



*Co-op Academy*  
Manchester

Year 9 Assessment Rubrics

This booklet is to be used alongside your child's progress report.

# English: Year 9

	Reading: Understanding	Reading: Analysis	Reading: Communicate
Knowledge Expert	<ul style="list-style-type: none"> <li>● I know how to identify and summarise the main ideas in a text and how to explain what is happening at different points in the same text, or across different texts.</li> <li>● I know how to make a range of connected points which all begin with a discourse marker and use a range of adjectives to describe the character or idea and that clearly answer the question.</li> <li>● I know how to select relevant and linked evidence which always directly supports and reinforces my point.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to precisely identify explicit details correctly and make insightful inferences that show understanding of the text and clearly answer the question being asked.</li> <li>● I can independently explore the meaning of independently selected words by exploring connotations that are pertinent to the question.</li> <li>● I know how to say more than one thing about the effect of methods e.g. individual word choices and explain why it has that effect using words like 'because' to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to make insightful and sustained comments on writers' viewpoints and attitudes that show my evaluation of the whole text.</li> <li>● I know how to write in detail about the themes and messages in a text and how the contexts in which texts are written and read affect meaning.</li> <li>● I know how to evaluate the purpose of a text by rooting my comments in text based evidence.</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>● I know how to identify and summarise the main ideas in a text and how to explain what is happening at different points in a text.</li> <li>● I know how to make a range of points which all begin with a discourse marker and use a range of adjectives to describe the character or idea and that clearly answer the question.</li> <li>● I know how to select relevant evidence which always directly supports my point.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to consistently identify explicit details correctly and make specific inferences that are relevant to the text and the question being asked.</li> <li>● I can independently explore the meaning of a word by listing connotations and making relevant links to the question.</li> <li>● I know how to say more than one thing about the effect of methods e.g. individual word choices.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to make detailed comments on writers' viewpoints and attitudes and can reference experiences that have influenced this.</li> <li>● I know how to write in some detail about the themes and messages in a text and how the contexts in which texts are written affect meaning.</li> <li>● I know how to examine the main purpose and message of a text by rooting my comments in text based evidence.</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>● I know how to identify the main ideas in a text and how to explain what is happening at different points in a text.</li> <li>● I know how to make a range of points which all begin with a discourse marker and use a range of adjectives to describe the character or idea.</li> <li>● I know how to select relevant evidence which almost always directly supports my point.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text.</li> <li>● I can independently explore the meaning of a word by listing connotations.</li> <li>● I know how to comment on the effect of methods e.g. individual word choices.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to make detailed comments on writers' viewpoints and attitudes.</li> <li>● I know how to write in some detail about the themes and messages in a text and how the contexts in which texts are written affect meaning.</li> <li>● I know how to examine the main purpose of a text by rooting my comments in text based evidence.</li> </ul>

Emerging	<ul style="list-style-type: none"> <li>● I know how to identify the main ideas in a text and am able to write an accurate at this point statement.</li> <li>● I know how to make a point which begins with a discourse marker and includes two adjectives to describe the character or idea. e.g. Firstly, the writer presents Romeo as impulsive and emotional.</li> <li>● I know how to select mostly relevant evidence to generally support my point.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text.</li> <li>● I know how to identify methods used by the writer and make comments that repeat important parts of the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to make straightforward comments on writers' viewpoints and attitudes.</li> <li>● I know how to make straightforward comments on themes and messages in the text and how the contexts in which texts are written contribute to meaning.</li> <li>● I know how to explain the main purpose of a text, often through a general overview, e.g. 'the writer is strongly against war.</li> </ul>
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	Writing: Communication and ideas	Writing: Organisation	Writing: Accuracy
Knowledge Expert	<ul style="list-style-type: none"> <li>● I know how to write with originality and craft my writing skilfully for deliberate effect so that it is convincingly matched to purpose and audience.</li> <li>● I know how to confidently match my tone and formality to the needs of my audience and can sustain an individual voice of point of view.</li> <li>● I know how to draw on an impressive range of vocabulary and phrasing, chosen for effect and can judiciously use a range of language devices.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to produce writing that is consciously and coherently shaped and connected e.g. last sentence echoing the first; single sentence paragraph.</li> <li>● I know how to shape and craft my structure for imaginative effect.</li> <li>● I know how to paragraph skilfully and thoughtfully to achieve specific effects and my links are imaginative and deliberately chosen for effect</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to spell with a high level of accuracy.</li> <li>● I know how to use the full range of punctuation to craft my writing with accuracy.</li> <li>● I know how to use a wide range of sentence structures, manipulating clauses confidently for purpose and effect.</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>● I know how to write imaginatively and I develop my ideas with well-judged detail so that it is convincingly matched to purpose and audience.</li> <li>● I know how to vary my tone and formality for effect and with some control. I know how to create an individual voice or point of view although this might not be sustained throughout.</li> <li>● I know how to select an increasing range of vocabulary for effect along with appropriate and convincing language devices.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to clearly control and sequence my writing to achieve purpose.</li> <li>● I know how to write using a clear structure with logically connected ideas and guide my reader through my writing.</li> <li>● I know how to use and sequence paragraphs accurately to organise topics within my writing and my links are sometimes imaginative or chosen for effect e.g. deliberate change in focus.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to spell with consistent accuracy including more complex words.</li> <li>● I know how to use the full range of punctuation and am consistently accurate with only occasional errors in ambitious structures (e.g. only occasional comma splices, some use of semi-colons, not always accurate)</li> <li>● I know how to use a range of sentence structures for purpose and to achieve an effect e.g. changing the word order.</li> </ul>

