

Year 7 Reading Descriptors – Green

<u>Summarising (R1)</u>	<u>Using textual detail/retrieving information (R2)</u>	<u>Analysing structure (R3)</u>	<u>Analysing language (R4)</u>	<u>Interpreting and inferring (using SQID) (R5)</u>	<u>Comparing texts (R6)</u>	<u>Writing from a critical perspective (R7)</u>
Makes a simple, general comment summing up what one text is about.	Makes reference to a part of a text.	Makes simple distinguishing comment on structure in general.	Makes simple distinguishing comment on language in general.	Making statements about a text. with some textual reference.	Work towards making one or two linking comments.	Simple response to critical statement about a text.

Year 7 Reading Descriptors – Pink

<u>Summarising (R1)</u>	<u>Using textual detail/retrieving information (R2)</u>	<u>Analysing structure (R3)</u>	<u>Analysing language (R4)</u>	<u>Interpreting and inferring (using SQID) (R5)</u>	<u>Comparing texts (R6)</u>	<u>Writing from a critical perspective (R7)</u>
Shows some interpretation from one/both texts. Attempts some inference(s) from one/both texts. Selects some appropriate references/textual detail from one/both texts. Statements show some difference(s) between texts.	Selects relevant textual examples to support ideas and analysis. At top end of band these will be increasingly appropriate. At the bottom of the band these will be generalised.	Offers simple comment on the effect of structure. Selects simple references or textual details. Makes simple use of subject terminology, not always appropriately.	Offers simple comment on the effect of language at sentence level. Selects simple references or textual details. Makes simple use of subject terminology, not always appropriately.	Some use of SQID or part of it. Unpicks explicit meanings with some accuracy at the top of the band. Engages with writer's intentions at a basic level.	At the top of the band: Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used. Selects some appropriate textual detail/references, not always supporting from one or both texts. Identifies some different ideas and perspectives. At the lower end of the band: Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods. Some references.	Simple evaluative comment on the text. Offers simple examples from the text which sometimes explain view. Simple mention of writer's methods. Simple references or textual details

Year 7 Reading Descriptors – Yellow

<u>Summarising (R1)</u>	<u>Using textual detail/retrieving information (R2)</u>	<u>Analysing structure (R3)</u>	<u>Analysing language (R4)</u>	<u>Interpreting and inferring (using SQID) (R5)</u>	<u>Comparing texts (R6)</u>	<u>Writing from a critical perspective (R7)</u>
Think about what is implied in whole text as well as what is clearly stated. Identifying a range of differences between two texts including some implicit meanings.	Selects clear range of textual examples and occasional quotations to support ideas and analysis.	Comments on the effect of structure with increasing success. Selects some appropriate textual detail. Makes	Comments on the effect of language at sentence level with increasing success. Selects some appropriate textual	Deliberate use of SQID, although not always fully successful. A willingness to unpick explicit	Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used.	Clearly evaluates the text. Offers examples from the text to explain views clearly Clearly

Make statements linking the writers' main ideas in two sources.		appropriate use of subject terminology.	detail. Makes appropriate use of subject terminology,	meanings occasional unpicking of implicit meaning. Sometimes develops ideas.	Selects relevant detail to support, sometimes more confident with one text than the other. Shows an increasingly understanding of the different ideas and perspectives in both texts.	explains the effect of writer's choices Selects some relevant quotations to support views
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Year 7 Reading Descriptors – Blue

<u>Summarising (R1)</u>	<u>Using textual detail/retrieving information (R2)</u>	<u>Analysing structure (R3)</u>	<u>Analysing language (R4)</u>	<u>Interpreting and inferring (using SQID) (R5)</u>	<u>Comparing texts (R6)</u>	<u>Writing from a critical perspective (R7)</u>
Shows clear synthesis and interpretation of two texts. Makes clear inferences from both texts. Selects clear references/textual detail relevant to the focus of a text/question. Makes statements which show clear differences between texts.	Selects considered range of textual examples including some direct quotations to support ideas and analysis.	Explains clearly the effects of the writer's choices of structure. Selects a range of relevant textual detail. Makes clear and accurate use of subject terminology	Explains clearly the effects of the writer's choices of language at sentence level. Selects a range of relevant textual detail. Makes clear and accurate use of subject terminology	Clear modelling of analytical writing on SQID. A willingness to unpick implicit, as well as explicit, meanings with some success. A willingness to develop ideas e.g. writer's intentions or another method the writer has used in the ref.	Compares ideas and perspectives in a clear and confident way Explains clearly how several writers' methods are used. Selects relevant detail to support from both texts Shows an increasingly understanding of the different ideas and perspectives in both texts.	Confidently evaluates the text. Offers several examples from the text to explain views. Confidently explains the effect of writer's choices Selects some relevant quotations to support views

