

Grade	Summary of Reading and Writing Skills
T1	The student can identify some key points when reading but struggles to read between the lines. They can express a personal opinion on a text on a basic level. Their writing lacks planning but has some general organisation, although any paragraphs used will be inconsistent. The student's vocabulary will be limited and there will be spelling errors in both common and less common words. Lack of secure punctuation may affect overall meaning.
T2	The student can identify the majority of key points and can read between the lines in a generalised way. They are beginning to make judgements about texts and starting to show appreciation of the writer's language choices and effects. Students can sequence writing logically but paragraphing is inconsistent. Vocabulary is broader but still limited and there may still be some spelling errors in common words, with similar sounding words misused. Punctuation may be limited with some marks missing altogether.
T3	The student can identify the majority of key points and make some links between them. They can read between the lines and are more critical about texts. They may have a developing awareness of the writer's language choices and their effect. The student can organise relevant ideas and proofreads work, correcting a range of errors after writing. Organisation is improving and paragraphing is accurate but not consistent. The student is beginning to use a growing vocabulary with greater awareness of the effects of language. Punctuation is better with basic marks being used but still some omitted in places.
1	The student can use reading strategies to tackle unfamiliar words and can summarise key points from a text. They can make inferences and critical responses are more analytical with comments on the impact of language choices on the reader. The student plans before writing and paragraphing is appropriate, although used with some inconsistency. They are able to vary the sentences they use and their vocabulary is broader with some consideration of the impact of word choices on the reader. Spelling is more secure but with some errors in less common words. Basic punctuation marks are used with some inconsistencies in apostrophes and commas.
2	The student can write an effective summary of the key points in a text and can draw inferences from close reading. They make increasingly competent critical responses considering the writer's language choices and make detailed comments on their impact. Their writing is planned and ideas are sequenced before writing; more attention is paid to proofreading and corrections after writing. Paragraphs are used to organise content of their own writing and there is some evidence of deliberate crafting and growing awareness of the structure of their own writing. Vocabulary is developing and is used with some precision and spelling is largely accurate, with some errors in particular patterns of words. More secure use of punctuation but with some errors occurring in comma and apostrophe use.
3	The student can summarise a range of key points from a text with some skill and can make inferences based on close reading. Responses are more confident and can begin to focus on how the writer's language choices shape a text. Their writing is planned and ideas are sequenced and shaped before writing and paragraphing is secure with sentences showing some variety. Vocabulary is increasingly chosen with care and sometimes to achieve a specific effect and spelling is largely accurate with only occasional errors. Punctuation is more accurate with more secure use of apostrophes.
4	The student summarises a range of key points from a text with some precision and they are beginning to understand layers of meaning in individual word choices. Critical writing is confident with some analysis of the writer's language choices. Their own ideas are sequenced logically and coherently before writing and they can revise writing and make changes to sentences after writing. Paragraphs and sentences are increasingly crafted for effect and there is a logical sequence and shape to their writing. Vocabulary is deliberately chosen to achieve a specific impact and increased accuracy in spelling add to the overall coherency of their writing. Only occasional errors in punctuation add to the meaning and more sophisticated marks are used to create an effect at times.

5	<p>Miscomprehension in reading is unlikely. The student summarises, synthesises and makes perceptive connections between key points from a text. They may identify patterns of inference at word, sentence and text level and their clear analysis in critical responses to texts explores common strands and patterns in the writer's language choices. Ideas are sequenced logically and coherently before writing and sentences and vocabulary are reviewed for clarity during and after writing. Vocabulary is selected for precision, clarity and concision and spelling is generally accurate throughout. Broader and more sophisticated punctuation marks are used to create effects in their own writing and to support meaning.</p>
6	<p>The student evaluates comprehension and reading skills during and after reading and summarises, synthesises and makes a range of perceptive connections between a text's key points. They also frequently consider patterns of inference. Increasingly analytical critical responses explore the writer's language choices. In their own writing, ideas are selected and structured with some consideration of the writer's purpose and intention before writing. They also consider vocabulary and sentences for effect during and after writing. Paragraphs are manipulated for effect and vocabulary is broad and selected for clarity, precision, concision and originality. Spelling is largely accurate and with few errors and a large repertoire of punctuation is used to support meaning and to create effects.</p>
7	<p>The student evaluates comprehension and reading skills, consistently questioning the text and they summarise, synthesise and connect key points, and may consider alternative interpretations. They consistently consider patterns of inference and considers a range of implications of the writer's language choices. They design writing and show purpose and intention in own writing and paragraph and sentence structures make a significant contribution to pace, tone or register. They can use a sophisticated vocabulary which is carefully selected with consideration of purpose and intention. Their spelling is largely accurate with rare errors and a large repertoire of punctuation is used to support meaning and to create effects.</p>
8	<p>The student's monitoring and evaluation of reading skills are largely automatic. They can summarise, synthesise and connect key points, reaching astute conclusions. They consider and compare layers of inference and independent critical responses, which may explore multiple readings, are supported with perceptive analysis of the writer's whole text and language choices, grammar and structure. They substantiate understanding and opinions with illuminating reference to text and context and they make convincing and apt links and comparisons within and between texts. Their own writing is designed to achieve purpose and intention and students communicate with impact and influence, producing ambitious, accomplished and effectively structured texts. Paragraph and sentence structures are crafted to control pace, tone and/or register and a broad, precise and sophisticated vocabulary makes a significant contribution to purpose and intention. Spelling, punctuate and use grammar effectively so that writing is virtually error free.</p>
9	<p>The student's monitoring and evaluation of reading skills are entirely automatic. They can summarise, synthesise and connect key points, to reach sophisticated interpretations. They explore and compare layers of inference and confident, independent critical responses, often exploring multiple readings, are supported with thorough analysis of the writer's whole text and language choices, grammar and structure and their interaction. Writing is designed with skill and originality to achieve purpose and intention, with constant monitoring for success during writing. Paragraph and sentence structures are confidently managed to control pace, tone and/or register. A broad and sophisticated vocabulary is intentionally selected for clarity, precision, tone and/or richness of detail and spelling is consistently accurate. A full range of punctuation is used accurately to emphasise meaning and create stylistic effects.</p>

