

KS3 English Grade Descriptors (assessed via termly formal assessment and work in exercise books.)

Year			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Writing	Developing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘fronted preperoni’ sentence structure Capital Letters Simple Sentences Full Stops Verbs The correct spelling of which/witch Attempts to write: <ul style="list-style-type: none"> Autobiographical writing PEE paragraphing 	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Avoiding comma splicing Adjectives Synonyms Exclamation marks The correct spelling of quite/quiet Attempts to write: <ul style="list-style-type: none"> Narrative writing using narrative devices. 	Inconsistent correct use of: <ul style="list-style-type: none"> The complementary preperoni’ sentence structure Concrete nouns Antonyms Question marks Speech punctuation Don’t confuse – of/off Attempts to write: <ul style="list-style-type: none"> Character analysis with context 	Inconsistent correct use of: <ul style="list-style-type: none"> The sub opener’ sentence structure Adverbs Using commas in a list Rules for writing numbers (1-20 as words) Paragraphing. Don’t confuse – to/too Attempts to write: <ul style="list-style-type: none"> Opinion Writing 	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘when will it be ready’ sentence structure Consistency past tense Consistency present tense Apostrophes for missing letters -ing Don’t confuse their, they’re and there Attempts to write: <ul style="list-style-type: none"> Character analysis PEE 	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Apostrophes for possession Determiners Possessive determiners Homophones Don’t confuse – your/you’re Attempts to write: <ul style="list-style-type: none"> Descriptive Writing
		Core	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘fronted preperoni’ sentence structure Capital Letters Simple Sentences Full Stops Verbs The correct spelling of which/witch Clearly and successfully writes: <ul style="list-style-type: none"> Autobiographical writing PEE paragraphing 	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Avoiding comma splicing Adjectives Synonyms Exclamation marks The correct spelling of quite/quiet Clearly and successfully writes: <ul style="list-style-type: none"> Narrative writing using narrative devices. 	Mostly sustained correct use of: <ul style="list-style-type: none"> The complementary preperoni’ sentence structure Concrete nouns Antonyms Question marks Speech punctuation Don’t confuse – of/off Clearly and successfully writes: <ul style="list-style-type: none"> Character analysis with context 	Mostly sustained correct use of: <ul style="list-style-type: none"> The sub opener’ sentence structure Adverbs Using commas in a list Rules for writing numbers (1-20 as words) Paragraphing. Don’t confuse – to/too Clearly and successfully writes: <ul style="list-style-type: none"> Opinion Writing 	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘when will it be ready’ sentence structure Consistency past tense Consistency present tense Apostrophes for missing letters -ing Don’t confuse their, they’re and there Clearly and successfully writes: <ul style="list-style-type: none"> Character analysis PEE 	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Apostrophes for possession Determiners Possessive determiners Homophones Don’t confuse – your/you’re Clearly and successfully writes: <ul style="list-style-type: none"> Descriptive Writing
		Advanced	Consistent correct use of: <ul style="list-style-type: none"> The ‘fronted preperoni’ sentence structure Capital Letters Simple Sentences Full Stops Verbs The correct spelling of which/witch Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Autobiographical writing PEE paragraphing 	Consistent correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Avoiding comma splicing Adjectives Synonyms Exclamation marks The correct spelling of quite/quiet Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Narrative writing using narrative devices. 	Consistent correct use of: <ul style="list-style-type: none"> The complementary preperoni’ sentence structure Concrete nouns Antonyms Question marks Speech punctuation Don’t confuse – of/off Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Character analysis with context 	Consistent correct use of: <ul style="list-style-type: none"> The sub opener’ sentence structure Adverbs Using commas in a list Rules for writing numbers (1-20 as words) Paragraphing. Don’t confuse – to/too Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Opinion Writing 	Consistent correct use of: <ul style="list-style-type: none"> The ‘when will it be ready’ sentence structure Consistency past tense Consistency present tense Apostrophes for missing letters -ing Don’t confuse their, they’re and there Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Character analysis PEE 	Consistent correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Apostrophes for possession Determiners Possessive determiners Homophones Don’t confuse – your/you’re Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none"> Descriptive Writing
	Reading	Developing	Has an awareness of cultural context including accent and dialect.	Has an awareness of cultural context including witchcraft, superstition and the gothic tradition.	Has an awareness of cultural context including Elizabethan England.	Has an awareness of cultural context including racism and civil rights.	Has an awareness of cultural context including The Romantics.	Has an awareness of cultural context including Greek and European mythology.
			Attempts to identify writers’ methods such as use of simple sentences and articles in a text.	Attempts to identify writers’ methods such as use of present participle verbs and past participle verbs.	Attempts to identify writers’ methods such as use of adverbs and repetition.	Attempts to identify writers’ methods such as use of foreshadowing and imperatives.	Attempts to identify writers’ methods such as use of alliteration and metaphor.	Attempts to identify writers’ methods such as use of third person narrative and similes.
			Some attempt to use PEE paragraphs and analyse writers’ methods such as use of articles and simple sentences.	Some attempt to use PEE paragraphs and analyse writers’ methods such as use of present participle verbs and past participle verbs.	Some attempt to use PEE paragraphs and analyse writers’ methods such as use of adverbs and repetition.	Some attempt to use PEE paragraphs and analyse writers’ methods such as use of foreshadowing and imperatives.	Some attempt to use PEE paragraphs and analyse writers’ methods such as use of alliteration and metaphor.	Some attempt to use PEE paragraphs and analyse writers’ methods such as use of third person narrative and similes.

