The Grange School KS3 Progress Step Descriptors – English

Drama	KS3 English Speaking and Listening	KS3 English Reading	KS3 English Writing
Progress Step T	• I lack confidence when speaking and listening about topics that interest me. • Spoken language does not match audience and tone. • I can explain ideas in a basic manner. • I use basic vocabulary. • I struggle to present my view point.	• I am unable to summarise text; complex words, phrases and whole sentences copied from the text. • Own words not used • Little or no understanding of the text demonstrated • Make no attempt to identify important information in a text • Make basic and limited comments about the structure of the text Identify words and phrases of interest • Make no, or irrelevant reference to the text • No contextual understanding Make no comparison between texts	• Writing is basic and lacks focus • Limited communication • Lack of structure and paragraphing • Writing does not match tone, style and register to purpose and audience • Basic and limited vocabulary • Inaccurate or no use of punctuation and spelling
Progress Step 1	• I have limited confidence when speaking and listening about topics that interest me. • I find it hard to consider the listener and try and change what I am saying to suit them. • I can simply explain some of my ideas. • I use simple vocabulary. • I try and listen carefully and respond in a simple manner.	• I have simple awareness of texts. • I can express opinions about some events or ideas in stories, poems and non-fiction texts. • I can make simple interpretations of ideas and viewpoints	• Ideas communicated simply to the reader • Writing is organised very simply with no, or inappropriate paragraphing • Use of simple sentences • Simple use of punctuation • Use of simple vocabulary • Some words spelt accurately
Progress Step 2	• I can show some confidence when speaking and listening about topics that interest me. • I sometimes consider the listener and try and change what I am saying to suit them. • I can explain some of my ideas clearly. • I have a growing vocabulary. • I try and listen carefully and sometimes am able to respond appropriately. • I know that some situations require more formal ways of talking and vocabulary than others do.	• I can read and understand some texts. • I can express opinions about major events or ideas in stories, poems and non-fiction texts. • If I come across a word I don't know or understand, I have a range of strategies to help me try to read it and understand its meaning.	• I can create both stories and some other styles of writing using appropriate vocabulary. • I think about the reader when I am writing and try and change what I write to suit them. • I can write in sentences, which accurate punctuation. • I can spell simple words correctly.

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Progress Step 3	• I can talk and listen in some different situations, • I am able to communicate and explore ideas verbally. • I generally understand the main points of a discussion. • I can show that I have listened carefully through making comments or asking questions. • I can sometimes change the way I speak in order to suit my listener. • I know what standard English is and when it should be used.	• I can read some range of texts fluently and accurately. • I can read independently. • If I come across a word I don't know, I am able to try and work its meaning out by myself, and I am often successful. • I can usually understand the main points of a piece of writing. • I can formulate my own ideas and opinions about a text I have read. • I can use my knowledge of the alphabet to help me find books and information in a library or index.	• My writing is usually organised and I try to be imaginative. • I try and adapt what I am writing to consider what the reader wants. • I develop my ideas logically. • I sometimes choose words for variety and interest. • My sentences are usually formed correctly. • I can spell simple words correctly. • I can use full stops, capital letters and question marks accurately. • My handwriting is legible.
Progress Step 4	• I can talk and listen in a range of different situations. • When I speak, I usually think about my audience and make sure that what I'm saying is appropriate. • I can develop my ideas when I'm speaking. • I listen carefully in discussions and sometimes ask questions. • I sometimes use standard English vocabulary and grammar	• I can read a range of texts and show understanding of their main ideas, themes, events and characters. • I can sometimes infer and deduce meanings from the texts that I read. • I understand how texts reflect the time and culture in which they were written. • I can refer to the text when explaining my views. • I am able to find the information that I need.	• My writing in a range of forms can be lively and thoughtful. • My ideas are often sustained and sometimes developed in interesting ways. • My vocabulary choices are sometimes adventurous and I do occasionally use words for effect. • I can use complex sentences to extending meaning. • I am generally able to spell simple words accurately. • I am beginning to use some punctuation within my sentences e.g. commas. • My handwriting is fluent and legible.
Progress Step 5	• I talk and listen confidently in many different situations, including some formal situations. • I think carefully about who I am speaking to make sure what I am saying is appropriate. • When I speak, I am able to interest my listeners by varying my expression and vocabulary. • When others are speaking I listen very carefully and ask questions to help develop their ideas. • I often use standard English in formal situations.	• I understand a range of texts and can select the essential points from them. • Where appropriate, I am able to deduce and infer information and meaning from these texts. • I can identify key features, themes and characters and can select sentences, phrases and relevant information to support my views. • I understand that texts fit into historical and literary traditions. • I can retrieve and collate information from a range of sources.	• My writing is both varied and interesting. • I vary my writing so that it suits purpose and audience. • I can use a more formal style where appropriate. • I can use a range of imaginative vocabulary accurately. • My sentences and paragraphs are clear, coherent and well developed. • I am generally able to spell words with complicated spelling patterns correctly. • I use a range of punctuation, including commas, apostrophes and inverted commas. • My handwriting is clearly legible and fluent.
Progress Step 6	• I change the way I talk in a wide variety of different situations so that what I say is always appropriate. • My vocabulary and expression is varied and lively when I speak.	• I can read, understand and discuss a range of texts. • I can identify different layers of meaning and comment on their significance and effect. • I can give a personal response to literary texts,	• My writing is fluent and it engages and sustains the reader's interest. • I adapt my style of writing and language choices to suit different forms. • I experiment with a range of sentence structures and

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	• I take an active part in discussions and can assume different roles. • I show a sensitive understanding of others' ideas. • I use standard English fluently in formal situations.	and refer to aspects of language, structure and themes to justify my views. • I can make connections between texts from different times and cultures; I can link these to my own experiences. • I can summarise a range of information from different sources.	a very varied vocabulary in order to create effects. • I organise my ideas in well-developed, linked paragraphs. • My spelling, even of irregular words, is generally accurate. • I use a range of punctuation to clarify my meaning, for example, semi colons. • My handwriting is neat and legible.