge of the correct spellings for homophones, commonly misspelt words and word roots with affixes evident. Frequent misspellings will be associated with pupils working at the lower end of this grade.	At the top of this band pupils will use some more complex vocabulary, although this may not always be spelt correctly. At the lower end of this band simple vocabulary is used and some knowledge of the correct spellings for homophones, commonly misspelt words and word roots with affixes is evident.	At the top of T band, vocabulary choices match viewpoint and purpose and some more complex words are spelt accurately. At the lower end of this band some more complex vocabulary evident, although this may not always be spelt correctly.

W7	At the top of this band, pupils have the ability to use linguistic features from models within own writing. At the lower end of this grade they find it difficult to do this even when modelled.	At the top of this band, basic understanding of specific features is used to create a piece of writing. At the lower end of this band, pupils have the ability to use linguistic features from models within own writing.	At the top of this band, pupils select appropriate linguistic features according to audience, purpose and form. At the lower end of this band, basic understanding of specific features is used to create a piece of writing.
W8	A pupil at the top of this band is sometimes able to suggest simple improvements to own and other's work by reading aloud or through teacher guidance. A pupil at the lower end of this band is unable to do this.	A pupil at the top of this band is able to reflect on the intentions of own and other's work. A pupil at the lower end of this band is sometimes able to suggest simple improvements to own and other's work by reading aloud or through teacher guidance.	A pupil at the top of this band is beginning to refine work in the light of feedback. At the lower end of this band they are able to reflect on the intentions of own and other's work.