



# Academic Achievement: Rating Descriptors

## Subject: English

### Year: 9

	We expect that <b>by the end of this academic year</b> your child will...	We expect that <b>by the end of this academic year</b> your child's work will show...
<b>1</b> Above the expected standard	...have in-depth knowledge of: <ul style="list-style-type: none"> <li>• A whole novel with a focus on character, setting and theme.</li> <li>• Study of English language with focus on writing to: describe, inform and persuade.</li> <li>• Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>• Non-fiction study with close analysis of gender and stereotypes.</li> <li>• Power and Conflict poetry with focus on: language, form, structure and author's intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation used accurately and consistently to aid flow of writing.</li> <li>• Ambitious vocabulary consistently used to engage the reader.</li> <li>• Writing that is shaped thoughtfully using a range of connectives to aid the flow of writing.</li> <li>• Coherent and detailed writing.</li> <li>• Confident use of a range of complex language devices, used both successfully and imaginatively.</li> <li>• Confident analysis of writer's ideas, offering interesting interpretations on viewpoints and attitudes.</li> <li>• A wide range of precise textual references.</li> <li>• Analysis of relevant contexts and their influence on writer's choices.</li> <li>• An expression of a range of sophisticated ideas and emotions using a range of vocabulary and paralinguistic features.</li> </ul>
<b>2</b> Meeting the expected standard	...have secure knowledge of: <ul style="list-style-type: none"> <li>• A whole novel with a focus on character, setting and theme.</li> <li>• Study of English language with focus on writing to: describe, inform and persuade.</li> <li>• Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>• Non-fiction study with close analysis of gender and stereotypes.</li> <li>• Power and Conflict poetry with focus on: language, form, structure and author's intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation used accurately with occasional errors.</li> <li>• Accurate spelling of more ambitious vocabulary with occasional errors.</li> <li>• Effectively linked paragraphs which allow writing to flow successfully.</li> <li>• A range of detailed and connected ideas.</li> <li>• A range of language devices used successfully and imaginatively.</li> <li>• A clear understanding of explicit/implicit ideas, offering a suitable interpretation of writer's ideas and thoughts.</li> <li>• A range of precise textual references.</li> <li>• An explanation of how contexts contribute to meaning.</li> <li>• Presentation of work that meets the needs of the audience.</li> </ul>
<b>3</b> Working towards the expected standard	...have some knowledge of: <ul style="list-style-type: none"> <li>• A whole novel with a focus on character, setting and theme.</li> <li>• Study of English language with focus on writing to: describe, inform and persuade.</li> <li>• Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>• Non-fiction study with close analysis of gender and stereotypes.</li> <li>• Power and Conflict poetry with focus on: language, form, structure and author's intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences mostly punctuated with some accuracy.</li> <li>• Generally accurate spelling with occasional errors, including key terminology.</li> <li>• Clear paragraphs with some linked and relevant ideas.</li> <li>• A range of connected ideas.</li> <li>• Several language devices used effectively to create imagery.</li> <li>• An understanding of explicit/implicit ideas with some relevant interpretations of writer's ideas and attitudes.</li> <li>• Comments with some relevant textual reference or quotation.</li> <li>• Some recognition of features that form the context of texts.</li> <li>• Evidence of work meeting the needs of the audience.</li> </ul>
<b>4</b> Below the expected standard	...have limited knowledge of: <ul style="list-style-type: none"> <li>• A whole novel with a focus on character, setting and theme.</li> <li>• Study of English language with focus on writing to: describe, inform and persuade.</li> <li>• Shakespeare with a focus on characterisation, structure, themes and context.</li> <li>• Non-fiction study with close analysis of gender and stereotypes.</li> <li>• Power and Conflict poetry with focus on: language, form, structure and author's intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of punctuation with accuracy.</li> <li>• Accurate spellings of basic words.</li> <li>• Some sentences organised into paragraphs which link.</li> <li>• Some connected ideas.</li> <li>• Some language devices used to create imagery.</li> <li>• Some awareness of the main ideas in a text and why they are important.</li> <li>• Comments that may include reference or quotation, but not always relevant.</li> <li>• Simple comments on the importance of context on the meaning of texts.</li> <li>• An attempt to structure presentations and engage the audience.</li> </ul>