

Key Stage 3 Summary of Progress

Age Expected Indicators for English - Writing

Progress Code	Year 7	Year 8	Year 9
Significantly Below Age Expectation	<p>In some writing: Simple information and ideas are emerging, but not often constructed in sentences. There is a structure emerging, such as an opening or ending, but cohesion is limited and paragraphs erratic or not used at all. Simple vocabulary is used to express ideas.</p> <p>In addition: Spelling of simple high frequency words and all CVC words are accurate, but errors are made in polysyllabic words. Basic punctuation is emerging, e.g., an occasional full stop. Linking ideas within sentences is emerging, using simple conjunctions such as: and, or, but so.</p>	<p>In some writing: Ideas relevant to the task are emerging, but they often do not make full sense. Emerging sense of structure, such as openings, endings, and simple discourse markers for cohesion. Some paragraphs may still be missing, irregular or erratic. There is an emerging awareness of using the correct register/voice to suit purpose and audience. Simple vocabulary is used, some irregular use of polysyllabic words is also emerging.</p> <p>In addition: There can be frequent spelling lapses, even in single syllable words Punctuation is emerging but can be irregular, such as the use of full stops in the correct place. Accurate spelling of some occasional high frequency words. There is an emerging awareness of demarcation for sentences, but this can be inconsistent and often sentences can be too long. There is an emerging use of connective and subordinating conjunctions, however ; and, but and or remain the most common connectives.</p>	<p>In some writing: Several, linked ideas are starting to emerge, but they can often be not fully expressed or developed. Appropriate use of paragraphs is in places. Attempts to organise writing throughout is emerging. There is an emerging sense of purpose and audience to suit purpose and audience. Simple vocabulary is used, needing greater variation but with occasional interesting choices emerging.</p> <p>In addition: There are frequent basic spelling mistakes, particularly in words with more than one syllable. There is an emerging awareness of punctuation and full stops/capital letters/question marks/capital letters can be used correctly in places. Sometimes use of commas in lists. Sentence structures are repetitive., there is an emerging use of connectives and subordinating conjunctions used: and, but and or are the most common connectives.</p>
Below Age Expectation	<p>In most writing: Relevant ideas are attempted, but they often are not fully developed. There may be simple attempts at using linguistic devise.</p>	<p>In most writing: Development of ideas is now being attempted but can often be unclear. Simple linguistic devices are now occasionally attempted.</p>	<p>In most writing: Ideas are linked and have some development; there are occasional successful attempts to use linguistic devices appropriately.</p>



	<p>Some attempts at organisation with occasional success, but some paragraphs may still be missing or erratic.</p> <p>There are some attempts at using the correct register/voice for purpose and audience.</p> <p>Simple vocabulary is used, with occasional attempts at more interesting choices of words.</p> <p>In addition: Occasional attempts to use more complex, polysyllabic words are made.</p> <p>There are occasional correct spellings of some high frequent words, but still many spelling lapses, even in single syllable words.</p> <p>There is an attempt at using full stops and commas in the correct place, but this is not consistent throughout.</p> <p>Sentences are occasionally varied for effect, such as a short sentence for impact, but others can be very similar and can often be too long.</p> <p>Some connectives and subordinating conjunctions are occasionally used.</p>	<p>Organisation and paragraphs are used correctly in places, such as to separate time shifts, topic, or speakers. There are frequent attempts to organise although not always correctly.</p> <p>There is an attempt to match purpose and audience to suit register/voice, developing writing using often the correct formality and tone.</p> <p>Awareness of using a varied vocabulary is growing, whilst mostly simple vocab is used, there are several attempts at selecting more considered choices.</p> <p>In addition: There are frequent spelling mistakes, particularly in irregular words or words with more than one syllable.</p> <p>There is an attempt to use more varied punctuation, including full stops/capital letters/question marks/capital letters correctly in places. Sometimes use of commas in lists.</p> <p>There is an attempt to vary sentence lengths occasionally, but sentence structures mostly remain repetitive.</p>	<p>Paragraphs are used mostly correctly to aid organisation. They can be tabloid, and only have occasional cohesive links between them.</p> <p>Register and voice is occasionally effective to suit the purpose and audience but can be wobbly in places.</p> <p>There are occasional attempts at conscious vocabulary choices to engage the reader.</p> <p>In addition: Basic spelling is mostly secure including some homophones, adverbs ending in ly, some plurals. Errors in homophones. For example: There, They're and Their. Occasional correct spelling of a complex word.</p> <p>There are some sustained attempts to uses accurate demarcation between sentences (full stops, capital letters, question marks and exclamations) and within sentences, although not always correct.</p> <p>Simple sentence structures often dominate, with the occasional attempt to vary sentence openings or lengths for effect. Connectives and subordinating conjunctions are occasionally used to develop ideas.</p>
Working At Age Expectation	<p>Across an increasing range of writing: Several linked ideas are included, mostly secure and developed.</p> <p>Linguistic features are used appropriately and securely.</p> <p>Paragraphs are used mostly correctly with cohesion of ideas mostly organised and easy to follow.</p> <p>There is a mostly secure register used to match purpose and audience.</p>	<p>Across an increasing range of writing: Developed ideas are mostly used securely; linguistic devices are mostly used appropriately to enhance meaning.</p> <p>Paragraphs are used mostly correctly, and writing is organised and developed. There are a variety of secure cohesive links between them.</p> <p>Register and voice is mostly secure and developed throughout.</p>	<p>Across an increasing range of writing: Developed weaving of ideas and linguistic devices are mostly effectively used to engage the reader.</p> <p>Organisation is mostly secure, and there are cohesive links between paragraphs almost across the whole piece.</p> <p>Register and voice is increasingly developed and well suited to purpose and audience, mostly secure throughout.</p>



