

DHSG Lower Years Assessment Framework

English Language



LOWER YEARS (Years 7 to 8)

MIDDLE YEARS (Years 9 to 11)

	Developing (D)	Secure (S)	Mastering (M)
Know- ledge	<p>With support demonstrates developed and appropriate knowledge of vocabulary, paragraphing, some range of sentencing, accurate spelling of more complex words, some range of punctuation, some use of structural features and some use of linguistic devices.</p> <p>In spoken language, with support demonstrates an understanding of non-verbal features, adapting speech, gesture and movement to achieve the purpose of the talk.</p>	<p>Often demonstrates varied and accurate knowledge of vocabulary, paragraphing, range of sentencing, accurate spelling of complicated words, a range of punctuation, effective structural features and appropriate linguistic devices.</p> <p>In spoken language, often demonstrates an understanding of non-verbal features and tone, adapting speech, gesture and movement to achieve the purpose of the talk.</p>	<p>Consistently and independently demonstrates confident and extensive knowledge of vocabulary, paragraphing, varied sentencing, accurate spelling of irregular words, a wide range of punctuation, inventive structural features and crafted linguistic devices.</p> <p>In spoken language, consistently and independently demonstrates an understanding of non-verbal features and dramatic presentation techniques to engage, adapting speech, gesture and movement to achieve the purpose of the talk.</p>
Under- standing	<p>With support applies knowledge to develop writing to suit purpose and identify relevant inferences.</p> <p>In spoken language, with support applies non-verbal features, building on the contributions of others by listening and often asking good questions.</p>	<p>Often applies knowledge to vary writing and explain inferred meanings, adapting writing to suit purpose and audience.</p> <p>In spoken language, often applies clear and appropriate non-verbal features appropriately and flexibly, building on the contributions of others by listening carefully, taking on a range of group roles.</p>	<p>Consistently and independently applies knowledge to write fluently and confidently, exploring a range of inferences and adapting style of writing and language to suit different forms and purposes.</p> <p>In spoken language, consistently and independently applies effective and controlled non-verbal features with a distinct personal style, building on the contributions of others confidently and sensitively, taking on a full range of roles within a group</p>
Skills	<p>With support selects ideas with coherent sequencing before writing with occasional revision of sentence structure for clarity after writing. Paragraphs and sentences are increasingly crafted for effect and vocabulary is deliberately chosen to achieve specific impact.</p> <p>In spoken language, with support clarifies straightforward ideas and feelings using well adapted vocabulary, taking an increasingly active part in discussions.</p>	<p>Often selects ideas with coherent sequencing before writing, reviewing for clarity during and after writing. Paragraphs and sentences are deliberately crafted for emphasis or effect and vocabulary is selected for clarity, concision and precision.</p> <p>In spoken language, often details and explains relevant ideas using well matched expression to audience and purpose, taking an active part in discussions with well-judged contributions.</p>	<p>Consistently and independently selects and structures ideas with consideration of purpose and intent before writing, considering vocabulary choices and sentence structures during and after writing. Paragraphs and sentence choice are manipulated for effect and a broad range of vocabulary is selected for clarify, cohesion, precision and originality.</p> <p>In spoken language, consistently and independently explores more complex ideas using a more complex repertoire of vocabulary, taking a leading part in and initiating discussions.</p>

