



English Language	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 10 Autumn	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 10 can:</p> <p>Paper 1 Reading Show some understanding of language:</p> <ul style="list-style-type: none"> • Attempt to comment on the effect of language • Select some appropriate textual detail. • Make some use of subject terminology, mainly appropriately <p>Show some understanding of structural features:</p> <ul style="list-style-type: none"> • Attempt to comment on the effect of structural features <p>Show some attempts at evaluation:</p> <ul style="list-style-type: none"> • Show some understanding of ideas • Show some understanding of writer’s methods • Make some evaluative comment(s) on the impact of the writer’s methods and ideas on the reader <p>Writing Content</p> <ul style="list-style-type: none"> • Communicate with some sustained success and sustained relevance to focus/task 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 10 can:</p> <p>Paper 1 Reading Show clear understanding of language:</p> <ul style="list-style-type: none"> • Explain clearly the effects of the writer’s choices of language • Select a range of relevant textual detail • Make clear and accurate use of subject terminology <p>Show clear understanding of structural features:</p> <ul style="list-style-type: none"> • Explain clearly the effects of the writer’s choices of structural features <p>Show clear and relevant evaluation:</p> <ul style="list-style-type: none"> • Make a clear and relevant understanding of ideas • Show clear understanding of writer’s methods • Evaluate clearly the impact of the writer’s ideas and methods on the reader <p>Writing Content</p> <ul style="list-style-type: none"> • Communicate consistently clearly and with a consistently relevant to focus/task • Consistently match the tone, style and register to the purpose and audience 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 10 can:</p> <p>Paper 1 Reading Show perceptive and detailed understanding of language:</p> <ul style="list-style-type: none"> • Analyse the effects of the writer’s choices of language • Select a range of judicious textual detail • Make sophisticated and accurate use of subject terminology <p>Show perceptive and detailed understanding of structural features:</p> <ul style="list-style-type: none"> • Analyse the effects of the writer’s choices of structural features <p>Show perceptive and detailed evaluation:</p> <ul style="list-style-type: none"> • Develop a convincing and critical understanding of ideas • Show perceptive understanding of writer’s methods • Evaluate critically and in detail the impact of the writer’s ideas and methods on the reader <p>Writing Content</p> <ul style="list-style-type: none"> • Communicate in a way that is convincing and directly relevant to focus and task • Convincingly match the tone, style and register to the purpose and audience