KS3 English Grade Descriptors (assessed via termly formal assessment and work in exercise books.)

			<p>Core</p> <p>Understands cultural context including accent and dialect.</p> <p>Mostly sustained correct identification of writer’s methods such as use of simple sentences and articles in a text.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writer’s methods such as use of articles and simple sentences.</p>	<p>Understands cultural context including witchcraft, superstition and the gothic tradition.</p> <p>Mostly sustained correct identification of writers’ methods such as use of present participle verbs and past participle verbs.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of present participle verbs and past participle verbs.</p>	<p>Understands cultural context including Elizabethan England.</p> <p>Mostly sustained correct identification of writers’ methods such as use of adverbs and repetition.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of adverbs and repetition.</p>	<p>Understands cultural context including racism and civil rights.</p> <p>Mostly sustained correct identification of writers’ methods such as use of foreshadowing and imperatives.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of foreshadowing and imperatives.</p>	<p>Understands cultural context including The Romantics.</p> <p>Mostly sustained correct identification of writers’ methods such as use of alliteration and metaphor.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of alliteration and metaphor.</p>	<p>Understands cultural context including Greek and European mythology.</p> <p>Mostly sustained correct identification of writers’ methods such as use of third person narrative and similes.</p> <p>Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of third person narrative and similes.</p>
			<p>Advanced</p> <p>Understands cultural context including accent and dialect.</p> <p>Consistently correct identification of writers’ methods including use of simple sentences and articles in a text.</p>	<p>Understands cultural context including witchcraft, superstition and the gothic tradition.</p> <p>Consistently correct identification of writers’ methods such as use of present participle verbs and past participle verbs.</p>	<p>Understands cultural context including Elizabethan England.</p> <p>Consistently correct identification of writers’ methods such as use of adverbs and repetition.</p>	<p>Understands cultural context including racism and civil rights.</p> <p>Consistently correct identification of writers’ methods such as use of foreshadowing and imperatives.</p>	<p>Understands cultural context including The Romantics.</p> <p>Consistently correct identification of writers’ methods such as use of alliteration and metaphor.</p>	<p>Understands cultural context including Greek and European mythology.</p> <p>Consistently correct identification of writers’ methods such as use of third person narrative and similes.</p>