Adequate	<ul style="list-style-type: none"> <li>● I know how to write with some imaginative ideas and content and I develop my material in detail so that the purpose of my writing is established convincingly.</li> <li>● I know how to sustain appropriate tone and formality that is matched to purpose and audience.</li> <li>● I know how to select vocabulary for effects and use appropriate language devices.</li> <li>● I know how to write imaginatively using the correct form and I begin to apply features creatively.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to clearly control and sequence my writing e.g. paragraphs of differing lengths</li> <li>● I know how to write using a clear structure with logically connected ideas and effective transitions e.g. topic sentences, thematic links between paragraphs</li> <li>● I know how to use paragraphs that generally flow well, create coherent writing and use cohesive devices within paragraphs e.g. adverbial starts.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to spell with consistent accuracy with only minor errors in more complex words.</li> <li>● I know how to use more sophisticated punctuation correctly most of the time (e.g. colons, brackets).</li> <li>● I know how to use simple, compound and complex sentences for some effect and can maintain control of tense in those sentences.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>● I know how to write using relevant ideas and content and I develop my material with some detail so that the main purpose of my writing is clear.</li> <li>● I know how to use tone and formality that is generally matched to purpose and audience.</li> <li>● I know how to vary my vocabulary and use some language devices for effect.</li> <li>● I know how to write using the correct form and features of specific types of writing.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to clearly structure and organise my sentences into appropriate paragraphs.</li> <li>● I know how to manage the development of my writing, e.g. closings refer back to openings and clear links between paragraphs.</li> <li>● I know how to use paragraphs to clearly structure my main ideas across the text e.g. chronological or logical links between and within my paragraphs.</li> <li>● I know how to use a range of devices which support cohesion, e.g. secure use of pronouns, connectives.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to spell with general accuracy, making occasional errors, mostly in more complex words.</li> <li>● I know how to use a wider range of punctuation with the occasional error (e.g. apostrophes, speech/exclamation marks)</li> <li>● I know how to use simple and compound sentences making my ideas clear but sometimes I make errors where more complex structures are attempted. I usually maintain control of tense.</li> </ul>

# Maths: Year 9

	Foundational Knowledge	Fluency	Problem solving	Mathematical Terminology
Knowledge Expert	Students have a very strong conceptual understanding of topics. Pupils can confidently use Year 7 and 8 knowledge to make links with new topics.	Students can demonstrate a strong understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions quickly and correctly and can move through the content at an accelerated rate. Pupils often attempt more in-depth challenge style questions.	Students can make connections between key ideas, and can apply prior learning to more challenging questions. Pupils can confidently apply their knowledge to answer complex multi-step problems independently.	Pupils have a strong knowledge of new mathematical terminology. Knowledge is secure in long-term memory, enabling pupils to recognise keywords quickly which improves their understanding of the question.  Spelling and pronunciation of keywords is almost always correct, which does not impact their overall answers.
Proficient	Students have a very strong conceptual understanding of topics. Pupils can apply most of their expected knowledge from Year 7 and 8.	Students can demonstrate a proficient understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions confidently and can move through the content at the expected pace with minimal support required.	Students can make some connections between key ideas.  Pupils can apply their prior knowledge to answer multi-step problems collaboratively with the support of their peers.	Pupils have a strong knowledge of new mathematical terminology. Knowledge is mostly secure in long-term memory, enabling pupils to recognise keywords quickly, improving their understanding of the question. Pupils may require additional prompts occasionally.  Spelling and pronunciation of

				keywords is almost always correct, which does not impact their overall answers.
Adequate	Students have a very strong conceptual understanding of topics. Pupils can apply some of their expected knowledge from Year 7 and 8. Students would benefit from more time spent embedding concepts from previous years.	Students can demonstrate an adequate understanding of new mathematical concepts and answer basic questions. Pupils move through the content at a pace which often requires additional support.	Students can identify limited connections between key ideas.  Pupils can occasionally apply their prior knowledge to answer some problems collaboratively with the support of their peers and also rely on some scaffolding from staff.	Pupils can begin to identify new mathematical terminology. Knowledge is not secure in long-term memory, meaning they can sometimes struggle with accessing questions due to terminology. Pupils require additional prompts frequently.  Spelling and pronunciation of keywords is something that needs to have more time spent on, this can result in some impact on answering a question.
Emerging	Students have an emerging understanding of topics covered in class. Pupils can apply minimal knowledge from Year 7 and 8. Students would benefit from significant time spent working on times tables 1-12, and number bonds.	Students can access the initial content for mathematics units. Pupils have a basic understanding but often require additional support and scaffolding to make content accessible, and complete independent work.	Students struggle to make connections between key ideas, and can identify some weak links between concepts with prompts from staff.  Pupils can attempt the first step of some problems but this requires suitable scaffolding and guidance from the teacher.	Pupils require a lot of support to access new mathematical terminology. Knowledge is frequently having to be supported and checked to ensure understanding of vocabulary; this results in students finding it challenging to access questions. Pupils require a lot of additional prompts frequently.

				Spelling and pronunciation of keywords requires a lot of support from staff to assist their answering of questions.
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# Science: Year 9

	Scientific Knowledge and Understanding	Experimental and Investigation Skills	Data Analysis
Knowledge Expert	<p>I know how to:</p> <ul style="list-style-type: none"> <li>consistently use scientific vocabulary to explain with examples scientific processes</li> <li>compare and evaluate two or more scientific processes</li> <li>to construct a logical, scientific argument</li> </ul>	<ul style="list-style-type: none"> <li>present reasoned explanations, including explaining data in relation to predictions and hypotheses</li> <li>select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate</li> <li>evaluates risks proactively and adapts working procedures to maintain safety</li> <li>name pieces of equipment and justify why each is required to complete the practical and use it to gain accurate measurements.</li> <li>write a step-by-step method that is repeatable and provides insightful evaluation of method reliability, identifying systematic and random errors and explaining their effects.</li> <li>make and record observations and measurements using a range of methods for different investigations</li> <li>Record measurements with high precision, full annotations, and scientific clarity</li> </ul>	<ul style="list-style-type: none"> <li>produce high-quality, precise, and insightful visual representations of data which include correctly labelled axes and annotations</li> <li>display high-level scientific mathematical fluency, including rearranging formulas and analysing proportional relationships</li> <li>evaluate precision and significance of calculated results</li> <li>uses mathematical analysis to identify deeper patterns, relationships, or anomalies and exclude these from the mean calculations</li> <li>use the correct graph for a data set that also includes correct and accurate lines/curves of best fit</li> <li>add an appropriate line/ curve of best fit with accurately plotted data points.</li> <li>interpret data and write an evaluation which explains the trend that it shows and why anomalies have occurred</li> </ul>
Proficient	I know how to:	write a hypothesis explaining why I would expect to see	demonstrate consistent accuracy in tables,