<ul style="list-style-type: none">• Offer some sustained attempt to match tone, style and register to purpose and audience• Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Show some use of structural features.• Increase the variety of linked and relevant ideas• Show some use of paragraphs and some use of discourse markers <p>In their writing:</p> <ul style="list-style-type: none">• Attempt to use imagery for effect• Show some development of detail and description• Show some range of vocabulary and/or attempts at ambitious vocabulary• Attempt some development of setting/place• Show some scope of ideas• Show some use of linguistic devices• Show some sequence of ideas/detail• Attempt to create atmosphere/mood• Show some awareness of style and purpose• Attempt to develop narrative perspective• Attempt to develop character/s• Attempt some development of setting• Show some sequencing/ developing of events• Some establishing of plot• Some control of pace	<ul style="list-style-type: none">• Employ increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Effectively use structural features.• Write in an engaging style, using a range of clear, connected ideas• Use coherent paragraphs with integrated discourse markers <p>In their writing:</p> <ul style="list-style-type: none">• Craft effective imagery.• Include clear description that explores details• Select precise and well-chosen vocabulary• Include a range of details that are described.• Develop theme/s and ideas• Control their choice of vocabulary and linguistic devices• Offer a clear narrative perspective• Develop characters effectively• Establish setting with clear details• Shape and controls a sequence of events• Uses temporal and spatial shifts with success• Clearly establish a plot• Clearly shape and sequence ideas/images• Create clear mood/ atmosphere• Demonstrate a clear and controlled use of style• Control the pace and ideas within the narrative• Create and maintains a specific mood/ atmosphere	<ul style="list-style-type: none">• Demonstrate an extensive vocabulary with conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Vary their structural features effectively• Write in a highly engaging style with a range of developed, complex ideas• Consistently and coherently use paragraphs with integrated discourse markers <p>In their writing:</p> <ul style="list-style-type: none">• Craft distinctive and original imagery• Craft compelling and evocative description• Create a distinctive and original narrative perspective• Create convincing character/s• Craft detailed and convincing setting• Craft a convincing sequence of events, using skilful temporal and spatial shifts• Select impressive vocabulary judiciously• Articulate conceptualized ideas well• Incorporate subtle detail and ideas• Compellingly use linguistic devices and impressive control of phrasing• Craft a fluid sequence of ideas• Demonstrate highly successful control of mood/ atmosphere• Craft their style• Demonstrate impressive control of phrasing• Craft subtle and skilful shifts in mood/ atmosphere
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	<p>Technical accuracy</p> <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	<p>Technical accuracy</p> <ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>Technical accuracy</p> <ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Spring	<p>Paper 2</p> <p>Reading Show some interpretation from one/both texts:</p> <ul style="list-style-type: none"> • Attempt some inference(s) from one/both texts • Select some appropriate references/textual detail from one/both texts • Make statement that show some difference(s) between texts <p>Show some understanding of language:</p> <ul style="list-style-type: none"> • Attempt to comment on the effect of language • Make some use of subject terminology, mainly appropriately <p>Attempt to compare ideas and perspectives</p> <ul style="list-style-type: none"> • Make some comment on how writers' methods are used 	<p>Paper 2</p> <p>Reading Show clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> • Make clear inferences from both texts • Select clear references/textual detail relevant to the focus of the question • Make statements that show clear differences between texts <p>Show clear understanding of language:</p> <ul style="list-style-type: none"> • Explain clearly the effects of the writer's choices of language • Make clear and accurate use of subject terminology <p>Compare ideas and perspectives in a clear and relevant way</p> <ul style="list-style-type: none"> • Explain clearly how writers' methods are used 	<p>Paper 2</p> <p>Reading Show perceptive synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> • Make perceptive inferences from both texts • Make judicious references/use of textual detail relevant to the focus of the question • Make statements that show perceptive differences between texts <p>Show detailed and perceptive understanding of language:</p> <ul style="list-style-type: none"> • Analyse the effects of the writer's choices of language • Make sophisticated and accurate use of subject terminology <p>Compare ideas and perspectives in a perceptive way</p> <ul style="list-style-type: none"> • Analyse how writers' methods are used



	<ul style="list-style-type: none">• Identify some different ideas and perspectives <p>Writing - Content</p> <ul style="list-style-type: none">• Show some sustained attempt to match the register to audience• Show some sustained attempt to match the purpose• Consciously use vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Show some use of structural features• Use an increasing variety of linked and relevant ideas• Show some use of paragraphs and some use of discourse markers <p>Technical accuracy</p> <ul style="list-style-type: none">• Sentence demarcation is mostly secure and sometimes accurate• Show some control of a range of punctuation• Attempts a variety of sentence forms• Show some use of Standard English with some control of agreement• Show some accurate spelling of more complex words• Shows a varied use of vocabulary	<ul style="list-style-type: none">• Show a clear understanding of the different ideas and perspectives in both texts <p>Writing - Content</p> <ul style="list-style-type: none">• Their register is consistently matched to the audience• Consistently match their writing to the purpose• Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Effectively use of structural features• Craft writing to be engaging, using a range of clear connected ideas• Use coherent paragraphs with integrated discourse markers <p>Technical accuracy</p> <ul style="list-style-type: none">• Sentence demarcation is mostly secure and mostly accurate• Use a range of punctuation mostly with success• Use a variety of sentence forms for effect• Mostly use Standard English appropriately with mostly controlled grammatical structures• Generally, spell accurately, including complex and irregular words• Demonstrates an increasingly sophisticated use of vocabulary	<ul style="list-style-type: none">• Show a detailed understanding of the different ideas and perspectives in both texts <p>Writing - Content</p> <ul style="list-style-type: none">• Their register is convincingly matched to audience• Convincingly match their writing to the purpose• Demonstrate an extensive vocabulary with evidence of conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Employ varied and effective structural features• Write in a style that is highly engaging, with a range of developed complex ideas• Craft consistently coherent paragraphs with integrated discourse markers <p>Technical accuracy</p> <ul style="list-style-type: none">• Sentence demarcation is consistently secure and consistently accurate• Use a wide range of punctuation with a high level of accuracy• Use a full range of appropriate sentence forms for effect• Use Standard English consistently and appropriately with secure control of complex grammatical structures• Demonstrate a high level of accuracy in spelling, including ambitious vocabulary• Consistently demonstrates an extensive and ambitious use of vocabulary
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