			<p>Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of articles and simple sentences.</p>	<p>Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of present participle verbs and past participle verbs</p>	<p>Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of adverbs and repetition.</p>	<p>Confident, developed and successful PEE paragraphs and analyses writer’s methods in detail such as use of foreshadowing and imperatives.</p>	<p>Confident, developed and successful PEE paragraphs and analyses writer’s methods in detail such as use of alliteration and metaphor.</p>	<p>Confident, developed and successful PEE paragraphs and analyses writer’s methods in detail such as use of third person narrative and similes.</p>
8	Writing	Developing	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘how and where’ sentence structure Coordinating conjunctions Subordinating conjunctions Adjective clauses Non-finite clauses The correct spelling of bored/board <p>Attempts to write:</p> <ul style="list-style-type: none"> Character analysis PEE 	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘triple’ sentence structure Complex sentences Commas to separate clauses Doubling up spelling rule Homographs Don’t confuse – new/knew <p>Attempts to write:</p> <ul style="list-style-type: none"> Narrative Writing 	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘past and present’ sentence structure Minor sentences Pronouns Compound-complex sentences Anaphora Don’t confuse – was/were <p>Attempts to write:</p> <ul style="list-style-type: none"> Poetry PEE 	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘sweet and sour’ sentence structure Prepositions Rules for spelling plurals Collective nouns Syntactic parallelism Don’t confuse – were/where <p>Attempts to write:</p> <ul style="list-style-type: none"> Theme analysis PEE 	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘double timer’ sentence structure Colons Semi-colons Initialisms Acronyms Don’t confuse is/are <p>Attempts to write:</p> <ul style="list-style-type: none"> Opinion Writing 	<p>Inconsistent correct use of:</p> <ul style="list-style-type: none"> The ‘before and after’ sentence structure Compound words Blends Prefixes Suffixes Don’t confuse – lose/loose <p>Attempts to write:</p> <ul style="list-style-type: none"> Choice of narrative or descriptive
		Core	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘how and where’ sentence structure Coordinating conjunctions Subordinating conjunctions Adjective clauses Non-finite clauses The correct spelling of bored/board <p>Clearly and successfully writes:</p> <ul style="list-style-type: none"> Character analysis PEE 	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘triple’ sentence structure Complex sentences Commas to separate clauses Doubling up spelling rule Homographs Don’t confuse – new/knew <p>Clearly and successfully writes:</p> <ul style="list-style-type: none"> Narrative Writing 	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘past and present’ sentence structure Minor sentences Pronouns Compound-complex sentences Anaphora Don’t confuse – was/were <p>Clearly and successfully writes: Poetry PEE</p>	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘sweet and sour’ sentence structure Prepositions Rules for spelling plurals Collective nouns Syntactic parallelism Don’t confuse – were/where <p>Clearly and successfully writes: Theme analysis PEE</p>	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘double timer’ sentence structure Colons Semi-colons Initialisms Acronyms Don’t confuse is/are <p>Clearly and successfully writes:</p> <ul style="list-style-type: none"> Opinion Writing 	<p>Mostly sustained correct use of:</p> <ul style="list-style-type: none"> The ‘before and after’ sentence structure Compound words Blends Prefixes Suffixes Don’t confuse – lose/loose <p>Clearly and successfully writes: Choice of narrative or descriptive</p>

KS3 English Grade Descriptors (assessed via termly formal assessment and work in exercise books.)

	Advanced	Consistent correct use of: <ul style="list-style-type: none">The ‘how and where’ sentence structureCoordinating conjunctionsSubordinating conjunctionsAdjective clausesNon-finite clausesThe correct spelling of bored/board Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none">Character analysis PEE	Consistent correct use of: <ul style="list-style-type: none">The ‘triple’ sentence structureComplex sentencesCommas to separate clausesDoubling up spelling ruleHomographsDon’t confuse – new/knew Clearly and successfully writes detailed/compelling/sophisticated: <ul style="list-style-type: none">Narrative Writing	Consistent correct use of: <ul style="list-style-type: none">The ‘past and present’ sentence structureMinor sentencesPronounsCompound-complex sentencesAnaphoraDon’t confuse – was/were Clearly and successfully writes detailed/compelling/sophisticated: Poetry PEE	Consistent correct use of: <ul style="list-style-type: none">The ‘sweet and sour’ sentence structurePrepositionsRules for spelling pluralsCollective nounsSyntactic parallelismDon’t confuse – were/where Clearly and successfully writes detailed/compelling/sophisticated: Theme analysis PEE	Consistent correct use of: <ul style="list-style-type: none">The ‘double timer’ sentence structureColonsSemi-colonsInitialismsAcronymsDon’t confuse is/are Clearly and successfully writes detailed/compelling/sophisticated: Opinion Writing	Consistent correct use of: <ul style="list-style-type: none">The ‘before and after’ sentence structureCompound wordsBlendsPrefixesSuffixesDon’t confuse – lose/loose Clearly and successfully writes detailed/compelling/sophisticated: Choice of narrative or descriptive
Reading	Developing	Has an awareness of cultural context including Victorian England. Attempts to identify writers’ methods such as use of past continuous tense, past perfect tense and colloquial language. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of past continuous tense, past perfect tense and colloquial language.	Has an awareness of cultural context including utopian and dystopian fiction and Legends. Attempts to identify writers’ methods such as use of semantic fields, paragraphing and rhetorical questions. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of semantic fields, paragraphing and rhetorical questions.	Has an awareness of cultural context including gender and sexuality. Attempts to identify writers’ methods such as use of enjambment and interrogatives. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of enjambment and interrogatives.	Has an awareness of cultural context including other cultures. Attempts to identify writers’ methods such as use of caesura and monosyllabic words. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of caesura and monosyllabic words.	Has an awareness of cultural context including the justice system. Attempts to identify writers’ methods such as use of in media res and iambic pentameter. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of in media res and iambic pentameter.	Has an awareness of cultural context including trade, Empire and colonisation. Attempts to identify writers’ methods such as use of symbolism, masculine rhyme, assonance and syntactic parallelism. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of symbolism, masculine rhyme, assonance and syntactic parallelism.
	Core	Understands cultural context including Victorian England. Mostly sustained correct identification of writers’ methods such as use of past continuous tense, past perfect tense and colloquial language. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of past continuous tense, past perfect tense and colloquial language.	Understands cultural context including utopia, dystopia and legends. Mostly sustained correct identification of writers’ methods such as use of semantic fields, paragraphing and rhetorical questions. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of semantic fields, paragraphing and rhetorical questions.	Understands cultural context including gender and sexuality. Mostly sustained correct identification of writers’ methods such as use of enjambment and interrogatives. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of enjambment and interrogatives.	Understands cultural context including other cultures. Mostly sustained correct identification of writers’ methods such as use of caesura and monosyllabic words. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of caesura and monosyllabic words.	Understands cultural context including the justice system. Mostly sustained correct identification of writers’ methods such as use of in media res and iambic pentameter. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of in media res and iambic pentameter.	Understands cultural context including trade, Empire and colonisation. Mostly sustained correct identification of writers’ methods such as use of symbolism, masculine rhyme, assonance and syntactic parallelism. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of symbolism, masculine rhyme, assonance and syntactic parallelism.

