



Key Stage 3 Summary of Progress

Age Expected Indicators for English - Reading

Progress Code	Year 7	Year 8	Year 9
Significantly Below Age Expectation	<p>Emerging understanding of explicit ideas, views and events presented.</p> <p>Emerging use of, often long or imprecise, quotations which often don't match the idea, meaning understanding is not clear.</p> <p>No use of terminology.</p> <p>Limited attempt to explain how and why a writer uses language, form and structure.</p> <p>Comments are nearly always paraphrased.</p>	<p>Emerging understanding of explicit ideas, views and events presented.</p> <p>Emerging use of, sometimes long or imprecise, quotations - meaning understanding is not clear.</p> <p>Limited use of terminology or if applied it is inaccurate.</p> <p>Limited attempt to explain how and why a writer uses language, form and structure.</p> <p>Comments are brief and often paraphrased.</p> <p>Limited comments on how a text is influenced by its context.</p>	<p>Emerging understanding of explicit ideas, views and events presented.</p> <p>Emerging use of, often long or imprecise, quotations which often don't match the idea, meaning understanding is sometimes clear.</p> <p>Limited use of terminology, occasionally accurate.</p> <p>Limited attempt to explain how and why a writer uses language, form and structure.</p> <p>Comments are brief, but attempts to explain the effects.</p> <p>Brief comments on how a text is influenced by its context.</p>
Below Age Expectation	<p>Some occasional understanding of explicit ideas, views and events presented.</p> <p>Some occasional use of relevant quotations which sometimes link to idea – some quotation choices do not link to ideas and are usually long.</p> <p>Occasional use of straightforward terminology.</p> <p>Some attempt to explain how and why a writer uses language, form, and structure.</p> <p>Comments can still be brief and paraphrased.</p> <p>Occasional attempt to connect texts.</p> <p>Occasionally links a text to its context.</p>	<p>Some understanding of explicit ideas, views and events presented.</p> <p>Some use of relevant quotations which sometimes link to idea – some shorter quotation choices remain unclear.</p> <p>Occasional use of accurate terminology – sometimes sophisticated.</p> <p>Some attempt to explain how and why a writer uses language, form and structure.</p> <p>Comments can still be brief, but attempt an analytical approach.</p> <p>Attempts to compare texts with some explanation.</p> <p>Attempts to explain how a text is linked to its context.</p>	<p>Some understanding of explicit ideas, views and events presented.</p> <p>Occasional understanding of implicit ideas, views and events presented.</p> <p>Some use of relevant shorter quotations which sometimes link to idea – some quotation choices remain unclear.</p> <p>Occasional use of accurate terminology – sometimes sophisticated.</p> <p>Some attempt to explain how and why a writer uses language, form and structure.</p> <p>Comments can still be brief, but attempts an analytical approach.</p> <p>Attempts to compare and contrast in comparative summaries.</p> <p>Attempts to evaluate views and ideas.</p> <p>Attempts to explain how a text is influenced by its context.</p>



<p>Working At Age Expectation</p>	<p>Mostly clear understanding of explicit ideas and events presented, occasional lapses. Some clear understanding of implicit ideas and views presented. Mostly relevant use of quotations – mostly short and precise. Mostly accurate use of terminology – occasional lapses. Mostly clear explanation of how and why a writer uses language, form and structure. Mostly clear connections between texts are made. Mostly links a text to its context.</p>	<p>Mostly clear understanding of explicit ideas and events presented, occasional lapses. Some clear understanding of implicit ideas and views presented. Mostly relevant use of quotations – mostly short and precise. Mostly accurate use of terminology – occasional sophistication. Mostly clear explanation of how and why a writer uses language, form and structure. Mostly clear comparison of ideas, views, characters. Some clear evaluation of views and ideas. Some clear explanation of how a text is influenced by its context.</p>	<p>Mostly clear understanding of explicit ideas and events presented, occasional lapses. Some clear understanding of implicit ideas and views presented. Mostly relevant use of quotations – short and precise. Mostly accurate use of increasingly sophisticated terminology. Mostly clear explanation of how and why a writer uses language, form, and structure. Mostly clear comparison of ideas, views, characters. Mostly clear evaluation of views and ideas. Mostly clear explanation of how a text is influenced by its context.</p>
<p>Above Age Expectation</p>	<p>Clear understanding of explicit ideas and events presented. Clear understanding of implicit ideas and views presented. Relevant use of quotations - characteristically short and precise. Accurate use of terminology. Clear explanation of how and why a writer uses language, form and structure. Clear connections between texts are made. Clear links to relevant contexts.</p>	<p>Clear understanding of explicit ideas and events presented. Clear understanding of implicit ideas and views presented. Relevant use of quotations - characteristically short and precise. Accurate use of terminology – some sophistication. Clear explanation of how and why a writer uses language, form and structure. Clearly compares and contrasts ideas, views, characters and perspectives. Starting to clearly evaluate views and ideas. Clear explanation of how a text is influenced by its context.</p>	<p>Clear understanding of explicit ideas and events presented. Clear understanding of implicit ideas and views presented. Relevant use of quotations - characteristically short and precise. Accurate use of sophisticated terminology. Clear explanation of how and why a writer uses language, form, and structure. Clearly compares and contrasts ideas, views, characters, and perspectives. Clear evaluation of views and ideas. Clear and detailed explanation of how a text is influenced by its context.</p>
<p>Significantly Above Age Expectation</p>	<p>Consistently clear understanding of explicit ideas and events presented. Consistently clear understanding of implicit ideas and views presented. Consistent use of relevant, shorter, precise quotations.</p>	<p>Consistently clear, sometimes perceptive, understanding of explicit ideas and events presented. Consistently clear, sometimes perceptive, understanding of implicit ideas and views presented.</p>	<p>Consistently clear, often perceptive, understanding of explicit ideas and events presented. Consistently clear, often perceptive, understanding of implicit ideas and views presented. Consistently precise use of quotations.</p>



	<p>Consistently apply accurate use of terminology.</p> <p>Consistently clear explanation of how and why a writer uses language, form, and structure.</p> <p>Consistently clear connections between texts are made.</p> <p>Consistently makes relevant links a text to its context.</p>	<p>Consistent use of relevant, short, precise embedded quotations.</p> <p>Consistently accurate use of sophisticated terminology.</p> <p>Consistently clear explanation of how and why a writer uses language, form, and structure.</p> <p>Consistently clear comparison of ideas, views, characters.</p> <p>Clear evaluation of views and ideas.</p> <p>Consistently clear explanation of how a text is influenced by its context.</p>	<p>Consistently accurate use of sophisticated terminology.</p> <p>Consistently clear, often perceptive, explanation of how and why a writer uses language, form, and structure.</p> <p>Consistently clear comparison of ideas, views, characters as well as perspectives.</p> <p>Consistently clear evaluation of views and ideas.</p> <p>Consistently clear, sometimes perceptive, explanation of how a text is influenced by its contexts.</p>
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<p>Learning Review Window 1</p> <p>Tuesday 7th January 2025 until Friday 24th January 2025</p>	<p>Learning Review Window 2</p> <p>Monday 16th June 2025 until Friday 4th July 2025</p>
<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>	