

Year 9		Curriculum Checkpoints: What do students know and what can they do?			
English	Summative Content	Developing	Securing	Flourishing	Excelling
Writing	WAF1 Produce texts which are appropriate to form, audience and purpose.	References to audience and purpose evident, but effect might be limited . Conventions met and creative/persuasive features used, occasionally with success.	Style appropriate to purpose and audience. Simple creative/persuasive features used for effect, with simple conventions of form met with success. Key markers are used throughout.	Appropriate and usually engaging style and use of creative/persuasive features which meet the conventions of the form. Accurate use of markers.	An imaginative account with distinctive features of purpose, audience and form, using a variety of original stylistic features.
	WAF2 Organise and present whole texts effectively, sequencing, and structuring information and ideas.	Structure of text evident, supported by occasional use of markers. Beginning to organise work into effective paragraphs.	Ideas simply linked throughout the text with use of simple paragraphs for effect.	Various structural effects are accurately used. Ideas are clearly linked throughout the text. Paragraphs are used for effect.	Distinctive structural effects are used with control . Ideas linked thoroughly and imaginatively in secure paragraphs, with use of transitions.
	WAF3 Vary sentences for clarity, purpose and effect.	Simple sentences used correctly. Complex sentences beginning to be used with occasional success .	Some simple and complex sentences used, that sometimes contribute to the effectiveness of the writing.	A range of sentence structures used clearly to create interest.	A range of sentence structures used effectively with style and originality .
	WAF4 Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences.	A range of punctuation is beginning to be used, sometimes successfully .	An increasing range of punctuation is used correctly to clarify meaning.	A full range of punctuation and expression is used accurately to create impact and tone	Consistent grasp of expression and punctuation used for creative and original effect.
	WAF5 Select appropriate and effective vocabulary.	Vocabulary beginning to widen, though some words may not be used precisely.	Some varied vocabulary contributes to the effectiveness of writing.	Varied and extended vocabulary used to create effect, usually with success.	Precise and creative use of vocabulary enables clarity and emphasis. Vocabulary challenging throughout.
	WAF6 Use correct spelling.	Spelling is beginning to be more accurate, including regular words with complex regular patterns.	Spelling is generally accurate, although there may be errors in more difficult words. Few difficult words are shown.	Spelling, including complex irregular words, is mostly correct.	Spelling, including complex irregular words, is correct. Work demonstrated complex words consistently .
	WAF7 Construction of analytical paragraphs.	Beginning to explore some of the When, What, How, Why elements of a paragraph, with basic expression of ideas.	When, What, How, Why elements of paragraph generally addressed with simple expression and attempts at embedded quotes.	Most components of When, What, How, Why addressed in detail, with clarity of expression and quotes embedded.	Detailed inclusion of When, What, How, Why elements of paragraph. Integrated evidence and sophisticated expression of ideas.
Reading	RAF1 Understand, describe, select or retrieve information.	Simple understanding with occasional points identified though there may also be some slight misunderstanding.	Some relevant points identified. Comments usually supported by some relevant reference or quotation. There may be an attempt to embed some quotations.	Relevant points clearly identified, including summary and synthesis of information. Comments generally supported by relevant reference or quotation to support main ideas or argument. Generally , quotes will be embedded.	Increasing precision in selection and application of textual reference, which will be fully integrated and embedded. Increasing ability to draw on knowledge of other sources to develop or clinch an argument.
	RAF2 Deduce, infer or interpret information or ideas from texts.	Straightforward inferences made based on a simple point of reference in the text. Inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	Some inferences based on evidence from different points in the text. Inferences are mostly accurate and move beyond the literal level. Occasional development and discussion of connotations to offer more insight of understanding .	Most comments are accurately based on inferred meanings. Some evidence of development and detailed exploration of ideas, showing a clear awareness of the content. Clear development and discussion of connotations to offer more insight of understanding.	Comments develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence. Comments consider wider implications or significant of information, events, or ideas in the text. Secure development and discussion of connotations offers more insightful understanding.
	RAF3 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.	A few, basic features of writer's use of language identified. Simple features of language/word classes/ sentence types identified correctly with some attempt to comment of effect.	Most features of writer's use of language identified with increasing accuracy. Most comments show some awareness of the effect of writer's language choices.	A greater range of language features are identified accurately , with some development of explanation. Generally , comments show a clear awareness of the effect of writer's language choices.	A full range of language features are identified accurately . Comments begin to develop precise and detailed analysis of how language is used. Some appreciation of how the writer's language choices contribute to the overall effect on the reader.
