



Finham Park School



KS3 English: Reading Assessment Statements – Year 7

Working Towards <i>With <u>some guidance</u>:</i>		Working At <i>In some <u>age-appropriate</u> texts:</i>		Greater Depth <i>Across <u>age-appropriate</u> texts:</i>	
1. I read fluently and decode with increasing speed	<input type="checkbox"/>	1. I understand key reading skills	<input type="checkbox"/>	1. I independently use my knowledge of strategies for decoding and recall	<input type="checkbox"/>
2. I can use skim and scan to retrieve information	<input type="checkbox"/>	2. I use skim and scan to recall	<input type="checkbox"/>	2. I have secure knowledge of different forms / genres	<input type="checkbox"/>
3. I know and can identify themes and conventions of text types	<input type="checkbox"/>	3. I use the WHY (or equivalent) paragraph structure with support	<input type="checkbox"/>	3. I use analytical phrases to explain (such as words for “shows” / “suggests”)	<input type="checkbox"/>
4. I can recall some specific, straightforward information	<input type="checkbox"/>	4. I refer to the question	<input type="checkbox"/>	4. I make some relevant points (more than one paragraph and without scaffolding)	<input type="checkbox"/>
5. I can select supporting references	<input type="checkbox"/>	5. I know how to support comments with some generally relevant references	<input type="checkbox"/>	5. I support my ideas with relevant references	<input type="checkbox"/>
6. I can make inferences, including inferring characters’ feelings	<input type="checkbox"/>	6. I make simple comments about purpose and writer’s viewpoint	<input type="checkbox"/>	6. I know what the main purposes and viewpoints of a text are and can give some explanation	<input type="checkbox"/>
7. I can make predictions based on evidence and details	<input type="checkbox"/>	7. I know and can identify some effective language choices and / or methods used by writers	<input type="checkbox"/>	7. I give a range of comments on implicit ideas / context, but sometimes repeat my ideas	<input type="checkbox"/>
8. I give a personal response to texts, forming opinions	<input type="checkbox"/>	8. I make simple comments about how these choices may affect a reader	<input type="checkbox"/>	8. I know and can identify some structural choices and make some comments	<input type="checkbox"/>
9. I can explain how language, structure and presentation can contribute to the meaning of a text	<input type="checkbox"/>	9. I make comments explaining, using words such as “because” and “so”	<input type="checkbox"/>	9. I know and can identify writers’ methods and explain how they are linked to meaning (their impact on the reader/audience)	<input type="checkbox"/>
10. I present my own opinions about a text	<input type="checkbox"/>	10. I have an awareness of how connections are made between texts	<input type="checkbox"/>	10. I know how context influences the writer and reader and make some comments	<input type="checkbox"/>

CURRICULUM INTENT: “An exploration of humanity. Communicate powerfully: read critically, write passionately and speak purposefully.”



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KS3 English: Reading Assessment Statements – Year 8

Working Towards <i>In some <u>age-appropriate</u> texts:</i>		Working At <i>Across <u>age-appropriate</u> texts:</i>		Greater Depth <i>Across a <u>range</u> of texts:</i>	
1. I understand key reading skills	<input type="checkbox"/>	1. I independently use my knowledge of strategies for decoding and recall	<input type="checkbox"/>	1. I know form and genre conventions	<input type="checkbox"/>
2. I use skim and scan to recall	<input type="checkbox"/>	2. I have secure knowledge of different forms / genres	<input type="checkbox"/>	2. I understand how to link my ideas together (possibly to show different interpretations)	<input type="checkbox"/>
3. I use the WHY (or equivalent) paragraph structure with support	<input type="checkbox"/>	3. I use analytical phrases to explain (such as words for “shows” / “suggests”)	<input type="checkbox"/>	3. I know and use a variety of words to explain my ideas (e.g. more than just “shows” and “suggests”)	<input type="checkbox"/>
4. I refer to the question	<input type="checkbox"/>	4. I make some relevant points (more than one paragraph and without scaffolding)	<input type="checkbox"/>	4. I understand what an essay is and how to construct it	<input type="checkbox"/>
5. I know how to support comments with some generally relevant references	<input type="checkbox"/>	5. I support my ideas with relevant references	<input type="checkbox"/>	5. I am able to identify the most relevant points clearly, including from different places in a text	<input type="checkbox"/>
6. I make simple comments about purpose and writer’s viewpoint	<input type="checkbox"/>	6. I know what the main purposes and viewpoints of a text are and can give some explanation	<input type="checkbox"/>	6. I support all my points with relevant references	<input type="checkbox"/>
7. I know and can identify some effective language choices and / or methods used by writers	<input type="checkbox"/>	7. I give a range of comments on implicit ideas / context, but sometimes repeat my ideas	<input type="checkbox"/>	7. I can clearly identify the main purpose or viewpoint in a text and give some explanation	<input type="checkbox"/>
8. I make simple comments about how these choices may affect a reader	<input type="checkbox"/>	8. I know and can identify some structural choices and make some comments	<input type="checkbox"/>	8. I can identify structural and language choices with some explanation and some appropriate terms	<input type="checkbox"/>
9. I make comments explaining, using words such as “because” and “so”	<input type="checkbox"/>	9. I know and can identify writers’ methods and explain how they are linked to meaning (their impact on the reader/audience)	<input type="checkbox"/>	9. I always explain how writers’ methods are linked to meaning and affect reader / audience	<input type="checkbox"/>
10. I have an awareness of how connections are made between texts	<input type="checkbox"/>	10. I know how context influences the writer and reader and make some comments	<input type="checkbox"/>	10. I make some detailed comments about links within and between texts	<input type="checkbox"/>