		Advanced	Understands cultural context including Victorian England. Consistently correct identification of writers’ methods such as use of past continuous tense, past perfect tense and colloquial language. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of past continuous tense, past perfect tense and colloquial language.	Understands cultural context including utopias, dystopias and legends. Consistently correct identification of writers’ methods such as use of semantic fields, paragraphing and rhetorical questions. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of semantic fields, paragraphing and rhetorical questions.	Understands cultural context including gender and sexuality. Consistently correct identification of writers’ methods such as use of enjambment and interrogatives. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of enjambment and interrogatives.	Understands cultural context including other cultures. Consistently correct identification of writers’ methods such as use of caesura and monosyllabic words. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of caesura and monosyllabic words.	Understands cultural context including the justice system. Consistently correct identification of writers’ methods such as use of in media res and iambic pentameter. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of in media res and iambic pentameter.	Understands cultural context including trade, Empire and colonisation. Consistently correct identification of writers’ methods such as use of symbolism, masculine rhyme, assonance and syntactic parallelism. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of symbolism, masculine rhyme, assonance and syntactic parallelism.
--	--	-----------------	---	--	--	--	--	--

KS3 English Grade Descriptors (assessed via termly formal assessment and work in exercise books.)

9	Writing	Developing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Active/passive voice Ellipsis and suspension points Knowledge check/catch up Subject-Verb-Object Complements and adverbials Not confusing have/of Attempts to write: Opinion writing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Fronting – adverbials Fronting – participles Idioms Collocation Don’t confuse – break/brake Attempts to write: Narrative writing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘past and present’ sentence structure Past continuous Present continuous Modal/Auxiliary verbs Phrasal verbs Don’t confuse – practice/practise Attempts to write: Descriptive writing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘sweet and sour’ sentence structure Discourse markers Syllables Euphemism Hypernyms and hyponyms Don’t confuse – accept/except Litotes Attempts to write: PEASI writing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘double likeable’ sentence structure Hyperbole Alliteration Enjambment Don’t confuse – less/fewer Attempts to write: PEASI writing	Inconsistent correct use of: <ul style="list-style-type: none"> The ‘announcement’ sentence structure Simile Metaphor Personification Caesura Don’t confuse – affect/effect Attempts to write: GCSE Literature Poetry Comparison
		Core	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Active/passive voice Ellipsis and suspension points Knowledge check/catch up Subject-Verb-Object Complements and adverbials Not confusing have/of Clearly and successfully writes: Opinion writing	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Fronting – adverbials Fronting – participles Idioms Collocation Don’t confuse – break/brake Clearly and successfully write: Narrative writing	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘past and present’ sentence structure Past continuous Present continuous Modal/Auxiliary verbs Phrasal verbs Don’t confuse – practice/practise Clearly and successfully writes: Descriptive writing	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘sweet and sour’ sentence structure Discourse markers Syllables Euphemism Hypernyms and hyponyms Don’t confuse – accept/except Litotes Clearly and successfully writes: PEASI writing	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘double likeable’ sentence structure Hyperbole Alliteration Enjambment Don’t confuse – less/fewer Clearly and successfully write: PEASI writing	Mostly sustained correct use of: <ul style="list-style-type: none"> The ‘announcement’ sentence structure Simile Metaphor Personification Caesura Don’t confuse – affect/effect Clearly and successfully write: GCSE Literature Poetry Comparison
