

English KS3 Progression Grid

Step	Strand 1: Reading Fiction	Strand 2: Reading Non-Fiction	Strand 3: Imaginative Writing	Strand 4: Non-Fiction Writing	Strand 5: SPaG
9	All the steps below, and I can also... • explore different interpretations and viewpoints of a text • evaluate how a writer creates meaning and how different readers may understand it • analyse what is effective in a text and how the writer achieves it	All the steps below, and I can also... • explore different viewpoints and interpretations in non-fiction texts • evaluate how writers construct viewpoints and how different audiences may respond • analyse what makes arguments and ideas effective	All the steps below, and I can also... • write with a critical and original voice • deliberately shape ideas, perspectives and meaning • create a sophisticated and sustained impact on the reader	All the steps below, and I can also... • craft writing critically and deliberately • present ideas, arguments and perspectives with precision • show awareness of how viewpoints may be interpreted by different audiences	All the steps below, and I can also... • demonstrate complete and deliberate control of spelling, punctuation and sentence structures • use these precisely to shape meaning and effect
8	All the steps below, and I can also... • evaluate how successfully the writer uses ideas and methods • explain how language, structure and form shape meaning and the reader's response • show an appreciation of how writers influence readers and audiences	All the steps below, and I can also... • evaluate how successfully the writer presents ideas and viewpoints • explain how language and structure shape the reader's response • show an appreciation of how writers influence audiences	All the steps below, and I can also... • write with control and maturity • deliberately shape language, structure and techniques • create a clear and sustained impact on the reader	All the steps below, and I can also... • write with control and maturity • shape arguments and ideas to influence the reader • create a clear and sustained impact	All the steps below, and I can also... • use a wide range of punctuation and sentence structures • apply these with accuracy and control to create specific effects
7	All the steps below, and I can also... • analyse how writers create meaning in texts • explore ideas, language and structure in detail • explain the writer's viewpoint, attitude and message	All the steps below, and I can also... • analyse how writers create meaning in non-fiction texts • explore ideas, language and structure in detail • explain the writer's viewpoint, attitude and message	All the steps below, and I can also... • write effectively with clear control of language and structure • use techniques purposefully to create meaning • engage the reader through developed ideas and expression	All the steps below, and I can also... • write effectively with clear control of structure, style and viewpoint • communicate ideas clearly and purposefully • engage the reader through developed arguments	All the steps below, and I can also... • use a range of punctuation and sentence structures accurately • apply these effectively to support clarity and meaning
6	All the steps below, and I can also... • identify different layers of meaning across a range of texts • comment on writer's purpose and ideas • use appropriate terminology when discussing texts	All the steps below, and I can also... • show awareness of purpose and viewpoint in non-fiction texts • comment on how meaning is shaped • use appropriate terminology when discussing texts	All the steps below, and I can also... • write with some control and purpose • use vocabulary and techniques to shape meaning • show awareness of audience and purpose	All the steps below, and I can also... • write with purpose using an appropriate style • present ideas clearly • use some techniques to support meaning	All the steps below, and I can also... • use punctuation and sentence structures with general accuracy • show control in most writing • spell words mostly accurate

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5	All the steps below, and I can also... • use inference (working out what a text suggests) and evidence to explain ideas • select relevant quotations • show understanding of writer's viewpoint	All the steps below, and I can also... • use inference (working out what a text suggests) and evidence to explain ideas and viewpoints • select relevant information and quotations • show understanding of purpose	All the steps below, and I can also... • write clearly using a range of vocabulary • use a variety of sentence structures • use some techniques to add interest	All the steps below, and I can also... • write clearly using appropriate vocabulary • use some structural features and techniques • begin to adapt style for purpose	All the steps below, and I can also... • use a range of punctuation accurately • spell words generally accurate • use paragraphing with confidence
4	All the steps below, and I can also... • show clear understanding of ideas, events and characters • begin to use inference (working out what a text suggests) • select some relevant evidence	All the steps below, and I can also... • show clear understanding of ideas and opinions • begin to use inference (working out what a text suggests) • select some relevant information	All the steps below, and I can also... • write clearly with some variety in vocabulary • use different sentence types • convey meaning effectively	All the steps below, and I can also... • write clearly with some organisation • present ideas logically • use simple structural features	All the steps below, and I can also... • use basic punctuation accurately • spell words generally correct • use paragraphs
3	All the steps below, and I can also... • explain ideas and opinions about a text • identify some relevant points	All the steps below, and I can also... • explain ideas and opinions about a text • identify key information	All the steps below, and I can also... • write to express ideas • use simple sentence structures • begin to use descriptive vocabulary	All the steps below, and I can also... • write to explain ideas and information • use simple organisational features	All the steps below, and I can also... • use simple punctuation with some accuracy • spell common words mostly correct
2	All the steps below, and I can also... • describe events and characters • identify simple ideas	All the steps below, and I can also... • describe information and events • identify simple ideas	All the steps below, and I can also... • write simple descriptions and ideas • use basic vocabulary	All the steps below, and I can also... • write simple facts and ideas • use basic vocabulary	All the steps below, and I can also... • use basic punctuation inconsistently • spell simple words mostly correct
1	I can... • read simple texts • show basic understanding of ideas	I can... • read simple non-fiction texts • show basic understanding of information	I can... • write simple sentences to communicate ideas • use simple vocabulary	I can... • write simple sentences to communicate information • use simple vocabulary	I can... • use capital letters and full stops • spell some simple words correctly