

Year 9		Curriculum Checkpoints: What do students know and what can they do?				
Reading						
		Developing	Securing	Mastering	Excelling	
understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Most relevant points clearly identified, including those selected from different places in the text. Comments generally supported by relevant textual reference or quotation, even when points made are not always accurate	Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text. Commentary incorporates apt textual reference and quotation to support main ideas or argument	Increasing precision in selection and application of textual reference to the point being made. Increasing ability to draw on knowledge of other sources to develop or clinch an argument.	Clear critical stance develops a coherent interpretation of text(s), drawing on imaginative insights and well supported by reference and wider textual knowledge	A consistently critical stance with well chosen references to supporting critical theory	
deduce, infer or interpret information, events or ideas from texts	Comments develop explanation of inferred meanings drawing on evidence across the text. Comments make inferences and deductions based on textual evidence.	Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them. Comments consider wider implications or significance of information, events or ideas in the text.	Comments develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence,			
identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	Comments on structural choices show some general awareness of writer's craft. Various features relating to organisation at text level, including form, are clearly identified, with some explanation.	Some detailed exploration of how structural choices support the writer's theme or purpose. Comment on how a range of features relating to organisation at text level contribute to the effects achieved.	Some evaluation of the extent to which structural choices support the writer's theme or purpose. Some appreciation of the skill with which a range of features relating to organisation at text level are used.	Clear appreciation and understanding of how the text structure and language used supports the writer's purpose and contribute to meaning.	A complex and consistent demonstration of how the text structure and language used supports a carefully identified writer's purpose and contributes to an understanding of a complex meaning.	
explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	Various features of writer's use of language identified, with some explanation. Comments show some awareness of the effect of writer's language choices.	Some detailed explanation, with appropriate terminology, of how language is used. Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader.	Comments begin to develop precise, perceptive analysis of how language is used. Some appreciation of how the writer's language choices contribute to the overall effect on the reader.			
identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	Main purpose clearly identified, often through general overview. Viewpoint in texts clearly identified, with some, often limited, explanation. General awareness of effect on the reader, with some, often limited, explanation.	Evidence for identifying main purpose precisely located at word/sentence level or traced through a text. Viewpoint clearly identified and explanation of it developed through close reference to the text. The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created.	responses begin to develop some analytic or evaluative comment on writer's purpose. Responses begin to develop some analytic or evaluative comment on how viewpoint is established or managed across a text. Responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do.	A detailed and consistent demonstration of how the overall effect of the text shows complex understanding and critical evaluation of writer's purposes and viewpoints and how these are articulated throughout the text	sustained critical analysis/evaluation of the text(s) shows appreciation of how it relates to context(s) and tradition(s) and explores the meanings produced from it	
relate texts to their social, cultural and historical traditions	Comments identify similarities and differences between texts, or versions, with some explanation. Some explanation of how the contexts in which texts are written and read contribute to meaning.	Some exploration of textual conventions or features as used by writers from different periods. Some detailed discussion of how the contexts in which texts are written and read affect meaning.	Responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition. Some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.			
Year 9		Curriculum Checkpoints: What do students know and what can they do?				
Writing						
		Developing	Securing	Mastering	Excelling	
Write imaginative, interesting and thoughtful texts	Texts try to engage reader's interest by specific techniques	Texts are interesting and engaging in parts, using techniques to control reader's reactions	Relevant material is developed confidently and with interesting use of varied techniques	Engages and maintains the interest of the reader by presenting a coherent account using techniques in a challenging way	Texts are written which are genuinely engaging and challenging with a sustained used of originality	
Produce texts which are appropriate to purpose, audience and format	Consistent reference to audience and purpose	Style wholly appropriate to purpose and audience. Key markers are used throughout	Appropriate and engaging style which challenges the purpose and audience	A coherent account with distinctive features of purpose, audience and format using original stylistic features	an account which is appropriate to purpose and has sustained and detailed original stylistic features	
Organise and present whole texts effectively, sequencing and structuring information & ideas	Structure of text seen clearly. Reader follows sequence supported by markers	Reader follows a developed, engaging argument with ideas sequenced logically	Various structural effects are used. Consistent grasp of effects of structure on text	Distinctive structural effects are used. Consistent grasp of effects of structure on reader	Distinctive structural effects are used with a consistent grasp of effects of structure on reader with originality in presentation and structure	
Construct paragraphs and use cohesion within and between paragraphs	Clear paragraphs, organised logically. Links made clearly refer to previous points	Ideas are linked thoroughly throughout the text. Paragraphs are used for effect	Ideas are linked imaginatively throughout the text. Paragraphs are used for effect	Ideas linked thoroughly and imaginatively in secure, varied paragraphs	Ideas within and between paragraphs are original, thoughtful and add to the overall effect of the text. Use of originality.	