	<p>use scientific vocabulary to explain scientific processes</p> <p>compare two or more scientific processes</p> <p>I know how to: link scientific ideas/statements together</p>	<p>these results.</p> <p>identify the independent, dependent and control variables and explain why control variables need to be controlled and how to do so</p> <p>I know how to write a method that can be repeated by someone else and includes required measurements.</p> <p>identify hazards, assesses risks, and apply suitable control measures to work safely</p> <p>accurately uses a wide range of laboratory techniques to collect accurate, precise measurements using the most suitable method and equipment</p> <p>records observations comprehensively using correct formats, units and significant figures where appropriate</p> <p>evaluates reliability confidently, explaining the roles of repeatability, precision, and uncertainty.</p>	<p>scales, plotting and labels</p> <p>use scatter graphs, line graphs and bar charts appropriately and confidently</p> <p>confidently apply mathematical concepts across scientific contexts (gradients, proportionality, rearranged formulas, conversions)</p> <p>calculate results accurately, showing working clearly</p> <p>interpret calculated results to support conclusions and evaluate reliability</p>
<p><b>Adequate</b></p>	<p>I know how to: recall scientific terminology in context</p> <p>identify the key features of a scientific processes</p>	<p>write a hypothesis, with a limited explanation</p> <p>apply safety rules in most situations</p> <p>state what will be changed and what will be kept the same in an experiment.</p> <p>use a broad range of apparatus and produce reasonably accurate measurements with growing confidence</p> <p>write a basic method that can be repeated by someone but doesn't include measurements</p>	<p>Presents data clearly enough for basic interpretation</p> <p>Choose the correct table and graph formats but may not be clear</p> <p>minor plotting or scaling errors occur, but overall structure is correct</p> <p>uses formulas correctly but can inconsistently rearranging them</p> <p>recognise when values are unrealistic and</p>

		<p>provide reasonable improvements but with limited justification.</p>	<p>attempt to correct errors</p> <p>add clear headings to each column of a results table with guidance</p> <p>use basic mathematical processes to calculate the results (mean, percentage)</p> <p>interpret data and provide a description of the trend</p>
Emerging	<p>I know how to: recall limited scientific terminology not always in context</p>	<p>write a hypothesis but not explain my reasoning</p> <p>understands risks in principle but does not consistently apply it practice</p> <p>state what will be changed in an experiment without using the terms independent, dependent and control variables.</p> <p>make observations and collect measurements but lack consistency or precision</p> <p>record data but may choose inappropriate units or formats to present</p> <p>recognises major errors but does not analyse why they occurred or how to improve them</p>	<p>presentation is functional but lacks consistency or accuracy</p> <p>draw graphs or tables but sometimes key data is missing (units or axis labels) and may use incorrect graph types</p> <p>complete basic scientific calculations although working is limited</p> <p>use units but limit the ability to manipulate units or convert values</p>

## History: Year 9

	Using own knowledge	Explanations	Organisation of answer	Source/interpretation skills	Historical focus (see table below)
Knowledge Expert	I can use a range of knowledge in my answer which is precise, factual, and relevant.	I can fully explain my point(s) clearly and fully and my answer shows I can see the bigger picture of the topic.	I can organise my answer into paragraph(s) and my writing is fluent. My answer has the correct SPaG throughout.	I can interpret the message of historical evidence and can support it with my own knowledge. I can explain how the provenance influences the historical evidence.	I can...
Proficient	I can use knowledge in my answer that is consistently specific, factual, and detailed.	I can clearly explain my points and my explanations fully expanded.	I can organise my answer into paragraph(s) with mostly accurate SPaG.	I can interpret the message of historical evidence and can support it with my own knowledge. I am starting to explain how the provenance influences the historical evidence but it is unclear.	I can...
Adequate	I can use knowledge in my answer to support my point(s) which is mostly specific, factual, and detailed.	I can explain my point(s) but my explanation is very simple.	I can organise my answer into paragraph(s). I have some SPaG errors in my answer.	I can interpret the message of historical evidence and can support it with my own knowledge. I know how to identify the provenance but have not explained how this influenced the historical evidence.	I can...
Emerging	I can use knowledge to support my point(s) and some of it is specific and detailed but it is mostly basic.	I can make a point and I've attempted to explain it but it is unclear.	I can organise my answer into full sentences but my paragraphs need better organisation. I have frequent SPaG errors.	I can explain the message of the historical evidence and can support it with specific evidence of what is shown/written. However I have not discussed the provenance.	I can...

	Cause & Consequence	Significance	Change & Continuity	Similarity & Difference
Knowledge Expert	I can fully explain multiple causes of an event. I can identify long-term and short-term causes of an event. I can explain the relationship between causes of an event.	I can identify and fully explain multiple impacts of a person/event. I can identify long-term and short-term impacts and have shown an understanding of how these impacts can change over time and from group to group.	I can identify multiple changes and show an understanding of the links between them. I can also explain what has stayed the same. I can explain the bigger picture of why some things change and some things stay the same.	I can identify and fully explain multiple similarities/differences between historical figures/events. I can explain the links between them and can see the bigger picture of why some things differ and some things stay the same.
Proficient	I can identify more than one cause of an event and can fully explain them. I am starting to link the causes but it is implicit.	I can identify and fully explain multiple impacts of a person/event. The impacts are identified as short-term and long-term but the links between them are implicit.	I can identify and fully explain multiple changes. I am starting to show the links between them but it is implicit.	I can identify and fully explain multiple similarities/differences between historical figures/events. I am starting to show the links between them but it is implicit.
Adequate	I can identify more than one cause of an event and fully and clearly explain how they led to an event/change.	I can identify multiple impacts of a person/event and have given a full and detailed explanation of why they had that impact.	I can identify multiple changes and have clearly explained them.	I can identify multiple similarities/differences between historical figures/events and have clearly explained them.
Emerging	I can identify at least one cause and have fully explained one cause and how it led to an event/change.	I can identify one impact of a person/event and have given a basic explanation of why they had that impact.	I can identify more than one change but only one change is clearly explained.	I can identify more than one similarity/difference between historical figures/events but only one is clearly explained.