	RAF4 Identify and comments on writers' purpose and viewpoints and the overall effect of the text on the reader.	Straightforward, simple comments made about the main purpose of the writing. A simple personal response provided, and some awareness of writer's viewpoint. Limited comment on overall effect on reader.	The main purpose is identified. Comments show some simple awareness of writer's viewpoint. Some simple comment on overall effect on reader.	Main purpose clearly identified. Generally , evidence for identifying main purpose is clearly located at word/sentence level or traced through a text. Viewpoint is clearly identified and an explanation of it is developed through close reference to the text. The effect on the reader clearly identified.	Responses begin to develop some analytic or evaluative comment on writer's purpose. Responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text. Responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do.
	RAF5 Relate text to the social, cultural and historical traditions.	Some simple understanding or reflection on the historical context of a text. Limited understanding surrounding the social/cultural context of a text/s.	Some understanding or reflection on the historical context of a text. Mostly simple understanding surrounding the social/cultural context of a text/s.	Clear understanding or reflection on the historical context of a text. Relevant comments made in reference to the social/cultural context of a text/s. Clear explanation of how the contexts in which texts are written and read contribute to the meaning.	Effective understanding or reflection on the historical context of a text and social/cultural context of a text/s. Responses begin to show analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.
	RAF6 Identify and comment on the structure and organisation of texts, including grammatical features at text level	Simple identification of structural features. Some general awareness of writer's craft shown. Various features relating to organisation at text level, including form, are identified, with some explanation.	Some exploration of how structural choices support the writer's theme or purpose. Mostly clear comments made on how a range of features relating to organisation at text level contributes to the effects achieved.	Some evaluation of the extent to which structural choices support the writer's theme or purpose. Some appreciation of the skill with which a range of features relating to organisation at text level are used. Impact on the reader/audience is clearly evaluated .	Clear appreciation and understanding of how the text structure supports the writer's purpose and contribute to an understanding of a complex meaning . Some patterns identified or character tracking discussed to present a more holistic insight.
Writing	AF1 Talking to others. Talk in purposeful and imaginative way to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.	Straightforward ideas and feelings expressed with some relevant detail in extended turns. Simple structure to talk in ways which support meaning and show attention to the listener. Simple variation to vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.	Mostly express and explain relevant ideas and feelings, with some elaboration to make meaning explicit. Some shape to talk in deliberate ways for clarity and effect to engage the listener. Some adapting of vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context.	Clear exploration of complex ideas and feelings in a range of ways, both succinct and extended. Controlled and effective organisation of talk to guide the listener. Controlled adapting of vocabulary, grammar, and non-verbal features to meet an increasing range of demands.	Effective exploration of a wide range of subject matter with precision and effect. Control and manipulate talk to position the listener. Evaluate apt and flexible choices of vocabulary, grammar, and non-verbal features across different registers with a distinct personal style.

Speaking and List	AF2	Talking with others, listen and respond to others including, in pairs and groups, shaping meanings through suggestions, comments and questions.	Generally clear understanding shown of content and how it is presented. Sometimes introducing new material or ideas. Straightforward roles and responsibilities taken on in pairs and groups.	Some recognition of significant details and implicit meanings, developing the speaker's ideas in different ways. Mostly sustaining roles and responsibilities with independence in pairs or groups. Sometimes shaping overall direction of talk with effective contributions.	Clear engagement with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings. Control in adopting group roles and responsibilities independently, drawing ideas together and promoting effective discussion.	Evaluate and respond to how delivery relates to the speaker's viewpoint. Effective flexibility to shape and develop direction and content of talk with well-judged contributions. Increasingly initiate and lead a variety of different group roles and responsibilities, sustaining effective collaboration and discussion with sensitivity.
	AF3	Talking within role-play and drama. Create and sustain,	Straightforward Ideas conveyed about characters and situations. Sometimes making deliberate choices of speech, gesture and movement in different roles and scenes.	Some insight shown into texts and issues. Most deliberate choices of speech, gesture and movement, begin to sustain and adapt effect created.	Controlled demonstration of empathy and understanding. Relevant choices of speed, gesture and movement, allowing flexible adapting of convincing roles to explore ideas and issues.	Effective flexibility to shape and develop direction and content of talk with well-judged contributions.