

RHSC

English department

English level descriptors

RHSC Grade 8 & 9	<p>I can:</p> <ul style="list-style-type: none">· show sophisticated understanding of language· analyse the effects of the writer's choices of language in close detail· offer a summative overview which synthesises the information adeptly· employ and integrate a range of apposite quotations to support ideas· select and integrate a judicious range of quotations and examples· use sophisticated subject terminology impressively· show detailed and perceptive understanding of structural features· analyse in close detail the effects of the writer's choice of structural features· make use of cohesive features which are impressively embedded throughout my writing· exploit form for purpose and audience, with an impressive sense of immersion in the chosen genre· use structural devices which complement and fully support the purpose and thrust of the piece· use language artfully and self-consciously with consistent crafting for impact· use punctuation to create sophisticated and deliberate effects
RHSC Grade 7	<p>I can:</p> <ul style="list-style-type: none">· summarise and critically evaluate with detailed and perceptive understanding· understand and respond with insight to explicit and implicit meanings and viewpoints· analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure· substantiate their understanding and opinions with illuminating references to texts and contexts· make convincing and apt links and comparisons within and between texts· communicate with impact and influence· produce ambitious, accomplished and effectively-structured texts· use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact· spell, punctuate and use grammar accurately so that writing is virtually error-free· use punctuation which heightens the impact of my writing· use sentence structures to impressive effect

RHSC Grade 6	<p>I can:</p> <ul style="list-style-type: none"> · analyse in detail the effects of the writer’s choices of language · select a range of precisely selected quotations and examples · use increasingly sophisticated subject terminology accurately · analyse in detail the effects of the writer’s choice of structural features · sustain a convincing, informed personal response to explicit and implicit meanings of texts · sustain a perceptive critical analysis of the ways in which writers use language, form and structure · use judicious and well-integrated textual references to develop personal responses · show perceptive understanding of how contexts shape texts and responses to texts · make illuminating comparisons between texts · select a judicious range of quotations and examples · use sophisticated subject terminology effectively · spell almost always accurately, including highly irregular spellings · use a range of punctuation purposefully and effectively · use varied and sophisticated sentence structures
RHSC Grade 5	<p>I can:</p> <ul style="list-style-type: none"> · show an assured understanding of language · offer convincing and developed explanations of the effects of the writer’s choices of language · show and assured engagement with writers’ ideas and attitudes and provide perceptive interpretations · select a range of quotations and examples precisely · use subject terminology accurately · use structural/organisational devices to clarify and support my purpose, helping readers to navigate my writing · present subject matter/ideas in an appropriately sustained way, making assured judgements about the impact of depth/detail on readers’ engagement · select and use language with deliberate control, with effects worked for · make confident and skilful use of form, including the appropriate generic elements · use a wider range of discourse markers and cohesive ties to heighten fluency · use a full range of punctuation marks accurately and assuredly · spell accurately with only a few lapses

RHSC Grade 4	<p>I can:</p> <ul style="list-style-type: none"> · develop a generally coherent and engaged response to explicit and implicit meanings of texts · develop a clear understanding of the ways in which writers use language, form and structure · use apt textual references to support responses · use understanding of contexts to inform responses to texts · make credible comparisons between texts · show clear understanding of language · clearly explain the effects of the writer's choices of language · select a range of relevant quotations and examples · use subject terminology accurately · show clear understanding of structural features · clearly explain the effects of the writer's choice of structural features · communicate effectively, sustaining the reader's interest · produce coherent, well-structured and purposeful texts · vary sentence types and structures and use vocabulary appropriate to purpose and effect · spell, punctuate and use grammar accurately with occasional errors
RHSC Grade 3	<p>I can:</p> <ul style="list-style-type: none"> · show some understanding of and make comments on the effect of language · select some relevant quotations and examples · use some subject terminology to support ideas · show some understanding of structural features · attempt to comment on the effect of structural features · understand the ways in which meaning and information are conveyed in a range of texts · articulate personal and critical responses to poems, plays and novels · show awareness of the thematic, structural and linguistic features of a range of texts · understand why some texts are particularly valued and influential · select, synthesise and compare information from a variety of sources
RHSC Grade 2	<p>I can:</p> <ul style="list-style-type: none"> • show some awareness of language • attempt brief comments on the effect of language