## Geography: Year 9

	Place	Impact	Change
Knowledge Expert	In addition to the below, I can explain how the mix of nature and human activity creates a unique sense of place. I can compare how different groups of people perceive these changes and argue whether these shifts have made the place better or worse.	In addition to the below, I can judge whether a 'success story' in a place will actually last. I can explain how money often 'leaks' out of a local area to big global companies, and argue why this makes some places risky or unfair instead of just successful.	I can justify which impacts are the most important when a place changes. I can explain why it is so difficult to reach a 'perfect' balance between the economy, the people, and the environment, and propose ways to reduce the damage caused by these trade-offs.
Proficient	I can explain how the interaction between physical and human processes creates a distinctive sense of place, and evaluate how these factors evolve over time.	I can evaluate the multiplier effect, explaining how local actions trigger a chain of consequences that spread across local, national, and global scales.	I can evaluate conflicting impacts, explaining how a 'positive' change for one group (like building a road) can lead to negative trade-offs for another (like damaging a habitat)
Adequate	I can analyse how the relationship between natural and human processes creates a unique sense of place and evaluate how these factors interact over time.	I can evaluate the "ripple effect," explaining how local actions have complex consequences across multiple scales (local → national → global).	I can prioritise and compare impacts, explaining how a "positive" change for infrastructure might be a "negative" change for the environment.
Emerging	I can explain the importance of place by connecting natural processes (climate/environment) to human processes (culture/location).	I can explain the links between local impacts and the global scale (continent or world), using examples to show the connection.	I can understand how change may impact an area. This can be positive or negative and I will explain how this has affected the people, environment and infrastructure.

RE: Year 9

HT3+4: What is our place in the world?	<u>Beliefs</u>	<u>Practices</u>	<u>Refer to Evidence</u>	<u>Themes</u>
<b>Examples</b>	<ul style="list-style-type: none"> <li>● Extremism</li> <li>● Terrorism</li> <li>● Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>● Violence</li> <li>● Protest</li> <li>● Campaigning</li> </ul>	<p>“It’s okay to struggle to find our place in this world and the person who will take us for who and what we are. Sometimes we dress ourselves in layers that only get peeled away in the end, to leave us as we should be.” <b>Megan Hart</b></p>	<ul style="list-style-type: none"> <li>● Conflict</li> <li>● Social Justice</li> <li>● Religious responses</li> </ul>
<b>Knowledge Expert</b>	Students know how to reflect on how beliefs have changed over time and how relevant this is to a discussion across different people	Students know how to show how effective practices are in changing opinions and beliefs in various groups	Students know how to show how the quote can be interpreted by different groups and apply this to their evaluation	Students know how to recognise how themes affect local and global communities, whilst analysing the impact over time.
<b>Proficient</b>	Students know how to apply their own beliefs to discussions and make a judgement as to how strong an argument is.	Students know how to evaluate the impact of a practice on the individual and community.	Students know how to refer to the quote and examine the relevance of it within a specific lesson.	Students know how to evaluate why the theme is relevant and make cross-curricular links to their learning.
<b>Adequate</b>	Students know how to explain differences between beliefs, their impact on different people and show how important that belief is to a group or community.	Students know how to make links between the practice and relevant beliefs. Their work shows they understand different views of a given practice and its importance	Students know how to use the quote effectively in written work to construct an evaluation or argument. Supporting evidence and opinion consistently	Students know how to apply beliefs, practices and evidence to a thematic idea. Offering appropriate analysis of concepts and ideas consistently.
<b>Emerging</b>	Students know how to recognise how holding these beliefs affect peoples’ lives	Students know how to evaluate the importance of a practice in a given religion or group	Students know how to evaluate the impact of the quote on groups and communities being studied in this topic.	Students know how to express arguments for and against a concept accurately.



# Computing: Year 9

	Computational Thinking & Programming	Computer Systems & Data	Digital Literacy
Knowledge Expert	I know how to master the application of computational thinking to novel and abstract problems. I know how to design and develop innovative algorithms, critically evaluating their performance, scalability, and ethical implications. I know how to create highly efficient, elegant, and robust programs for complex computational problems. I know how to independently research and apply advanced programming techniques (e.g., recursion, object-oriented concepts). I know how to thoroughly test and evaluate programs for correctness, efficiency, and usability.	I know how to demonstrate an in-depth, nuanced understanding of data representation, including error checking or compression. I know how to design and evaluate complex Boolean expressions and explain and optimize the internal workings of computer systems. I know how to lead and innovate in the creation of sophisticated digital systems and content. I know how to critically evaluate existing digital artefacts and propose innovative solutions, considering advanced usability, accessibility, and ethical implications.	I know how to act as an expert and advocate for digital literacy and e-safety, actively engaging in critical discussions about emerging technologies, their societal impact, and ethical dilemmas. I know how to develop and share best practices for digital citizenship.
Proficient	I know how to design, use, and evaluate computational abstractions to model real-world problems. I know how to develop and rigorously compare several key algorithms, justifying choice based on efficiency and purpose. I know how to independently design, write, and debug complex, modular programs in a textual language (e.g., Python). I know how to make appropriate use of data structures (lists, arrays). I know how to develop robust programs through systematic testing and refinement.	I know how to clearly explain how various data types are represented and manipulated digitally. I know how to apply Boolean logic to design and analyze simple circuits or program conditions. I know how to understand the fetch-decode-execute cycle and explain how the internet works. I know how to skilfully undertake creative projects that involve selecting, using, and combining multiple applications across a range of devices. I know how to expertly collect, analyze, evaluate, and present complex data to meet user needs.	I know how to consistently demonstrate exemplary safe, respectful, responsible, and secure online behaviour. I know how to critically evaluate information sources, understand digital footprints, and can articulate the legal and ethical responsibilities of technology users
Adequate	I know how to independently decompose complex problems into well-defined components. I know how to accurately identify and apply patterns/abstractions. I know how to design and compare algorithms for efficiency (e.g., sorting/searching). I know how to design and write modular programs using procedures/functions with parameters and return values. I know how to use lists/arrays effectively and	I know how to explain how numbers, text, and simple images/sounds are represented in binary. I know how to apply Boolean logic to solve simple problems (e.g., truth tables). I know how to understand how instructions are fetched/executed and describe network protocols. I know how to select and combine multiple applications to undertake creative projects, including data collection and analysis.	I know how to explain the importance of digital well-being and responsible online participation. I know how to identify different types of online threats (e.g., malware, scams) and basic prevention.

	can debug logical errors with some support and testing.		
Emerging	I know how to follow steps for complex problem decomposition. I know how to identify some patterns in data and suggest improvements for given algorithms. I know how to write programs using sequence, selection, and iteration. I know how to use simple variables and functions and can fix common syntax errors.	I know how to convert binary to denary and vice-versa. I know how to have a basic understanding of Boolean logic (AND/OR) and recognize basic network hardware. I know how to create digital content that meets a brief. I know how to collect and present data in a structured way.	I know how to define some consequences of inappropriate online behavior and know where to find help.

