

Year 9: Reading Skills	Developing	Secure	Excellent
1. Read and show you understand explicit information and ideas from one or more texts	Some understanding but often misunderstands more complex parts.	Understands the text well, including more complex parts. A few gaps in understanding.	Understands the text completely.
2. Read and show you understand implicit information and ideas from one or more texts	Makes several inferences and attempts to develop some ideas.	Makes several inferences which are all developed. Misses a few opportunities for original thinking.	Very perceptive and developed inferences which indicate original thinking.
3. Select and synthesise evidence from different texts	Selects some appropriate material when attempting to summarise two texts.	Selects suitable and relevant references which are used to offer clear and relevant summaries	Carefully selects information to offer perceptive summaries of the information contained in two texts.
4. Use a range of evidence (paraphrase and / or quotations) to support your ideas	Some textual detail (mostly quotations) used to support points, these are mostly well selected but simply embedded (for example) and can be too long.	A range of well selected evidence (mostly quotations) which are accurately embedded using a variety of phrases.	Evidence is carefully selected and seamlessly integrated into writing as quotations or paraphrase.
5. Explain what the quotation suggests or shows	Explains what the quotation suggests/shows Beginning to develop explanations	Clear and detailed explanations and occasionally more than one idea given about a quotation's meaning	Detailed explanations which regularly give more than one idea about a quotation. Demonstrates original thinking
6. Spot language features and use the right terminology e.g, verb, adverb, simile, metaphor	Uses (mostly simple) terminology in all paragraphs. Some errors, especially with more complex language.	Uses terminology in all paragraphs. Very few errors.	Uses complex terminology confidently and accurately
7. Spot structure features and use the right terminology e.g setting, point of view, focus, opening and ending	Understanding of structure features and mostly accurate use of terminology	Clear understanding of structure features and accurate use of terminology	Full understanding of structure features and accurate use of complex terminology
8. Analyse the writer's choices by explaining what effect the language feature has	Explains an effect of each language feature mentioned. Mostly successful.	Analyses the effect of each language feature mentioned with success	Offers a thorough and layered analysis of each language feature mentioned
9. Explain why the writer has put the text together in a certain way	Explains why the writer has put the text together in a certain way. Specific to the text but lacks detail.	Clearly explains why the writer has put the text together in a certain way. Very specific and detailed.	Detailed explanation of why the writer has put the text together in a certain way
10. Explain what a quotation makes you (the reader) Think, Feel or Imagine	Comment on the reader response – mostly but not always specific	Clear explanations of reader response	Detailed explanations of the readers' responses
11. Identify and compare authors' ideas and perspectives about an issue	Able to identify some of the authors' opinions. Compares ideas and perspectives, sometimes includes irrelevant material	Compares authors opinions in a clear and direct way. Increasing amount of detail.	Offers detailed comparisons and perceptive insight into authors' opinions
12. Compare how authors use similar / different methods to convey their ideas and perspectives about an issue	Explains how authors convey their opinion using mostly accurate use of terminology and evidence.	Analyses how the use of language and structure features in given quotations help to convey authors' opinions	Offers a thorough and layered analysis of how the use of language and structure features in given quotations help to convey authors' opinions. Uses complex terminology.
13. Make connections between the content and the context	Uses context appropriately sometimes to support explanation but not always embedded	Context is embedded and used to support explanation throughout	Successfully uses context to develop explanation in a detailed way
14. Evaluate to what extent you agree or disagree with a statement about a text / text(s)	Agrees and/or disagrees with some success	Agrees and/or disagree with success	Agrees and/or disagree with success showing awareness of other points of view

Year 9: Writing Skills	Developing	Secure	Excellent
1. Plan a long piece of writing	Basic plan, some detail or elaboration	Clear and developed with some detail	Fully developed and in-depth plan
2. Show that I understand why I am writing and who I am writing for	Mostly matches purpose and/or audience and/or form by adapting tone, style or register . Mostly successful.	Consistently matches purpose, audience and form by successfully adapting tone, style or register .	Convincingly matches purpose, audience and form by assuredly adapting tone, style or register .
3. Organise information and ideas clearly and effectively using structure features	There is increasing variety of linked and relevant ideas with some successful use of structural features	Writing is engaging and usually coherent. It includes a range of connected ideas and usually effective use of structural features.	Writing is coherently structured and highly engaging. It has a range of developed complex and connected ideas using varied and effective structural features.
4. Use paragraphs to structure ideas	Clear and accurate use of paragraphs	Creative/well-crafted use of paragraphs	Use paragraphs which link together
5. Write an opening that hooks the reader	Attempts to engage/excite the reader	Engages/excited the reader	Unique and original to excite/engage the reader
6. Use language features to make the reader think, feel and imagine different things	Attempts to use of at least 3 language features which are appropriate	Clear use of at least 3 appropriate and well-crafted language features	Sustained use of inventive and well-crafted language features
7. Use rhetorical devices to persuade the reader	Attempts to use of at least 3 rhetorical devices which are appropriate	Clear use of at least 3 appropriate and well-crafted rhetorical devices	Sustained use of inventive and well-crafted rhetorical devices
8. Use extended vocabulary and spell it accurately	Generally accurate basic spelling with some attempts to use extended vocabulary	Generally accurate spelling, including extended vocabulary which is used frequently	Adventurous use of extended vocabulary, with few/if any errors.
9. Write in full accurate sentences using full stops and capital letters	Sentences used with some accuracy. Mostly simple sentences.	Accurate use of a range of sentences with occasional errors	Fully accurate sentences, including complex sentences.
10. Start sentences in different ways and change the length for effect	Variation in sentence starters and length	Clear variation in sentence starters and length, sometimes used for effect	Varied sentence starters and length, crafted for effect
11. Use different punctuation marks . , ' "" ? ! ; : - ()	Mostly accurate and some range . , ' ?	Range of accurate punctuation . , ' "" ! ?	Full range of accurate punctuation used for effect . , ' "" ? ! ; : - ()
12. Check my work and make sure it is the best it can be before handing it in	Some evidence of checking and some errors corrected	Work checked and errors corrected	Work checked and edited for errors and improvements