

Year 7: Reading Skills Criteria	Developing	Secure	Excellent
1. Read and show you understand texts	Little understanding. Possibly some attempt.	Some understanding	Clear understanding
2. Use <b>quotation</b> to support your ideas	Few quotations. Some attempt, not always accurate.	Some quotes used with accuracy	Embedded and accurate use of quotes
3. Spot <b>language features</b> and use <b>the right terminology</b> e.g, verb, adverb, simile, metaphor	Little understanding of terminology demonstrated. Possibly some attempt.	Understanding of language features and mostly accurate use of terminology	Clear understanding of language features and accurate use of terminology
4. Explain what the quotation suggests or shows	Re-writes quotation in own words. Possibly some attempt.	Explains what the quote suggests/shows	Clear explanations and occasionally more than one idea given about a quotes meaning
5. Spot <b>structure features</b> and use <b>the right terminology</b> e.g setting, point of view, focus, opening and ending	Little understanding of terminology demonstrated. Possibly some attempt.	Understanding of structure features and mostly accurate use of terminology	Clear understanding of structure features and accurate use of terminology
6. Explain why the writer has put the text together in this way	Little understanding. Possibly some attempt	Explanation of why the writer has put the text together in this way	Clear explanation of why the writer has put the text together in this way
7. Explain what the quotation makes you (the reader) <b>Think, Feel or Imagine</b>	Little awareness of the reader response. Possibly some attempt	Comment on the reader response – sometimes not specific	Clear explanations of reader response
8. Explain to what extent you agree or disagree with a statement about a text	Possibly some attempt to agree/disagree	Agrees and/or disagrees with some success	Agrees and/or disagree with success
9. <b>Justify</b> your opinion using a quotation	Little evidence to support opinion	Uses some evidence to support opinion	Consistently uses evidence to support opinion
10. Make connections between the text and <b>context</b>	Little attempt to include context. When used, context may be inappropriate/basic	Uses context appropriately sometimes to support explanation but not always embedded	Context is embedded and used to support explanation throughout

Year 7: Writing Skills Criteria	Developing	Secure	Excellent
1. Show that I understand why I am writing and who I am writing for	Some awareness of one or more (purpose, audience, form)	Mostly matches purpose and/or audience and/or form	Consistently matches purpose, audience and form
2. <b>Plan</b> a long piece of writing	Little evidence of planning	Basic plan, some detail or elaboration	Clear and developed with some detail
3. Write an <b>opening</b> that <b>hooks</b> the reader	An opening that doesn't engage/excite the reader	Attempts to engage/excite the reader	Engages/excited the reader
4. Use <b>paragraphs</b> which link together	Random paragraphs	Attempts at paragraphs with some success	Clear and accurate use of paragraphs
5. Use <b>extended vocabulary</b> and <b>spell</b> it accurately	Basic vocabulary and/or frequent basic spelling errors	Generally accurate basic spelling with some attempts to use extended vocabulary	Generally accurate spelling, including extended vocabulary which is used frequently
6. Use <b>language features</b> to make the reader <b>think, feel and imagine</b> different things	Inappropriate use of language features	Attempted use of at least 3 language features (not always appropriately)	Clear use of at least 3 appropriate language features
7. Write in full <b>accurate sentences</b> using <b>full stops</b> and <b>capital letters</b>	Sentences (if used) contain frequent, basic errors	Sentences used with some accuracy	Accurate use of sentences with occasional errors
8. Start sentences in different ways and change the length for effect	Possibly some attempt to vary sentence starters or structure	Variation in sentence starters and length	Clear variation in sentence starters and length, sometimes used for effect
9. Use different punctuation marks . , ' "" ? ! ; : - ( )	Largely inaccurate use of punctuation .	Mostly accurate and some range . , ' ?	Range of accurate punctuation . , ' "" ! ?
10. <b>Check</b> my work and make sure it is the best it can be before handing it in	No evidence of checking	Some evidence of checking and some errors corrected	Work checked and errors corrected