# MFL: Year 9

	Phonics	Grammar	Vocabulary	All 4 skills (listening, speaking, reading and writing)
Knowledge Expert	I know how to read longer sentences and texts aloud accurately and with confidence, using the sound–spelling rules, stress, and intonation I know. I can do this in speaking and writing, as well as with new language.	I know how to use verbs, adjectives, and conjunctions in different tenses and sentences to speak and write clearly, accurately, at length and in a connected way.	I know how to use high-frequency vocabulary and topic-specific words in extended speech or writing. I know how to infer the meaning of unfamiliar words using context, prefixes or cognates.	I know how to understand longer texts and spoken language, including some complex sentences and new words, and I can recognise people’s opinions. I can use new words and structures from reading to help me speak or write, and I can use dictionaries or other resources when needed. I can answer unprepared questions, join in conversations, and talk about myself or others in the past, present, and future. I can link sentences and paragraphs, adapt language I know for my own ideas, and edit my work to make it clearer and more accurate.
Proficient	I know how to use the sound–spelling rules I know to read, say and write a wide range of words, including new words I haven’t seen before.	I know how to use the present, past, and near future tenses confidently when speaking and writing. I can form the past tense for I, she, he and we correctly, and use different tenses together in a speech or piece of writing.	I know how to recall and use a range of vocabulary from several familiar topics, including less common words. I know how to deduce the meaning of unfamiliar vocabulary using my knowledge of word families or cognates.	I know how to understand the difference between present, past, and future events in spoken and written texts, even in less familiar situations. I can find the main points and important details, and use context and grammar to work out new words. I can write texts to give and ask for information and opinions, use descriptive language and different sentence structures, and talk or write about events in the present, past, and future. Even if I make some mistakes, my meaning is usually clear
Adequate	I know how to write and say most words I know and some new words by using the sound–spelling rules I’ve learned. I can also correct myself if I say a	I know how to use and form regular present tense verbs with a variety of verb subjects, the 3 key irregular verbs ( <i>to have, to be, to go</i> ), the near future, and accurate adjective agreement with confidence. I	I know how to use a wide range of high-frequency vocabulary to express myself clearly in different contexts. I know how to infer the meaning of new words using context or	I know how to pick out the main ideas and opinions in reading and listening across a range of familiar topics in the present and future. I can read aloud with confidence and use resources to help me. I can speak and write in short paragraphs clearly and using excellent pronunciation, give and explain my opinions, and talk about daily life, interests and future plans. I

	word wrong.	know how to express and justify opinions and use <i>I would like</i> to describe future intentions.	patterns.	can use different words and sentences to make my language varied, and even if I make mistakes, I can still be understood.
Emerging	I know how to write and pronounce familiar words by using the sound-spelling rules I've learned. I am also starting to apply the rules to unfamiliar words.	I know how to use regular present tense verbs and the 3 key irregular verbs. I know how to form the near future in the 'I' form and use <i>I would like</i> with familiar vocabulary. I know how to make adjectives agree correctly most of the time.	I know how to use a growing range of core vocabulary on familiar topics. I can understand new words when supported.	I know how to pick out the main points and some detail in simple passages made up of familiar language. I can use context and a dictionary to work out new words when reading. I can take part in simple conversations, using full sentences, clear communication and with understandable pronunciation. I can also share my opinions, and use grammar to change or replace words and phrases. I can write full sentences from memory with correct verbs.

# Art and Design: Year 9

	Investigating sources	Media, materials and application	Respond
Knowledge Expert	<p>I know how to confidently show my understanding of artists researched and source imagery given, both practically and through my written work.</p> <p>I know how to use this understanding to effectively develop my ideas and my own work, with a good degree of control.</p> <p>I know how to effectively research in order to develop my own ideas, based on a starting point given.</p> <p>I know how to confidently reflect on my own learning and evaluate my successes, in detail.</p>	<p>I know how to recognise and make use of the individual qualities of new materials, understand how to make best use of them within my work and purposefully experiment with them, with good control.</p> <p>I know how to confidently use my sketchbook and use other presentation techniques to show my knowledge and understanding.</p> <p>My work is produced with pride and awareness of effective presentation techniques.</p>	<p>I know how to present a final response with expert control of the media, showing confident understanding of the key knowledge explored in the project and the art techniques that have been explored.</p> <p>I know how to use media with flair and confidence. I know how to demonstrate my confident control of the media and confidently present my work, with clear understanding.</p> <p>I know how to apply my knowledge gained throughout the project, learning from my mistakes, refining and improving my work, to achieve a highly successful outcome.</p>
Proficient	<p>I know how to consistently show my understanding of artists and other imagery given, both through practical and written work.</p> <p>I know how to use this understanding to develop my ideas and my own work, with growing confidence.</p> <p>I know how to research in order to develop my own ideas, based on a starting point given, using appropriate sources.</p>	<p>I know how to develop my understanding of the individual qualities of new materials and experiment with them with growing confidence and control.</p> <p>I know how to use my sketchbook and use other presentation techniques to show my knowledge and understanding, in a consistent way.</p> <p>My work is produced with pride and a growing awareness of effective presentation techniques.</p>	<p>I know how to present a final response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to demonstrate my control of the media and present my work, with a growing confidence and understanding of the art techniques explored.</p> <p>I know how to apply my knowledge gained throughout the project in my work, learning from my mistakes to achieve a successful</p>

	I know how to reflect on my own learning and evaluate my successes, with consistency.		outcome.
Adequate	<p>I know how to adequately show my understanding of artists and other imagery given, both through practical and written work, with some independence.</p> <p>I know how to use this understanding to develop my ideas and my own work, with some growing skill and some independence.</p> <p>I know how to research in order to develop my own ideas, based on a starting point given and with some additional support provided.</p> <p>I know how to reflect on my own learning and evaluate my successes to a moderate standard, using support given.</p>	<p>I know how to recognise the qualities of new materials and experiment with them in a simple way and with adequate control.</p> <p>I know how to use my sketchbook and other presentation techniques to somewhat show my knowledge and understanding.</p> <p>My work is produced with adequate awareness of presentation. It is presented, to the best of my ability.</p>	<p>I know how to adequately present a response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to use media and understand how to present my work with growing control and growing understanding.</p> <p>I know how to adequately apply my knowledge gained throughout the project to produce a final outcome.</p>
Emerging	<p>I know how to somewhat understand sources; including artists.</p> <p>I know how to develop my ideas in a simple way. I can research to help me form these ideas.</p> <p>I know how to reflect on my work in a simple way, using support given.</p>	<p>I can use appropriate media, materials, techniques and processes in a simple way and with growing control. With support, I can refine my ideas, in a simple way.</p>	<p>I know how to present a response with emerging control and understanding of the knowledge explored in the project.</p> <p>I know how to show a simple but sometimes limited understanding of art techniques covered throughout my learning journey.</p>

