

ENGLISH MYD DESCRIPTORS	Writing	Reading	Speaking and Listening
10	<p>Writing is imaginative and original. Students show convincing control of register and form, exploiting features to suit purpose. Highly appropriate and diverse expression is used which is sophisticated, precise and deliberate. Paragraphs and sentences are well constructed and subtly linked. Ideas are consciously ordered to create effect and impact.</p>	<p>Students read a wide range of challenging texts with confidence and perception. They make subtle and sophisticated inferences and demonstrate fluency in their selection and use of evidence/quotations. Students show flair and precision in their analysis of texts and originality in their evaluation of writer and reader. They can perceptively analyse the subtle relationship between writer, text and reader and offer insights on the literary, social and philosophical context of texts.</p>	<p>Students adapt readily to task and audience, communicating complex content and managing listener's attention through sophisticated styles of delivery. They skillfully manipulate vocabulary, grammar and non-verbal features to match context and purpose with distinct personal style.</p>
9	<p>Writing is inventive and creative. Students show strong control over register and can merge features of various forms credibly. Vocabulary and expression is frequently ambitious and effective. Paragraphs and sentences of different lengths are constructed and skillfully linked. A variety of grammatical constructions and punctuation is used accurately and appropriately. Most words, including irregular patterns, are spelt correctly.</p>	<p>Students respond to demanding texts with informed and astute evaluations. They offer sustained and coherent inferences, supporting ideas with apt and precise evidence/quotations. They analyse implied meanings precisely and confidently and can analyse the different ways different readers might respond to a text. Students articulately analyze a comprehensive range of structural and language features, relating effectively to writer and reader. Students understand the importance of literary, social and philosophical contexts of texts.</p>	<p>Students involve listeners skilfully through their command in communicating aspects of challenging content. They manipulate vocabulary, grammar and non-verbal features to match context and purpose with distinct personal style.</p>

8	<p>Writing is confident and engaging. Students can sustain a convincing register and manipulate conventions of form to influence the reader. Vocabulary and expression is regularly ambitious and effective. Paragraphs and sentences are well-organised, clear and constructed for effect. Punctuation is used to avoid ambiguity. Complex words are spelt correctly.</p>	<p>Students respond to difficult texts in original, personal and perceptive ways. They choose best ways of deciding the trustworthiness of a source and make precise and detailed references to texts. They define implied meanings precisely and confidently and can 'weigh up' different interpretations of a text. They analyse a texts' influence over its readers and the affect one text may have on another. Students can comment on social, moral and historical setting within a literary context.</p>	<p>Students make creative, precise selections from a wide repertoire of strategies and conventions They vary vocabulary, grammar and non-verbal features to match context and purpose with distinct personal style.</p>
7	<p>Writing is thoughtful and coherent. Students can develop a convincing register and bend conventions of form to suit purpose. Adventurous and emotive vocabulary is used and it is usually effective. Paragraphing is accurate and shows control over structure. A range of sentence structures are used to good effect. Punctuation is used accurately and to clarify meaning and for effect. Complex words are usually spelt correctly.</p>	<p>Students can confidently respond to texts with informed and effective personal ideas. They explore multiple and alternative layers of meaning, and incorporate quotations and references fluently and succinctly into their analysis. Students explain in detail how and why a writer has used a variety of structural and language devices, emphasizing the effect they have on the reader. Students precisely identify, in a range of texts, and explain in detail the purpose of the text and the writer's intentions. Students understand social, moral and historical settings within a literary context.</p>	<p>Students explore a wide range of subject matter with precision and effect. They manage and manipulate talk to position the listener through vocabulary and non-verbal features.</p>

