**HUTT INTERNATIONAL BOYS’ SCHOOL**

**JUNIOR ENGLISH ASSESSMENT SCHEDULE**

**YEAR 7**

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|  | **Not at the level expected****≤ 2A** | **Achieving at the level expected** **3B – 3P** | **Achieving at more than the level expected****3A – 4B** | **Exceeding the expected level** **≥ 4P** |
| **WRITTEN****Writing****(both formal and creative)** | Student is able to;IDEAS:* Attempt to shape simple ideas.
* Can recount events, write facts, opinions, details.

AUDIENCE & PURPOSE:* Attempt to use appropriate style, but with lapses.

STRUCTURE:* Attempt to organise writing.
* Uses simple compound sentences.

LANGUAGE FEATURES:* Attempt to use writing conventions but with some errors (punctuation, syntax).
* Attempt own spelling with some self-correction.
 | Student is able to;IDEAS:* Develop and shape simple ideas.
* Begins to make connections between ideas.

AUDIENCE & PURPOSE:* Uses an appropriate style.

STRUCTURE:* Begins to use a variety of sentence beginnings and sentence lengths.
* Organises writing and sequences ideas (paragraphs, stanzas).

LANGUAGE FEATURES:* Attempt to use appropriate writing conventions but with some errors (punctuation, syntax, spelling).
* Begin to revise and edit work.
* Uses appropriate but limited vocabulary.
* Small range of simple vocabulary.
 | Student is able to;IDEAS:* Develop and shape deeper ideas
* Making connections between ideas and beginning to infer.

AUDIENCE & PURPOSE:* Begins to choose an appropriate style.

STRUCTURE:* Uses a variety of sentence beginnings and sentence lengths.
* Organises writing with control.

LANGUAGE FEATURES:* Attempt to use appropriate writing conventions but with some errors (punctuation, syntax, spelling).
* Revises and edit work.
* Begins to develop vocabulary range.
 | Student is able to;IDEAS:* Develop and shape more complex ideas with some specific detail.
* Making connections between ideas and inferring with independence.

AUDIENCE & PURPOSE:* Selects an appropriate style.

STRUCTURE:* Uses a variety of sentence beginnings and sentence lengths with effect.
* Organises writing with purpose.

LANGUAGE FEATURES:* Use writing conventions appropriately with some errors.
* Independently revise and edit work.
* Begins to use vocabulary for effect.
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| **Reading** | Student is able to;IDEAS:* Show a limited understanding of simple ideas.
* Reread text to gain meaning.

AUDIENCE & PURPOSE:* Relates own experiences to what is being read.
* Begin to discuss and express personal views about character, language, meaning and ideas in text.

.STRUCTURE:* Begin to show some understanding of how structure affects meaning.

LANGUAGE FEATURES:* Show some understanding of how words and language features are used.
 | Student is able to;IDEAS:* Read and show some understanding of the ideas and language of the text.
* Provide a few examples from the text to support ideas.

AUDIENCE & PURPOSE:* Relate understanding of the text to developing range of personal experience.
* Discuss and express a developing range of personal views.

STRUCTURE:* Shows understanding of how structure affects meaning.

LANGUAGE FEATURES:* Show a developing understanding of how words and language features are used.
 | Student is able to;IDEAS:* Read and show some understanding of the ideas, connections and language of the text.
* Provide examples from the text to support ideas.

AUDIENCE & PURPOSE:* Relate understanding of the text to developed personal experience.
* Discuss and express a developed range of personal views.

STRUCTURE:* Shows developed understanding of how structure affects meaning.

LANGUAGE FEATURES:* Show a developed understanding of how words and language features are used.
 | Student is able to;IDEAS:* Read and show understanding of the ideas, connections and language of the text with increasing independence.
* Provide well-chosen examples from the text to support ideas.

AUDIENCE & PURPOSE:* Relate understanding of the text to a wider range of personal experience and/or texts.
* Discuss and express a wide range of personal views.

STRUCTURE:* Begins to show some understanding of how structure affects meaning in a wider range of text forms

LANGUAGE FEATURES* Begins to discuss the use of words and language features in texts and their effects.
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| **Oral****Productive (speaking)** | Student is able to;IDEAS:* Express limited ideas.
* Talk about personal experience.

AUDIENCE & PURPOSE:* Attempt to use appropriate style.
* Begin to understand audience and purpose

STRUCTURE:* Attempt to organise ideas.

LANGUAGE FEATURES:* Begins to use simple language and delivery techniques.
 | Student is able to;IDEAS:* Express ideas with some supporting detail and opinions.

AUDIENCE & PURPOSE:* Uses an appropriate style, but with lapses.
* Understands audience and purpose with lapses.

STRUCTURE:* Organises simple ideas.

LANGUAGE FEATURES:* Uses simple language and delivery techniques.
 | Student is able to;IDEAS:* Express ideas with some supporting detail and opinions.

AUDIENCE & PURPOSE:* Begins to choose an appropriate style.
* Understands audience and purpose.

STRUCTURE:* Organises and develops ideas.

LANGUAGE FEATURES:* Begins to use a variety of language and delivery techniques.
 | Student is able to;IDEAS:* Communicate and develop ideas.

AUDIENCE & PURPOSE:* Chooses an appropriate style.
* Identifies audience and purpose with confidence.

STRUCTURE:* Develop and begins to support ideas.

LANGUAGE FEATURES:* Choose a variety of language and delivery techniques for effect.
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| **Oral** **Receptive****(Listening)** | Student is able to;IDEAS:* Begins to listen to and respond to others and the text.

AUDIENCE & PURPOSE:* Listen and respond to others and text.

STRUCTURE:* Begin to show some understanding of how structure affects meaning.