## Drama: Year 9

	Procedural Knowledge 1	Procedural Knowledge 2	Procedural Knowledge 3
	Technique Spontaneous Improvisation	Skill Body Language	Rehearsal
Knowledge Expert	<p>I know how to confidently implement the technique named above, showing a deep understanding of the key elements.</p> <p>I know how to refine and sustain the technique to create a precise and intended impact on the audience.</p>	<p>I know how to confidently implement the skill named above with thoughtful, self-assured choices that develops the performance.</p> <p>I know how to experiment with the skill to create original and engaging moments in the drama.</p>	<p>I know how to confidently rehearse effectively with focus and collaboration, making purposeful changes. Often displaying strong leadership qualities within my group.</p> <p>I know how to manage my time effectively, solve problems independently, and guide the group towards a shared artistic vision.</p>
Proficient	<p>I know how to consistently implement the technique named above, showing some understanding of the key elements.</p> <p>I know how to use the technique to communicate meaning, although it may not always be fully polished.</p>	<p>I know how to consistently implement the skill named above with some thoughtful choices that develops the scene.</p> <p>I know how to use the skill effectively to meet the basic requirements of the task or scene.</p>	<p>I know how to consistently rehearse with focus and collaboration, making purposeful changes. Working well with others and is an asset to the group.</p> <p>I know how to respond positively to feedback and make suggested changes to my performance.</p>
Adequate	<p>I know how to adequately implement the technique above but may struggle with one of the key elements.</p> <p>I know how to use the technique at points, but I find it difficult to maintain it throughout a performance.</p>	<p>I know how to adequately implement the skill named above but may rely on others or the skill isn't delivered with much confidence.</p> <p>I know how to use the skill when encouraged, but I am often hesitant to make my own creative choices.</p>	<p>I know how to adequately rehearse but may require prompting or reminders to stay on task.</p> <p>I know how to participate in rehearsal, but I am sometimes distracted or distract others.</p>
Emerging	<p>I know how to somewhat implement the technique named above with support, but struggle understanding and implementing two or more of the key elements.</p>	<p>I know how to somewhat and with hesitancy identify the skill named above but often relies on others or direction or the skill isn't delivered confidently.</p>	<p>I know how to somewhat rehearse but require frequent prompting or reminders.</p>

	I know how to attempt the technique but require significant prompting and direct instruction to use it.	I am aware of the skill but am unsure of how or when to use it in a performance.	I know how to be present in the rehearsal space but often disengage from the task or rely on others to do the work.
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# Music: Year 9

	Theory	Performing	Composing
Knowledge Expert	<p>I know how to explain the meaning of musical elements and the words which can describe them.</p> <p>I know how to identify all elements of music when listening to music.</p> <p>I know how to identify common instruments when listening to music.</p>	<p>I know how to perform melody and rhythms which are accurate and in time.</p> <p>I know how to use correct technique on the instrument and project my performance.</p> <p>I can include expression within my performance</p>	<p>I know how to apply compositional devices in my own compositions to create effective musical outcomes.</p> <p>I know how to apply elements of music in a stylistic way.</p>
Proficient	<p>I know how to explain the meaning of the elements of music and some of the words which can describe them.</p> <p>I know how to describe some elements of music when listening to music.</p> <p>I know how to identify the most common instruments.</p>	<p>I know how to perform melody and rhythm which is generally accurate and in time. I have demonstrated correct technique and the performance is well projected.</p>	<p>I know how to apply compositional devices in my own compositions to create a musical outcome.</p> <p>I know how to apply some elements of music in a stylistic way.</p>
Adequate	<p>I know how to explain the meanings of all of the key elements of music.</p> <p>I know how to identify tempo and dynamics correctly when listening to music.</p>	<p>I know how to perform rhythms and melody with accuracy and some timing, with occasional slips. Some correct techniques are applied.</p>	<p>I know how to apply some compositional devices in my own compositions to create a musical outcome.</p>
Emerging	<p>I know how to explain the meanings of some of the elements of music.</p> <p>I know how to identify tempo or dynamics correctly when listening to music.</p>	<p>I know how to perform melody and rhythm. I have begun to use some techniques.</p>	<p>I know how to create my own musical ideas on an instrument.</p>

# Design and Technology: Year 9

	Knowledge Component	Knowledge Component
Knowledge Expert	In addition to the below, I know how to explain why certain materials are appropriate for certain products due to their working properties.	I know how to vectorise and explode an image to a high quality making it a functioning part of the design.  Or  I know how to create my own 3D Printed Key Chain and import my design into Cura
Proficient	In addition to the below, I know how to give examples of working properties of the given materials.	I know how to create an accurate net including engraving and cutting. I know how to vectorise an image.  Or  I know how to create accurate designs and renders of these designs.
Adequate	In addition to the below, I know how to give examples of each category of material.	I know how to import a dxf net into Techsoft 2D Design and create an accurate working model.  Or  I know how to use finishing techniques such as chamfers and fillets.
Emerging	I know how to identify the categories of each material.	I know how to download a net from makerbase.  Or  I know how to create a shopping trolley coin on fusion

## Food: Year Group 9

	Knowledge Component: principles of nutrition and health	Knowledge Component: Application of skill
Knowledge Expert	In addition to the below I know how to explain the implications of excess of the macronutrient categories in the diet.	In addition to the below, I know how to ensure my product is the consistency, texture, taste and appearance.
Proficient	In addition to the below I know how to explain at least 3 functions of 3 macronutrients	I know how to use the correct technique and use quality control to ensure the correct consistency and shape and have demonstrated appropriate portion control . I know how to use a test for readiness to ensure my dish is the correct colour.
Adequate	In addition to the below I know how to connect the correct food for the subcategories for 3 macronutrients	I know how to use the correct cooking method and techniques e.g rubbing in method, kneading, knife skills etc.
Emerging	I know how to identify the sources for the 3 macronutrients	I know how to combine ingredients to produce a product and attempt various cooking methods and techniques.