	<ul style="list-style-type: none">• select quotations and examples but I sometimes choose ones which aren't relevant· use some subject terminology, not always appropriately· show some understanding of structural features· sometimes comment on the effect of structural features· read, understand and discuss a range of texts· identify different layers of meaning and comment on their significance and effect· give a personal response to literary texts and refer to aspects of language, structure and themes to justify my views· make connections between texts from different times and cultures; I can link these to my own experiences· summarise a range of information from different sources· write fluently and engage and sustain the reader's interest· adapt my style of writing and language choices to suit different forms· experiment with a range of sentence structures and a very varied vocabulary in order to create effects· organise my ideas in well-developed, linked paragraphs· spell, even irregular words, generally accurately· use a range of punctuation to clarify my meaning, for example, semi colons· produce handwriting which is neat and legible.
RHSC Grade 1	<p>I can:</p> <ul style="list-style-type: none">· describe and summarise texts with some accuracy and understanding· respond in a straightforward way to most obvious pieces of information and viewpoints· make some relevant comments about language and structure and support my comments with some general references from a text· make straightforward links between texts· communicate simply with some clarity for the reader· produce texts with basic structures and some awareness of purpose· show some control over sentence type and structure and use familiar vocabulary to some effect· spell, punctuate and use grammar with limited accuracy· understand a range of texts and can select the essential points from them· deduce and infer information and meaning from these texts· identify key features, themes and characters and can select sentences, phrases and relevant information to support my views· understand that texts fit into historical and literary traditions· retrieve and collate information from a range of sources.

	<ul style="list-style-type: none"> · generally spell words with more complicated spelling patterns correctly · use a range of punctuation, including commas, apostrophes and inverted commas · use handwriting which is clearly legible and fluent
RHSC Grade H	<p>I can:</p> <ul style="list-style-type: none"> · show limited awareness of language · offer limited comment on the effect of language · refer to a limited range of textual details or examples · make simple mention of subject terminology · show limited awareness of structure · offer limited comment on the effect of structure · make my writing lively and thoughtful in a range of forms · often sustain and sometimes develop my ideas in interesting ways · make vocabulary choices which are sometimes adventurous and I do occasionally use words for effect · use complex sentences to extend meaning · generally spell simple words accurately · begin to use some punctuation within my sentences e.g. commas · produce handwriting which is fluent and legible · read a range of texts and show understanding of their main ideas, themes, events and characters. · sometimes infer and deduce meanings from the texts that I read · understand how texts reflect the time and culture in which they were written
RHSC Grade I	<p>I can:</p> <ul style="list-style-type: none"> · read some texts fluently, accurately and independently · try and work out an unfamiliar word's meaning out by myself, and I am often successful · usually understand the main points of a piece of writing · formulate my own ideas and opinions about a text I have read · usually organise my writing and I try to be imaginative · sometimes adapt what I am writing to consider what the reader wants · develop my ideas logically · sometimes choose words for variety and interest · usually form sentences correctly

	<ul style="list-style-type: none"> · spell simple words correctly · use full stops, capital letters and question marks accurately · write legibly
RHSC Grade J	<p>I can:</p> <ul style="list-style-type: none"> · read and understand most simple texts · express opinions about major events or ideas in stories, poems and non-fiction texts · use a range of strategies to help me try to read words I don't recognise and understand their meanings · create both stories and some other styles of writing using appropriate vocabulary · sometimes think about the reader when I am writing and try and change what I write to suit them · write in sentences, which sometimes have a capital letter and a full stop · usually spell short, simple words correctly · Form letters accurately and make them the right size.
RHSC Grade K	<p>I can:</p> <ul style="list-style-type: none"> · recognise familiar words in simple texts · use my knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud, although I sometimes need support · say what I like/enjoy about poems, stories and non-fiction · use simple words and phrases in writing · sometimes use full stops correctly · Shape letters clearly and write them the correct way round
RHSC Grade L	<p>I can:</p> <ul style="list-style-type: none"> · understand that words, symbols and pictures convey meaning · recognise or read a growing repertoire of familiar words or symbols, including my own name · recognise at least half the letters of the alphabet by shape, name or sound · associate sounds with patterns in rhymes, with syllables, and with words or symbols · show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories · show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right · write my name with appropriate use of upper- and lower-case letters or appropriate symbols.
RHSC Grade M	<p>I can:</p> <ul style="list-style-type: none"> · show an interest in the activity of reading · predict elements of a story, for example, when the adult stops reading, I fill in the missing word · distinguish between print or symbols and pictures in texts

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| | <ul style="list-style-type: none">· understand the conventions of reading, for example, following text left to right, top to bottom and page following page· understand that my name is made up of letters· group letters and leave spaces between them as though I am writing separate words· choose and link symbols together, writing my name and one or two other simple words correctly from memory |
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