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KS3 English: Reading Assessment Statements – Year 9

Working Towards <i>Across <u>age-appropriate</u> texts:</i>		Working At <i>Across a <u>range</u> of texts:</i>		Greater Depth <i>Independently, across <u>challenging</u> texts</i>	
1. I independently use my knowledge of strategies for decoding and recall	<input type="checkbox"/>	1. I know form and genre conventions	<input type="checkbox"/>	1. I use an essay structure to develop my ideas	<input type="checkbox"/>
2. I have secure knowledge of different forms / genres	<input type="checkbox"/>	2. I understand how to link my ideas together (possibly to show different interpretations)	<input type="checkbox"/>	2. I read around the topics to enhance my understanding	<input type="checkbox"/>
3. I use analytical phrases to explain (such as words for “shows” / “suggests”)	<input type="checkbox"/>	3. I know and use a variety of words to explain my ideas (e.g. more than just “shows” and “suggests”)	<input type="checkbox"/>	3. I use a range of points from across the whole text	<input type="checkbox"/>
4. I make some relevant points (more than one paragraph and without scaffolding)	<input type="checkbox"/>	4. I understand what an essay is and how to construct it	<input type="checkbox"/>	4. I use a range of well-selected (judicious) references to support all my points	<input type="checkbox"/>
5. I support my ideas with relevant references	<input type="checkbox"/>	5. I am able to identify the most relevant points clearly, including from different places in a text	<input type="checkbox"/>	5. I clearly understand implicit context and link these to meaning and effect on writers’ intentions	<input type="checkbox"/>
6. I know what the main purposes and viewpoints of a text are and can give some explanation	<input type="checkbox"/>	6. I support all my points with relevant references	<input type="checkbox"/>	6. I demonstrate thoughtful and sustained understanding of implicit ideas and wider meanings	<input type="checkbox"/>
7. I give a range of comments on implicit ideas / context, but sometimes repeat my ideas	<input type="checkbox"/>	7. I can clearly identify the main purpose or viewpoint in a text and give some explanation	<input type="checkbox"/>	7. I give clear explanation of structural and language choices with accurate terminology	<input type="checkbox"/>
8. I know and can identify some structural choices and make some comments	<input type="checkbox"/>	8. I can identify structural and language choices with some explanation and some appropriate terms	<input type="checkbox"/>	8. I give clear understanding of links within and between texts	<input type="checkbox"/>
9. I know and can identify writers’ methods and explain how they are linked to meaning (their impact on the reader/audience)	<input type="checkbox"/>	9. I always explain how writers’ methods are linked to meaning and affect reader / audience	<input type="checkbox"/>	9. I give clear, and more developed, independent understanding of how writers’ methods link to meaning, clearly reflected in comments	<input type="checkbox"/>
10. I know how context influences the writer and reader and make some comments	<input type="checkbox"/>	10. I make some detailed comments about links within and between texts	<input type="checkbox"/>	10. I am confident in using a wide range of terminology	<input type="checkbox"/>

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