**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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |