

English Assessment Grid

| Grade 1-9 | Reading (AO1) 10% | (AO2) 20% | (AO3) 7.5% | (AO4) 12.5% | Writing (AO5) 30% | Writing (AO6) 20% |
|-----------|---|--|--|--|--|---|
| U1 | <ul style="list-style-type: none"> Initial response to text's meaning. | <ul style="list-style-type: none"> Initial opinion on text. | <ul style="list-style-type: none"> Initial opinion on two or more texts. | | <ul style="list-style-type: none"> Initial sense of purpose. | <ul style="list-style-type: none"> Initial use of fully formed words. |
| U2 | <ul style="list-style-type: none"> Emerging response to text's meaning. | <ul style="list-style-type: none"> Emerging opinion on text. | <ul style="list-style-type: none"> Emerging opinion on two or more texts. | | <ul style="list-style-type: none"> Emerging sense of purpose/audience. | <ul style="list-style-type: none"> Emerging use of simple words and word order. |
| U3 | <ul style="list-style-type: none"> Beginning to respond to text's meaning. | <ul style="list-style-type: none"> Beginning to give an opinion on text. | <ul style="list-style-type: none"> Beginning to link two or more texts. | | <ul style="list-style-type: none"> Beginning to control purpose/audience. Beginning to order writing. | <ul style="list-style-type: none"> Beginning to use suitable vocabulary and sometimes use full stops and capital letters. |
| 1 | <ul style="list-style-type: none"> Limited awareness of explicit meaning/viewpoint. | <ul style="list-style-type: none"> Limited comment on writer's use of language/structure. | <ul style="list-style-type: none"> Limited links between texts. | <ul style="list-style-type: none"> Limited personal response to texts. | <ul style="list-style-type: none"> Limited control of purpose/audience. Limited organisation of overall structure. | <ul style="list-style-type: none"> Limited control of sentence structure, grammar, vocabulary and punctuation. Limited accuracy of spelling. |
| 2 | <ul style="list-style-type: none"> Some awareness of explicit meaning/viewpoint. | <ul style="list-style-type: none"> Some awareness of writer's use of language/structure. | <ul style="list-style-type: none"> Some awareness of links between texts. | <ul style="list-style-type: none"> Some personal response to texts with some use of supporting textual reference. | <ul style="list-style-type: none"> Some control of purpose/audience. Some control of organisation and overall structure. | <ul style="list-style-type: none"> Some control of sentence structure, grammar, vocabulary and punctuation. Some accuracy of common spelling. |
| 3 | <ul style="list-style-type: none"> General understanding of explicit meaning/viewpoint. | <ul style="list-style-type: none"> General understanding of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> General understanding of links between texts. | <ul style="list-style-type: none"> General evaluation of texts with general use of supporting textual reference. | <ul style="list-style-type: none"> General control of purpose/audience. General control of organisation and overall structure. | <ul style="list-style-type: none"> General control of sentence structure, grammar, vocabulary and punctuation. General accuracy of common spelling. |
| 4 | <ul style="list-style-type: none"> Clear understanding of explicit meaning/viewpoint. | <ul style="list-style-type: none"> Clear understanding of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Clear understanding of links between texts. | <ul style="list-style-type: none"> Clear critical evaluation of texts with clear use of supporting textual reference. | <ul style="list-style-type: none"> Clear control of purpose/audience. Clear control of organisation and overall structure. | <ul style="list-style-type: none"> Clear control of sentence structure, grammar, vocabulary and punctuation. Clear accuracy of most spelling. |
| 5 | <ul style="list-style-type: none"> Sustained understanding and some analysis of explicit and implicit meanings and viewpoints. | <ul style="list-style-type: none"> Sustained understanding of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Sustained understanding of credible links between texts. | <ul style="list-style-type: none"> Sustained critical evaluation of texts with sustained use of supporting textual reference. | <ul style="list-style-type: none"> Sustained control of purpose/audience. Sustained control of organisation and overall structure for effect. | <ul style="list-style-type: none"> Sustained control of sentence structure, grammar, appropriate vocabulary and punctuation for effect. Occasional errors of spelling. Secure use of tense. |
| 6 | <ul style="list-style-type: none"> Confident understanding and analysis of explicit and implicit meanings and viewpoints. | <ul style="list-style-type: none"> Confident understanding of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Confident understanding of credible links between texts. | <ul style="list-style-type: none"> Confident critical evaluation of texts with confident use of supporting textual reference. | <ul style="list-style-type: none"> Confident control of purpose/audience. Confident control of organisation and overall structure for effect. | <ul style="list-style-type: none"> Confident control of sentence structure, grammar, increasingly ambitious vocabulary and punctuation for effect. Very few errors of spelling. Confident use of tense. |
| 7 | <ul style="list-style-type: none"> Assured analysis of explicit and implicit meanings and viewpoints. | <ul style="list-style-type: none"> Assured analysis of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Assured analysis of convincing links between texts. | <ul style="list-style-type: none"> Assured critical evaluation of texts with assured use of supporting textual reference. | <ul style="list-style-type: none"> Assured control of purpose/audience. Assured control of organisation and overall structure. | <ul style="list-style-type: none"> Assured control of sentence structure, grammar, ambitious vocabulary and punctuation for detail and effect. Very few errors of spelling. Confident use of tense. |
| 8 | <ul style="list-style-type: none"> Perceptive analysis of explicit and implicit meanings and viewpoints. | <ul style="list-style-type: none"> Perceptive analysis of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Perceptive analysis of convincing links between texts. | <ul style="list-style-type: none"> Perceptive critical evaluation of texts with perceptive use of supporting textual reference. | <ul style="list-style-type: none"> Convincing and sophisticated control of purpose/audience. Convincing and sophisticated control of organisation and overall structure. | <ul style="list-style-type: none"> Convincing control of sentence structure, grammar, sophisticated vocabulary and punctuation for impact. Virtually all spelling is correct including that of complex irregular words. |
| 9 | <ul style="list-style-type: none"> Conceptualised approach/insightful analysis of explicit and implicit meanings and viewpoints. | <ul style="list-style-type: none"> Conceptualised approach/insightful analysis of writer's use of language/grammar/structure. | <ul style="list-style-type: none"> Conceptualised approach/insightful analysis of convincing links between texts. | <ul style="list-style-type: none"> Conceptualised critical evaluation of texts with insightful use of supporting textual reference. | <ul style="list-style-type: none"> Compelling manipulation of purpose/audience. Compelling crafting of overall structure. | <ul style="list-style-type: none"> Compelling crafting of sentence structure and linguistic devices. No spelling errors. |