Vary sentences for clarity, purpose and effect	Simple and complex sentences used	Range of simple and complex sentences contribute to the effectiveness of the writing	Range of sentence structures create interest and challenge the reader	Range of sentence structures challenge the reader evoking a particular style	A clear and consistent use of a range of sentence structures demonstrates the ability to write consistently in a particular style with originality and sustained creativity	

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	A range of punctuation is used, usually correctly to clarify meaning	A full range of punctuation is used correctly to clarify meaning and express ideas accurately	Correct punctuation and expression is used imaginatively to create impact and tone	Consistent grasp of expression and punctuation used for creative and original effect	Flawless technical accuracy across the whole text with punctuation used with creativity and originality to add to or develop meaning.
Select appropriate and effective vocabulary	Vocabulary reasonably wide, though some words may not be used precisely.	Varied vocabulary contributes to the effectiveness of writing. Some extended vocab seen.	Effective vocabulary used to create effect and variety. Wide range of vocabulary shown throughout.	Precise use of vocabulary enables clarity and emphasis. Vocabulary challenging throughout.	Creative and original vocabulary choice throughout the texts
Use correct spelling	Spelling is usually accurate, including words with complex regular patterns	Spelling is generally accurate, although there may be errors in difficult words. Few difficult words are shown.	Spelling, including complex irregular words, is correct. Some extended vocabulary seen.	Spelling, including complex irregular words, is correct. Work demonstrated complex words consistently.	Spelling is flawless throughout the text
Year 9	Curriculum Checkpoints: What do students know and what can they do?				
Speaking and Listening					
	Developing	Securing	Mastering	Excelling	
Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	<ul style="list-style-type: none"> • speak in extended turns to express straightforward ideas and feelings with some relevant detail • structure talk in ways which support meaning and show attention to the listener • vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<ul style="list-style-type: none"> • express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • shape talk in deliberate ways for clarity and effect to engage the listener • adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose and context 	<ul style="list-style-type: none"> • explore complex ideas and feelings in a range of ways, both succinct and extended • maintain generally controlled and effective organisation of talk to guide the listener • adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands 	<ul style="list-style-type: none"> • explore a wide range of subject matter with precision and effect • manage and manipulate talk to position the listener • make apt and flexible choices of vocabulary, grammar, and non-verbal features across different registers 	<ul style="list-style-type: none"> • make creative, precise selections from a wide repertoire of strategies and conventions to meet varied speaking and listening challenges • adapt vocabulary, grammar, and nonverbal features to match context and purpose with distinct personal style
Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions	<ul style="list-style-type: none"> • show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas • take on straightforward roles and responsibilities in pairs and groups 	<ul style="list-style-type: none"> • recognise significant details and implicit meanings, developing the speaker's ideas in different ways • sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions 	<ul style="list-style-type: none"> • engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings • adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion 	<ul style="list-style-type: none"> • respond to and interrogate what is said and how delivery relates to the speaker's viewpoint, shaping direction and content of talk with well-judged contributions • draw on a range of different group roles and responsibilities, sustaining effective collaboration and discussion 	<ul style="list-style-type: none"> • show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas • initiate and lead a variety of group roles, managing and sustaining discussion with sensitivity
Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues	<ul style="list-style-type: none"> • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 	<ul style="list-style-type: none"> • show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and ada 	<ul style="list-style-type: none"> • demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues 	<ul style="list-style-type: none"> • explore complex ideas and issues through insightful choice of speech, gesture, and movement, establishing roles and applying dramatic approaches with confidence 	<ul style="list-style-type: none"> • deepen response to ideas and issues by exploiting dramatic approaches and techniques creatively, and experimenting with complex roles and scenarios