

Year 10	Curriculum Checkpoints: What do students know and what can they do?				
English Lang	Summative Content	Developing	Securing	Flourishing	Excelling
	Communication	Can write a simple storyline or argument, with ideas beginning to emerge	Can link a variety of ideas with an attempt at clarity	Communication is clear and consistent – easy to follow and starting to interest the reader.	Communication is convincing and compelling and makes the reader want to read on and ensures you are fascinated or persuaded by the story or argument.
	Tone, style and register and how well this matches audience and purpose	Can occasionally match tone, style and register to purpose and audience	Attempts to match tone, style and register to purpose and audience	Clearly matches tone, style and register to purpose and audience	Assuredly matches tone, style and register to purpose and audience
	Vocabulary choices and use of linguistic devices	Can use simple vocabulary and linguistic devices	Conscious use of vocabulary and some linguistic devices	Vocabulary and linguistic devices are clearly chosen for effect	Consciously crafted vocabulary and linguistic devices throughout for effect on the reader.
	Use of structural features	Can use one or two simple structural features	Can use some structural features	Can make effective use of structural features to create meaning	Varied and inventive use of structural features
	How writing engages and the types of ideas dealt with	Can link one or two ideas together	There is an attempt to link a variety of ideas	Engaging with clearly connected range of ideas	Convincing and compelling to read with complex ideas integrated
	Fluency, paragraphing and use of discourse markers	Simple or random use of paragraphing which is not always consistent	There are some use of paragraphing and discourse markers	Coherent and clear paragraphs with a range of discourse markers	Fluently linked paragraphs with integrated discourse markers
	Sentence demarcation:	Occasionally, there is accuracy in separating and structuring ideas into sentences using the correct punctuation.	Sometimes, there is accuracy in separating and structuring ideas into sentences using the correct punctuation.	Mostly, there is an accuracy in separating and structuring ideas into sentences using the correct punctuation, which is mostly developed	Consistently secure and accurate in separating and structuring ideas into sentences using the correct punctuation.
	Punctuation	There is some evidence of conscious punctuation.	There is some control of a range of punctuation in the right places	There is a range of punctuation used mostly with success	Wide range of punctuation used with a high level of accuracy
	Use of sentence forms	There are a simple range of sentence forms	There is an attempt to vary sentence forms	There are a variety of sentences used for effect	Full range of sentences for effect
	Use of standard English and control of agreement	There is a limited control of agreement and occasional use of standard English	There is some Standard English being used and some control of agreement	Standard English is used most of the time with controlled grammatical structures	Standard English is consistent and used appropriately with secure control of grammatical structures
	Spelling	There is accuracy with basic spelling	There are some accurate spelling of more complex words	Generally, there is an accurate use of spelling, including complex and irregular words	High level of accuracy including ambitious vocabulary
	Vocabulary	There is a simple use of vocabulary	There is varied use of vocabulary	There is an increasingly sophisticated use of vocabulary	There is an extensive and ambitious use of vocabulary
Reading					
	Understanding and comparing different idea and perspectives	Can make simple cross reference of ideas and perspectives and show simple awareness of ideas and/or perspectives	Attempts to compare ideas and perspectives and show some understanding of different ideas and perspectives.	Can compare ideas and perspectives in a clear and relevant way and show a clear understanding of the different ideas and perspectives in both texts	Compares ideas and perspectives in a perceptive way and understanding of the different ideas and perspectives in both texts.
	Use of references from the text & understanding of writer's methods	Can make simple identification of writers' methods and select simple references from one or both texts	Can make some comment on how writers' methods are used and select some appropriate textual references, not always supporting, from one or both texts	Can explain clearly how writers' methods are used and can select relevant detail to support ideas from both texts	Can analyse how writers' methods are used and can select a range of judicious supporting detail from both texts
	Response to the focus of the text	Can make a simple, limited response to the focus of the statement	Can make some response to the focus of the statement	Can make a clear and relevant response to the focus of the statement	Can develop a convincing and critical response to the focus of the statement
	Use of references from the text & understanding of writer's methods	Can show a limited understanding of writer's methods and select simple, limited textual references	Can show some understanding of writer's methods and can select some appropriate textual reference	Can show a clear understanding of writer's methods and can select a range of relevant textual references	Can show a perceptive understanding of writer's methods and be able to select a range of judicious textual detail
	Evaluation of the effects on the reader	Can make simple, limited evaluative comments on effects on reader	Can make some evaluative comments on effects on the reader	Can evaluate effects on the reader clearly	Can evaluate critically and in detail the effects on the reader