LANGUAGE FEATURES:* Begin to use questioning and listening techniques.
 | Student is able to;IDEAS:* Listen to and show some understanding of the ideas and language of the text and others.

AUDIENCE & PURPOSE:* Listen to and begins to interact with others and texts.

STRUCTURE:* Shows developing understanding of how structure affects meaning.

LANGUAGE FEATURES:* Use questioning and listening techniques.
 | Student is able to;IDEAS:* Listen to and show some understanding of the ideas, connections and language of the text and others.

AUDIENCE & PURPOSE: * Listen to and interact with others and texts.

STRUCTURE:* Shows understanding of how structure affects meaning in text forms and forums.

LANGUAGE FEATURES:* Use a greater range of questioning and listening techniques.
 | Student is able to;IDEAS:* Show understanding of the ideas, connections and language of the text and others with independence.

 AUDIENCE & PURPOSE:* Begins to listen, respond and engage with others and text appropriately.

STRUCTURE:* Shows a developed understanding of how structure affects meaning in text forms and forums.
* Begins to distinguish between main and supporting ideas in a range of text forms and forums, and the progression of them.

LANGUAGE FEATURES:* Begin to use a range of questioning and listening techniques to clarify understanding.
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| **Visual** **Productive** **(Presenting)** | Student is able to;IDEAS:* + Use verbal and visual features to communicate simple ideas.

AUDIENCE & PURPOSE:* Attempt to use appropriate style, but with lapses.
* Begin to understand audience and purpose.

STRUCTURE:* + Develop beginnings of simple layout.

LANGUAGE FEATURES:* + Uses simple visual and verbal techniques.
 | Student is able to;IDEAS:* + Use and begin to combine verbal and visual features to communicate information and simple ideas.

AUDIENCE & PURPOSE:* Uses an appropriate style.
* Understands audience and purpose with lapses.

STRUCTURE:* + Begins to organise the layout of the combination of visual and verbal features.

LANGUAGE FEATURES:* + Begins to use a variety of visual and verbal techniques.
 | Student is able to;IDEAS:* Use and begin to combine verbal and visual features to communicate information and ideas.

AUDIENCE & PURPOSE:* Begins to choose an appropriate style.
* Understands audience and purpose.

STRUCTURE:* Organise the layout of the combination of visual and verbal features.

LANGUAGE FEATURES:* + Uses a range of visual and verbal techniques.
 | Student is able to;IDEAS:* Use and combine verbal and visual features to develop more complex ideas with some specific detail.

AUDIENCE & PURPOSE:* Chooses an appropriate style.
* Identifies audience and purpose with confidence.

STRUCTURE:* Begin to organise the layout of the combination of visual and verbal features with effect.

 LANGUAGE FEATURES:* Uses a wider range of visual and verbal techniques.
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| **Visual** **Receptive****(Viewing)** | Student is able to;IDEAS:* Begins to respond to meanings and ideas in text.

AUDIENCE & PURPOSE:* Begins to understand the effects of using visual and verbal features.

STRUCTURE:* Begin to show some understanding of how structure affects meaning.

LANGUAGE FEATURES:* Begins to identify simple visual and verbal features.
 | Student is able to;IDEAS:* Responds and shows some understanding of the ideas and language in the text.

AUDIENCE & PURPOSE:* Begins to understand the effects of combining visual and verbal features.

STRUCTURE:* Shows developing understanding of how structure affects meaning.

LANGUAGE FEATURES:* Identify simple visual and verbal features.
 | Student is able to;IDEAS:* Responds and shows some understanding of the ideas, connections and language in the text.
* Discuss meanings and ideas.

AUDIENCE & PURPOSE:* Understands and begins to describe the purposes for using visual and verbal features.

STRUCTURE:* Show understanding of how structure affects meaning in text forms.

LANGUAGE FEATURES:* Identify a range of verbal and visual features used to communicate for effect.
 | Student is able to;IDEAS:* Show understanding of the ideas, connections and language in the text with independence.
* Discuss more developed meanings and ideas.

AUDIENCE & PURPOSE:* Describe the purposes for which verbal and visual features are used.

STRUCTURE:* Show developed understanding of how structure affects meaning in text forms.
* Begins to distinguish between main and supporting ideas and the progression of them.

LANGUAGE FEATURES:* Identify a greater range of visual and verbal features used to communicate for effect.
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| **Information literacy****Processing information** | Student is able to;IDEAS:* Attempt to retrieve and select some information from source(s).

AUDIENCE & PURPOSE:* Attempt to present information appropriately and begin to evaluate the process.

STRUCTURE:* Begins to use a research process.

LANGAUGE FEATURES:* Begins to understand a research process.
 | Student is able to;IDEAS:* Retrieve and select some information from source(s).

AUDIENCE & PURPOSE:* Present some information appropriately and evaluate process simply.

STRUCTURE:* Begins to use a research process.
* Use a few technologies.

LANGUAGE FEATURES:* Begins to understand a research process and simple terminology.
 | Student is able to;IDEAS:* Retrieve, select and attempt to interpret some information from source(s).

AUDIENCE & PURPOSE:* Present information appropriately and evaluate process.

STRUCTURE:* Use a research process.
* Use a few technologies.

LANGUAGE FEATURES:* Understands a research process and simple terminology.
 | Student is able to;IDEAS:* Retrieve, select and interpret information from a range of sources.

AUDIENCE & PURPOSE:* Begins to present a wide range of information appropriately and evaluate process.

STRUCTURE:* Begins to use a range of research processes.
* Use a range of technologies.

LANGUAGE FEATURES:* Begins to gather information and ideas, evaluate and record the process, the sources and their relevance.
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