		Advanced	Consistent correct use of: <ul style="list-style-type: none"> The ‘how and where’ sentence structure Coordinating conjunctions Subordinating conjunctions Adjective clauses Non-finite clauses The correct spelling of bored/board Clearly and successfully writes detailed/compelling/sophisticated: Opinion writing	Consistent correct use of: <ul style="list-style-type: none"> The ‘triple’ sentence structure Fronting – adverbials Fronting – participles Idioms Collocation Don’t confuse – break/brake Clearly and successfully write detailed/compelling/sophisticated: Narrative writing	Consistent correct use of: <ul style="list-style-type: none"> The ‘past and present’ sentence structure Past continuous Present continuous Modal/Auxiliary verbs Phrasal verbs Don’t confuse – practice/practise Clearly and successfully write detailed/compelling/sophisticated: Descriptive writing	Consistent correct use of: <ul style="list-style-type: none"> The ‘sweet and sour’ sentence structure Discourse markers Syllables Euphemism Hypernyms and hyponyms Don’t confuse – accept/except Litotes Clearly and successfully write detailed/compelling/sophisticated: PEASI writing	Consistent correct use of: <ul style="list-style-type: none"> The ‘double likeable’ sentence structure Hyperbole Alliteration Enjambment Don’t confuse – less/fewer Clearly and successfully write detailed/compelling/sophisticated: PEASI writing	Consistent correct use of: <ul style="list-style-type: none"> The ‘announcement’ sentence structure Simile Metaphor Personification Caesura Don’t confuse – affect/effect Clearly and successfully write detailed/compelling/sophisticated: GCSE Literature Poetry Comparison
	Reading	Developing	Has an awareness of cultural context including politics, parliament and government. Attempts to identify writers’ methods such as use of prepositional phrases, personification and hyperbole. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of prepositional phrases, personification and hyperbole.	Has an awareness of cultural context including class. Attempts to identify writers’ methods such as use of climax, possessive determiners and non-finite clauses. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of climax, possessive determiners and non-finite clauses.	Has an awareness of cultural context including technology/AI. Attempts to identify writers’ methods such as use of relative clauses, speech tags and juxtaposition. Some attempt to use PEE paragraphs and analyse writers’ methods such as use of relative clauses, speech tags and juxtaposition.	Has an awareness of cultural context including American Civil War/French Revolution. AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 1-3	Has an awareness of cultural context including WWI/WWII AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 1-3	Has an awareness of cultural context including Cold War/Modern Conflict AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 1-3
		Core	Understands cultural context including politics, parliament and government. Mostly sustained correct identification of writers’ methods such as use of	Understands cultural context including class. Mostly sustained correct identification of writers’ methods such as use of climax,	Understands cultural context including technology/AI.	Understands cultural context including American Civil War/French Revolution. AQA GCSE Grade Descriptors for Power and Conflict Poetry.	Understands cultural context including WWI/WWII. AQA GCSE Grade Descriptors for Power and Conflict Poetry.	Understands cultural context including Cold War/Modern Conflict. AQA GCSE Grade Descriptors for Power and Conflict Poetry.

KS3 English Grade Descriptors (assessed via termly formal assessment and work in exercise books.)

				possessive determiners and non-finite clauses.				
			prepositional phrases, personification and hyperbole. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of prepositional phrases, personification and hyperbole.	Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of climax, possessive determiners and non-finite clauses.	Mostly sustained correct identification of writers’ methods such as use of relative clauses, speech tags and juxtaposition. Clearly uses PEE paragraphs and convincingly analyses writers’ methods such as use of relative clauses, speech tags and juxtaposition.	Grades 4-6	Grades 4-6	Grades 4-6
		Advanced	Understands cultural context including politics, parliament and government. Consistently correct identification of writers’ methods such as use of prepositional phrases, personification and hyperbole. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of prepositional phrases, personification and hyperbole.	Understands cultural context including class. Consistently correct identification of writers’ methods such as use of climax, possessive determiners and non-finite clauses. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of climax, possessive determiners and non-finite clauses.	Understands cultural context including technology/AI. Consistently correct identification of writers’ methods such as use of relative clauses, speech tags and juxtaposition. Confident, developed and successful PEE paragraphs and analyses writers’ methods in detail such as use of relative clauses, speech tags and juxtaposition.	Understands cultural context including American Civil War/French Revolution. AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 7-9	Understands cultural context including WWI/WWII. AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 7-9	Understands cultural context including Cold War/Modern Conflict. AQA GCSE Grade Descriptors for Power and Conflict Poetry. Grades 7-9