6	<p>Writing is interesting and appropriate. Students can sustain a suitable register and conventions of form are adapted to purpose. Adventurous and emotive vocabulary is used and it is often effective. Paragraphing is accurate and links are made between openings and endings. A range of sentence structures are used and are often effective. Punctuation is used accurately and to clarify meaning. Irregular words are often spelt correctly.</p>	<p>Students can confidently read, understand and discuss a range of texts. They can identify layers of meaning and comment on their effect, using appropriate close evidence/quotations. Students can explain in detail how the text is structured and how the writer uses language effectively. Appropriate terminology is often used. Students can make connections between texts from different times and cultures and link to their own experiences.</p>	<p>Student can explore complex ideas and feelings in a range of ways; both succinct and extended. They adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands.</p>
5	<p>Writing offers developed detail about relevant ideas. Students can write in a variety of forms and the register is suitable. Expression and vocabulary is carefully selected and it is mostly appropriate and effective. Paragraphs are used to organise ideas and openings and endings are engaging. A range of sentence structures are used with some effect. Basic punctuation is almost always used correctly. Complex words are spelt correctly.</p>	<p>Students can understand a range of texts and select the essential points from them. Where appropriate, students can deduce and infer meaning and support their ideas with mostly appropriate evidence/quotations. Student select simple and relevant structural and language features for comment; they give opinions which are mostly effective. Students are aware texts fit into historical and literary traditions. Finally, they understand and explain the effect of the text on the reader.</p>	<p>Students can express and explain relevant ideas and feeling with some elaboration to make meaning explicit. They can shape talk in deliberate ways for clarity and effect to engage the listener.</p>
4	<p>Writing offers some detail about relevant ideas. Students can use key features of many forms and a register that is generally suitable.</p>	<p>Students show understanding of events, characters and themes when reading texts. They make simple inferences which show</p>	<p>Students can speak in extended turns to express straightforward ideas and feelings. They can structure talk in ways which</p>

	<p>Vocabulary and expression is carefully selected and it is generally appropriate and effective. Similar ideas are grouped together and simple links are made between sentences. Openings and endings are appropriate. A range of sentence structures are used with limited effect. Simple punctuation is used correctly at the end of and within sentences. Words with regular patterns are spelt correctly.</p>	<p>some appreciation of meaning and they support their ideas with evidence/quotations. Students select simple structural and language features and explain the writer's purpose in using them. Students are aware texts can reflect the time and place they were written in. They can also comment on how the reader is affected by the text, and give some reasons.</p>	<p>support meaning and show attention to the listener</p>
3	<p>Writing establishes a viewpoint and conveys feelings. Students can use key features of some forms and a register that is sometimes suitable. Vocabulary and expression is selected for effect with occasional success. Sentences are clear and organised in sequence and similar ideas are grouped together. Openings are appropriate. Punctuation to mark sentence beginnings and endings is used accurately. Spelling is usually accurate.</p>	<p>Students read straightforward texts fluently and with understanding. They can identify obvious points in texts and notice some deeper meaning. Students can identify straightforward ways that structural and language features have been used by writers' for effect. They are beginning to make simple inferences. They begin to choose relevant information to support the points they are making.</p>	<p>Student can develop ideas and feelings through sustained speaking. They begin to adapt language and non-verbal features to suit content and audience.</p>
2	<p>Writing communicates meaning through simple statements. Students can use the features of non-fiction forms. Simple vocabulary is used that shows occasional awareness of the</p>	<p>Students' reading of simple texts is generally accurate. They show some awareness of structural and language features, identifying some words used for effect. Students independently express</p>	<p>Students vary talk in simple ways to gain and making attempts to hold the attention of the listener. They make efforts to use vocabulary choices and non-verbal</p>

	<p>reader. Writing has a beginning, middle and end. Full stops are often used. Two syllable words are spelt correctly.</p>	<p>opinions about texts they have read.</p>	<p>features that show awareness of different purposes and listeners.</p>
1	<p>Writing communicates meaning through simple word choices and phrases. Simple punctuation is used and students can recognise paragraphs. Most simple words are spelt correctly.</p>	<p>Students recall simple points from texts and can make basic inferences about meaning. They can recognise simple structural and language features. Students can offer opinions when asked direct questions.</p>	<p>Students talk in ways that are audible and intelligible to familiar others. They express feelings and ideas when speaking about matters of immediate interest.</p>