	<p>Awareness of vocabulary is mostly secure, with several conscious choices for effect.</p> <p>In addition: Spelling of straightforward spellings and common irregular words is mostly secure. Straightforward punctuation is mostly secure, such as full stops, commas, apostrophes, question marks and exclamation marks. There may still be lapses. Sentence structures are mostly secure and varied, though this may not be fully sustained throughout.</p>	<p>There is a mostly secure range of appropriate and varied vocabulary.</p> <p>In addition: Spelling of straightforward spellings and common irregular words is mostly secure, infrequent spellings of more unusual words may be included. There is mostly secure accurate punctuation used (full stops, capital letters, question marks and exclamations) There may still be lapses. Sentences structure variation is mostly secure and varied, including a range of sentence lengths and sentence types. There may still be occasional lapses.</p>	<p>Vocabulary is mostly secure and there is selection of more imaginative vocabulary used in places.</p> <p>In addition: Straightforward spelling is mostly secure, with some more unusual words spelled correctly, although there may still be errors in more ambitious vocabulary. Straightforward punctuation (e.g. /?/!) is mostly secure with some higher order punctuation attempted in places (e.g. ...;/ :) Sentences are mostly secure and increasingly varied in terms of style and lengths, there are a frequent range of connectives and subordinating conjunctions used to explain the relationship between ideas.</p>
Above Age Expectation	<p>Across a wide range of writing: Ideas are clear and used successfully; writing is developed and linguistic devices are used appropriately. Paragraphs are used clearly to aid organisation. There are clear cohesive links between them. Register and voice is adopted clearly and appropriately to match purpose and audience. There is a clear range of appropriate and varied vocabulary for effect.</p> <p>In addition: Clear and generally accurate spelling throughout, including complex words. There is clear and accurate demarcation with a range of punctuation used. There are a clear variety of sentence forms used for effect.</p>	<p>Across a wide range of writing: Ideas are well developed and clear. Appropriate linguistic devices are used effectively and clearly. Links between paragraphs are clear and maintained across the whole piece to aid cohesion. A suitable register/voice is clear and developed, suited to purpose and audience and sustained throughout. There is a clear range of varied vocabulary, including some more imaginative vocab used to interest the reader.</p> <p>In addition: Spelling is clearly accurate, including some ambitious vocabulary. Sentence demarcation is clear and accurate with a range of punctuation used, including some higher order punctuation</p>	<p>Across a wide range of writing: Clear crafting of ideas and linguistic devices is successfully developed throughout. Ideas and arguments are becoming more mature. Paragraphing is successful and cohesive, creating a clear journey/line of argument/building of tension for the reader to follow. Register is clear and controlled, suited to purpose and audience throughout the whole piece with no lapses. An increasingly wide range of vocabulary is used clearly and imaginatively often with precision.</p> <p>In addition: Spelling is clearly accurate throughout, including now a variety of ambitious vocabulary.</p>



		There are a clear variety of sentence forms used for effect and developed throughout the piece.	Sentence demarcation is clearly secure and accurate, with a range of higher order punctuation used to aid meaning. There are a clear variety of sentence forms used to aid meaning, increasingly ambitious in their structure.
Significantly Above Age Expectation	<p>Across a diverse range of writing: Creative and imaginative ideas and linguistic devices are used consistently. Consistent use of cohesive devices and paragraphs to aid communication across the while piece. A consistently successful register/voice matched to purpose and audience is sustained throughout. Vocabulary is consistently clear and there is a frequent selection of more imaginative vocab used in places.</p> <p>In addition: Consistently high levels of accuracy in spelling are accurate, including some more ambitious vocabulary. Consistent accuracy using a range of punctuation, including higher order punctuation. Consistent use of a range of sentence lengths and forms for effect.</p>	<p>Across a diverse range of writing: Consistent crafting of ideas and linguistic devices is achieved throughout. Ideas and arguments are becoming more mature. Paragraphing and cohesive devices are consistently clear and successful when aiding meaning and engagement. Register is consistently controlled, suited to p/a with very few lapses. An increasingly wide range of vocabulary used imaginatively and mainly with precision.</p> <p>In addition: Consistently high levels of accuracy in spelling including a variety of ambitious vocabulary. Consistent and sustained accuracy using an extensive range of punctuation to aid meaning. Consistent use of a full range of sentences for effect, often ambitious in their structures.</p>	<p>Across a diverse range of writing: Consistent crafting of ideas and subtle linguistic devices is sustained throughout, including more challenging arguments and mature concepts. Consistent successful and varied paragraphing and cohesive devices across the text is integral to aid meaning and engagement. Sustained and confident and mature register/voice is consistently suited to purpose/audience. A wide range of mature, ambitious vocabulary is used imaginatively and precisely.</p> <p>In addition: Consistently high levels of accuracy in spelling, including an extensive range of ambitious vocabulary. Consistent control using a full range of punctuation with a high degree of accuracy. Consistent control using a full range of sentences types and lengths, both judiciously and effectively.</p>

Learning Review Window 1	Learning Review Window 2
Tuesday 9 th January 2024 until Friday 26 th January 2024	Monday 17 th June 2024 until Friday 5 th July 2024
<p><i>During these learning review windows students will be assessed in each of their subjects against the progress codes outlined. The actual date and nature of these assessments will be outlined by individual subject teachers ahead of the learning review window.</i></p> <p><i>Assessment summary reports, including information about attendance and attitude to learning are issued following these learning review windows.</i></p>	