# Core PE: Year 9

	Technical (Skills & Performance)	Psychological (Intellectual & Analysis)	Physical (Fitness, Challenge & Movement)	Social (Teamwork & Communication)	Knowledge Recall (Rules & Key Skills)
Knowledge Expert	I can accurately demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging/demanding activities.	I consistently make effective decisions and I can apply a range of ideas, solutions and tactics in challenging activities. I am able to identify and correct issues with my peers or my own technique.	I have exceptional levels of fitness and I consistently demonstrate physical and skill related components of fitness in a variety of sports. I always challenge myself to work at optimum level.	I can confidently officiate in a variety of sports. I am confident and competent when leading large groups of performers. I can effectively vary my methods of communication.	I can describe and explain many of the short term and long-term effects of exercise on my physical, mental and social well-being.
Proficient	I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities.	I consistently make effective decisions and can apply a range of ideas, solutions and tactics in challenging activities. I am able to identify issues with my peers or my own technique.	I have exceptional levels of fitness and I consistently demonstrate physical and skill related components of fitness in a variety of sports.	I am confident and competent when leading large groups of performers. I can effectively vary my methods of communication	I can identify and describe many of the short term and long-term effects of exercise on my physical, mental and social well-being.
Adequate	I can perform a wide range of skills really well, even under pressure. I lead and adapt in competitive practices.	I understand tactics clearly and make smart decisions. I'm confident and help others.	I have excellent fitness and coordination. I challenge myself and always try my best.	I always communicate clearly and kindly. I support and include everyone in my team.	I can clearly explain key skills and/or rules from lessons. I can use the right words and apply them in performance.
Emerging	I can perform most skills well and use them in competitive practices. I work well in group tasks.	I understand tactics and usually make good decisions. I'm mostly confident.	I have good fitness and coordination. I try hard and stay active.	I communicate well and work as part of a team. I sometimes help others.	I can remember most key rules or techniques and explain how they work.

# PSHE (Personal, Social, Health and Economic Education): Year 9

	Consequences and morals	Application: how can we keep safe and well?
Knowledge expert	I know how to explain the legal framework around a range of topics, comparing and contrasting the possible outcomes and impact of this on individuals and society. I know how to confidently analyse and evaluate the moral and ethical implications around a range of areas of the PSHE curriculum and demonstrate a structured approach to debate, with the consideration of a wide range of view points and providing well-supported arguments which have been analysed at various angles.	I know how to confidently analyse a range of risks to themselves and peers when presented with real life case studies, and demonstrate a clear thought process in suitable reactions. Within these actions, I know how to explain where the use of signposted support or appropriate adults can help as well as coaching their peers in reaching sensible and safe conclusions, advocating for healthy, safe and respectful choices.
Proficient	I know how to show an understanding of the legal framework around key topics and can explain and compare the risks and rewards of certain behaviours and social trends. I know how to confidently analyse the moral and ethical implications around key areas of the PSHE curriculum and demonstrate a structured approach to debate, with the consideration of multiple view points and well-supported arguments.	I know how to demonstrate their thought process in assessing risk for themselves and peers with the use of real-life contexts to explain which following steps would be sensible and informed. This includes an explanation of sources of support and where suitable adults should be consulted. In different areas of the PSHE curriculum, this may link to signposted support, or appropriate actions within a peer group. I know how to educate peers about relevant areas of the PSHE curriculum and advocate for respectful, safe and healthy choices.
Adequate	I know how to identify some laws and consequences of actions linked to various areas of the PSHE curriculum. They can analyse how laws and statistics (facts) can impact individuals and communities and discuss relevant moral and ethical issues, offering thoughtful arguments and considering different perspectives. I know how to explain different viewpoints in relation to PSHE topics, but don't always explore every angle in depth.	I know how to recognise warning signs of risky or unhealthy situations, and can show an understanding of what boundaries are and which boundaries should be in place within these situations, depending on which area of the PSHE curriculum is being explored. This includes identifying potential risks. The student can suggest suitable next steps or actions as well as identify sources of support (such as the support of an appropriate adult or approved organisations)
Emerging	I know how to suggest what the laws around or consequences of certain behaviours and actions may be, and I know how to respond to a comprehension task about laws and statics. I know how to use my own personal values in decision making, but will need support in fully exploring all sides of an issue.	I know how to show a basic understanding of personal safety and the importance of making safe choices, but I need some guidance in applying this to real-life situations and scenarios. In scenario tasks I know how to identify common risks, but might miss some less obvious threats to safety. I can listen to but need guidance in deciding on the best course of action in some examples. I know how to recall some of the signposted support as directed in PSHE sessions.

