KS3 English Skills Grid – Year 9 – Exploring the World Around Us

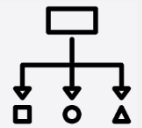|	Acquiring 20%	Developing 40%	Securing 60%	Consolidating 80%	Extending 80%+
Comprehension	I can recall information that I have recently read in a text and use it to support further comprehension.	I can recall with some accuracy texts I have read across the term and use it to support further comprehension	I can recall with improved accuracy information from texts across the term and use my own words to support further comprehension.	I can recall with some accuracy information from texts I have studied in previous terms and I can use my own words appropriately to support further comprehension.	I can confidently recall and interpret information from a variety of text types and use my own words effectively to support further comprehension.
Inference	I can confidently identify specific word choices that are used to present the writer's intentions.	I can comment on the reasons behind a writer's specific word choices and the intention behind them using a WHW structure.	I can make more than one accurate interpretation of a writer's specific word choices and the intention behind them using a WHW structure.	I can respond appropriately to a range of questions that use WHW, using all of the skills from the previous stages.	I can confidently explore the different inferences within a writer's choices, whether this be from language or structure. I can apply this knowledge to a range of exam style questions using the WHW model convincingly.
Vocabulary	I can appreciate the differences between tier 1 and 2 vocabulary and use them in my writing with some accuracy. I can identify antonyms and synonyms for these terms.	I can identify tier 1 and 2 vocabulary and use them confidently throughout my writing for the intended effect.	I can identify all vocabulary tiers with accuracy. I can use tier 3 vocabulary accurately in my analysis.	I can use different vocabulary choices to achieve a range of intended effects in my own original writing.	I can craft different levels of vocabulary effectively in my own writing and achieve my intended effect. I can craft tiered vocabulary that is appropriate for the purpose or form I am writing for.
Form, Audience and Purpose	I can comment on how the audience and form can relate to the writer's purpose. I can mostly identify the purpose of a text.	I can confidently state why form and audience relate to the writer's purpose. I can identify a range of different purposes with some accuracy.	I can confidently identify a range of different purposes and explain how these are developed through an understanding of audience and form.	I can consider the different purposes and forms that a writer may use and confidently comment on the impact of these choices.	I can maintain consistency in my writing when looking at specific forms, audiences and purposes. I can make clear, appropriate decisions when crafting my own writing into a particular style.

Context	I can confidently state the most influential contextual factors for the text I am studying.	I can begin to analyse the impact that context has on my understanding of a text. I can begin to analyse the impact that context has on the inferences I make from a text.	I can begin to analyse the impact that context has on my understanding of a text and I can comment on this as part of a WHW paragraph. I can begin to analyse the impact that context has on the inferences I make from a text and I can comment on this as part of a WHW paragraph.	I can confidently select the most appropriate relevant context when responding to a text using WHW. I can comment on the impact of this context by linking it clearly into the rest of my answer so that it enhances my analysis.	I can confidently link context to a writer's use of form, audience and purpose. I can make close, critical connections between a writer's intentions and context. I can consistently embed context throughout my analytical responses.
Genre	I can accurately identify the conventions of the text I am studying.	I can make a simple comment on the impact of the conventions of genre on the text I am studying.	I can confidently identify and comment on the conventions of genre on the text that I am studying.	I can define the term 'subvert' and understand how some writers use this in their approach to conventions of genre.	I can confidently explore the differences between different genres and the differences between variations of the same genre, and explain the reasons behind these differences.
Linguistic Methodology	I can identify the specific linguistic methods used in the text that I am studying.	I can confidently identify a range of linguistic methods in the text that I am studying and begin to explain the impact of these methods.	I can confidently identify a range of linguistic methods in the text that I am studying and explain the impact of these methods in simple terms. I can accurately use some of these methods in my own fiction and non-fiction writing.	I can confidently identify a range of linguistic methods across a range of texts and explain the impact of these methods accurately. I can accurately use a range of these methods in my own fiction and non-fiction writing.	I can confidently identify and analyse the full range of linguistic methods in a range of different texts. My understanding of method is always linked to the intentions of a writer when analysing using WHW. I can demonstrate conscious crafting of these methods in my own writing.
Comparison	I can identify simple similarities and differences in moments from the same text.	I can comment on the reasons for similarities and differences in different types of text.	I can comment on the reasons for similarities and differences in moments of the same text.	I can apply the skills from previous levels to a range of texts, including poetry.	I can use tier three vocabulary relating to comparison with confidence across a range of different text types. I can use the term 'juxtaposition' accurately to differences within a text and explain this.