Year 7 Reading Descriptors – Salmon

<u>Summarising (R1)</u>	<u>Using textual detail/retrieving information (R2)</u>	<u>Analysing structure (R3)</u>	<u>Analysing language (R4)</u>	<u>Interpreting and inferring (using SQID) (R5)</u>	<u>Comparing texts (R6)</u>	<u>Writing from a critical perspective (R7)</u>
Identify and interpret explicit and implicit information. Offer skilful, informed overview of one or more texts.	Selects judicious range of quotations to support ideas and analysis	Shows detailed and perceptive understanding of structure. Analyses the effects of the writer's choices of structure e.g. dialogue or narrative perspective. Selects a thoughtful and deliberate range of textual detail.	Shows detailed and perceptive understanding of language across a whole text (extract). Analyses the effects of the writer's choices of language. Selects a thoughtful and deliberate range	Exploratory stance, supported by increasingly confident referencing. Using SQID confidently. Specific meaning of quotations is unpicked and often developed.	Compares ideas and perspectives in a perceptive and increasingly embedded way. Analyses how writers' methods are used in both texts. Selects a range of judicious supporting detail from both texts.	Critically evaluates the text in a detailed way Offers examples from the text to explain views convincingly Analyses effects of a range of writer's choices

		Makes accurate use of a range of subject terminology.	of textual detail. Makes accurate use of a range of subject terminology.	Confident with explicit meanings and probing implicit meaning.	Shows a detailed understanding of the different ideas and perspectives in both texts.	Selects a range of relevant quotations to validate views
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Year 7 Writing Descriptors – Green

W1 Communicate clearly and imaginatively	W2 Adapt tone, style, register to audience and purpose	W3 Organise information and ideas	W4 Vocabulary
Tries to write using relevant ideas & develops material with imaginative detail.	Sometimes the main purpose of the writing is clear; shows emerging awareness of and attempts at times to write in a tone, style & register appropriate to purpose & audience.	Emerging awareness of the need to apply structure to whole text; some use of connectives to link ideas; some attempts to use punctuation for sentence demarcation & a mixture of compound & simple sentences.	Emerging awareness of the need to use vocabulary for effect; shows growing awareness of the common spelling rules.

Year 7 Writing Descriptors – Pink

W1 Communicate clearly and imaginatively	W2 Adapt tone, style, register to audience and purpose	W3 Organise information and ideas	W4 Vocabulary
Tries to write imaginatively; shows some awareness of a range of writing forms & conventions.	More sustained attempts to match tone, style & register to purpose & audience; beginning to write with a clear & personal point of view.	Beginning to attempt more consistently to apply structure to whole text; links between & within paragraphs sometimes evident; some attempts to use a range of punctuation & sentence structures to create effects.	Emerging skill with vocabulary chosen for effect, though not always successfully, & variety; spelling of most common words is accurate.

Year 7 Writing Descriptors – Yellow

W1 Communicate clearly and imaginatively	W2 Adapt tone, style, register to audience and purpose	W3 Organise information and ideas	W4 Vocabulary
Emerging skill in attempting imaginative treatment of ideas, settings & characters in a generally appropriate way; shows some familiarity with a range of writing forms & conventions.	More successful in matching tone, style & register to purpose & audience; writes with a clearer & more personal point of view and tries to sustain it throughout.	Emerging control of structure of whole text; evidence of links between & within paragraphs; writing beginning to draw a range of punctuation & sentence structures to create effects.	A range of vocabulary beginning to be used with imagination & often appropriate to purpose, form & audience; spelling is generally accurate, including some ambitious or uncommon choices.

Year 7 Writing Descriptors – Blue

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Emerging skill in producing imaginative & competent expression of ideas, settings & characters; beginning to choose appropriately from a range of writing forms & conventions.	Beginning to develop competence in matching tone, style & register to purpose & audience; writes with a clearer & more personal point of view sustained throughout the piece of writing.	Beginning to demonstrate competence in control of structure of whole text; some evidence of cohesion between & within paragraphs; writing beginning to draw on a wider range of punctuation & sentence structures to create effects.	A widening range of vocabulary, sometimes ambitious, used creatively & more consistently matched to purpose, form & audience and with some sense of crafting; spelling is generally accurate, including ambitious or uncommon choices.

Year 7 Writing Descriptors – Salmon

<u>W1 Communicate clearly and imaginatively</u>	<u>W2 Adapt tone, style, register to audience and purpose</u>	<u>W3 Organise information and ideas</u>	<u>W4 Vocabulary</u>
Emerging skill in producing creative, mature & sophisticated expression of ideas, settings & characters; showing some ability to select judiciously from a wider repertoire of writing forms & conventions.	Emerging skill in confidently & accurately matching tone, style & register to purpose & audience; beginning to develop a distinctive personal voice & more assured style matched to intended effects.	Beginning to show elements of assured control of structure of whole text; some evidence of sophistication in the level of cohesion between & within paragraphs; writing beginning to draw more consistently on the full range of punctuation & sentence structures to create some precise effects.	Beginning to use a wider range of sophisticated vocabulary with some evidence of flair & precision; spelling is almost always accurate.