# English as an Additional Language: Year 9

English Language: Proficiency Bands - Speaking / Listening / Reading / Writing

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can greet and introduce themselves</li> <li>- Can produce simple phrases about people and places, although often with errors, e.g. 'he say me'</li> <li>- Can express basic needs, often with errors, e.g. 'I not have ruler'</li> <li>- Can express basic feelings, often with errors, e.g. 'I am feel happy'</li> <li>- Can use common verbs but often with errors, e.g. 'teacher say', 'I not do it'</li> </ul>	<ul style="list-style-type: none"> <li>- Can make simple statements relating to lesson content when aided by a teacher</li> <li>- Pronunciation can be understood, and word stress is being attempted</li> <li>- Can handle short, simple exchanges, especially when words are repeated and spoken slowly and clearly</li> <li>- Can ask and answer basic questions, including those about very familiar topics</li> <li>- Can say what they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>- Can describe people, places and possessions in simple terms, e.g. 'she is a very tall lady with black glasses'</li> <li>- Can express feelings and wishes, and use common adjectives, with more independence</li> <li>- Can give answers to simple tasks on familiar topics, e.g. 'this animal cell, it has 3 parts'</li> <li>- Can sometimes hold conversations with English speakers who simplify their language</li> <li>- Can give simple directions and instructions</li> <li>- Can participate in short, routine discussions about topics of interest</li> <li>- Can discuss what to do next in a lesson and take suggestions, but will still have problems with conditional language</li> <li>- Can use time-related phrases, e.g. 'next week', 'last Friday', 'in November', 'at 3 o'clock'</li> <li>- Is beginning to successfully take part in group work and class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- In routine tasks, they can ask for and provide things, get simple information and discuss what to do next</li> <li>- Can express a variety of feelings</li> <li>- Can participate in informal but clearly-spoken discussions with friends</li> <li>- Can comment briefly on the views of others</li> <li>- Can correct some of their own grammatical errors</li> <li>- Can politely express and defend their beliefs and opinions, and if they agree or disagree with something</li> <li>- Can discuss familiar lesson content across different subjects</li> <li>- Can paraphrase to cover gaps in vocabulary or knowledge</li> <li>- Can use English effectively in problem-solving tasks</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can understand basic greetings</li> <li>- Can grasp very basic, slow instructions, especially when demonstrated beforehand</li> <li>- Knows a very small range of words</li> <li>- Can grasp basic meaning when spoken to clearly and given illustrations</li> <li>- Are quickly building their vocabulary every day</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand some frequently used words across different subjects</li> <li>- Can communicate when they don't understand something</li> <li>- Can grasp the meaning of new words when given context</li> <li>- Can understand basic questions about topics they have learnt</li> <li>- Are becoming more independent in speaking and listening tasks and not needing to ask for help as often</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand and respond to longer questions</li> <li>- Can understand the main points of someone's speech when about a familiar topic</li> <li>- Are beginning to grasp abstract lesson content</li> <li>- May ask for help in complex tasks and group scenarios</li> <li>- Are learning new words from across their different subjects</li> <li>- Are beginning to understand meaning communicated through intonation and word stress</li> <li>- Can mostly follow a clearly-spoken discussion or argument</li> <li>- Are becoming more independent in class, e.g. taking notes as the teacher speaks</li> <li>- Can understand the content of clear, recorded audio on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>- Can verbally negotiate with other pupils during group work</li> <li>- Are beginning to understand idioms when explained</li> <li>- Can mostly follow group discussions and can ask for clarification</li> <li>- Can understand more detailed classroom instructions</li> <li>- Can understand subject-specific words if they have been previously introduced to them</li> <li>- Can mostly adapt to any changes in the classroom routine</li> <li>- Can understand the gist of video/audio content and can answer questions on it</li> <li>- Can listen at a level close to their peers, and for longer periods of time</li> <li>- Beginning to interpret meaning from intonation, volume, word stress, repetition and pacing</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Begins to identify sound-symbols at word level</li> <li>- Recognises and reads common words out loud with proper pronunciation</li> <li>- Can recognise and use new English words in the classroom context</li> <li>- Continues to use first language and cultural experience when given a word (volcano – Vulcan)</li> <li>- Can use and understand images and other visuals as a source of meaning</li> <li>- Can read simple words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand and read aloud sentences and short texts</li> <li>- Can recognise and understand familiar words and phrases on displays and notices in school</li> <li>- Can understand and use punctuation correctly</li> <li>- Can recognise common spelling patterns, prefixes ('re' in replace) and suffixes ('cycle' in bicycle)</li> <li>- Can read a text and respond correctly to the tasks (with/without using also digital media and translation)</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise many words by sight; begins to use sound-symbols correspondence to decode unfamiliar words</li> <li>- Can classify and sort visual images using word labels or icons</li> <li>- Can understand phrases and simple sentences (with visual) taught</li> <li>- Can find and extract information in a short text taught, answering Wh-questions</li> <li>- Can understand and use diagrams, charts and other displays showing notices around the school</li> <li>- Can recognise and understand subject-based vocabulary and expressions with support</li> <li>- Can begin to combine developing learning strategies like using word recognition, context, own experience and rereading to decipher meaning</li> <li>- Can attempt to navigate lesson material, using headings, content lists, page numbers, visuals and graphics</li> <li>- Can begin to make use of visual cues and graphic information when reading without prompting</li> <li>- Can read and understand most of the words/sentences/short passages in texts taught</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand and locate relevant information in online and printed material, and in everyday written items like emails and school letters/notices</li> <li>• Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing</li> <li>• Can recognise meaning relationships like cause/effect and time sequences across sentences signalled by signpost words like because and different from</li> <li>• Can understand and track meaning across sentences and passages, recognising topic-related language and cohesion markers</li> <li>• Can read short texts aloud, showing awareness of word inflections ('-ed') and using punctuation</li> <li>• Can understand fictional texts in prose but still need help to distinguish literal meaning from implied meaning</li> <li>• Can understand curriculum-based texts beyond the literal level, with teacher and peer support, using context and visual clues</li> <li>• Can extract key information and messages from curriculum subject text and re-present them in a different form (e.g. mind map)</li> <li>• Can begin to identify the author's perspective in curriculum content and literary texts</li> <li>• Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar, metaphoric, and figurative expressions</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can label pictures with simple words</li> <li>- Can form English letters</li> <li>- Can copy and write own name</li> <li>- Can use first language to communicate</li> <li>- Can copy off the board</li> </ul>	<ul style="list-style-type: none"> <li>- Knows simple spelling patterns</li> <li>- Can complete simple sentence starters for example 'I like'</li> <li>- Can write name, address, age, date of birth when filling in forms</li> <li>- Can write simple isolated words related to the curriculum</li> <li>- Can write simple phrases about themselves</li> <li>- Can layout work for subjects for example date, title</li> </ul>	<ul style="list-style-type: none"> <li>- Can write sound patterns from listening</li> <li>- Can use commas, full stops and capital letters correctly</li> <li>- Can use everyday vocabulary</li> <li>- Can begin to know difference between formal language and slang</li> <li>- Can show awareness of range of tenses but tends to use the same tense for different situations. For example simple present tense for both present and past events</li> <li>- Can construct sentences independently but may require modelling</li> <li>- Can use the past tense and produce paragraphs</li> <li>- Can write cohesive paragraphs</li> <li>- Can write answers in sentences and paragraphs in different subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Can use connective to link with and between paragraphs</li> <li>- Can use a variety of tenses</li> <li>- Can write a variety of different sentence types for example, simple, compound and complex</li> <li>- Can present abstract and concrete information in different subjects</li> <li>- Can analyse information and select what is relevant to the task</li> <li>- Can communicate effectively with increasing independence through writing but there are still errors in grammar and vocabulary</li> <li>- Can convey emotions, thoughts and opinions on topical issues, and of personal interest</li> <li>- Can write basic descriptions of past and present events based on personal experience and emotion</li> <li>- Can write accounts, explain cause and effect and justify reason for actions</li> <li>- Can edit their writing with teachers and peers</li> </ul>