

English Age-Related Expectations grid

Y11 (Grade 6+) working above expectation	To confidently select evidence to support responses across a wide range of challenging fiction and non-fiction texts. <i>GCSE typical mark AO15/5, 3/3</i>	To maintain an overall view of texts, and their development, with sustained focus on how both writers convey their views and summarise similarities and differences <i>GCSE typical mark AO3 7+/10</i>	To maintain an overall view of texts, and their development or journey. Perceptive and precise comments on the writer's use of language, attitudes & intentions. <i>GCSE typical mark AO4 7+/10</i>	To demonstrate a clear understanding of writer's attitude, and how character's change throughout texts. Comments on the writer's choices are sustained. <i>GCSE typical mark AO4 7+/10</i>	Clear and consistently demonstrate understanding of the AOs and question demands across poetry and novels. Make thoughtful, precise comments. Consider writer's intention. Analyse how messages/ideas connect. <i>GCSE Lit typically lower band 4+</i>	To range beyond the Anecdotal Narrative method successfully. Originality and flair is developed and writing is well crafted and detailed. <i>GCSE Narrative typical mark C&O 13+/24</i>	Convincing and authentic responses. Consistently generates 5 ideas independently to create sustained responses. Paragraphs are developed using a range of strategies and are linked effectively. <i>GCSE Transactional typical mark C&O 7+/12</i>	Used to confidently control writing: Complex sentences are punctuated accurately. Range of sentence structures aid meaning. Spellings including irregular words are accurate. Tense and agreement is secure. Ambitious, appropriate vocabulary is used with precision. Dashes/brackets for asides <i>VSSPS 5+/8 or 8+/16</i>	Ideas expressed are sophisticated and utilise a wide range of challenging vocab. Strategies are used to craft a presentation & engage the audience. Responses to feedback/questions is sustained and perceptive.	
Year 11 (Grade 5)	To confidently select evidence to support AO1 responses across a wide range of fiction and non-fiction texts. Use 'both texts' accurately for synthesis questions to link evidence where appropriate. <i>GCSE typical mark AO15/5, 3/3</i>	Be able comment on what both writers say, and how they convey their views. Use appropriate connectives to help summarise similarities and differences. <i>GCSE typical mark AO3 5-6/10</i>	Track the text from beginning to end, selecting a range of relevant evidence. Draw some sound inferences and use 'This suggests...' and standard technical vocabulary to comment on the impact on the writer's choices of language. <i>GCSE typical mark AO4 5-6/10</i>	Systematically offer a personal opinion of each view in a non-fiction text, and/or how characters change. Comment on how successfully the writer's use of content and language influence your views. <i>GCSE typical mark AO4 5-6/10</i>	Consider 5 points of comparison in poetry (the ideas in the poem - from memory and unseen) and develop a paragraph from each. Confidently explore GCSE texts through extract/whole text questions. <i>GCSE Lit typically upper band 3</i>	Deploy the Anecdotal Narrative method effectively independently <i>GCSE Narrative typical mark C&O 10/24</i>	Reliably generate 4-5 ideas independently to create authentic responses. Develop paragraphs using a range of strategies. Link paragraphs effectively. Write 2+ pages of continuous writing from across the writing types in 30 mins. <i>GCSE Transactional typical mark C&O 6+/12</i>	Possessive apostrophes are accurate. Complex sentences are punctuated accurately. Most spellings including irregular words are accurate. Tense and agreement is secure. Vocabulary is used with precision <i>GCSE typical marks VSSPS 4/8 or 8/16</i>	Expresses detailed and sustained feelings/ideas & opinions using a range of appropriate language. Presentations are clear and engage an audience through apt structure and detailed responses to questions and feedback.	
Year 10	To confidently select evidence to support AO1 responses across fiction and non-fiction texts, in their own words or bullet points/ sentences as appropriate to the question. <i>GCSE typical mark AO14/5, 2/3</i>	Identify and explain several details presenting views in two texts. When dealing with the second text, refer back to the first, making comparisons, including some comparison of 'how'. <i>GCSE typical mark AO3 4-5/10</i>	Track a text methodically, using evidence-comment to discuss examples based on the development of the extract (beginning-development-ending). <i>GCSE typical mark AO2 4-5/10</i>	Use details from a text to describe some different views expressed by a writer. Offer a personal view in response to writer's craft and changes throughout the extract. <i>GCSE typical mark AO4 4-5/10</i>	Write about GCSE texts with some confidence; understanding the demands of extract, whole text* and poetry questions. Confident use of context to support explanations. *Draft essays in response to Shakespeare (character, theme). <i>GCSE Lit typically upper band 2 - lower band 3</i>	Deploy the Anecdotal Narrative method, developing character and finishing with an effective, reflective ending <i>GCSE Narrative typical mark C&O 8/24</i>	Independently generate 4-5 ideas and develop each paragraph. Use specific details. Adapt ideas and language to audience and purpose. Reliably write 2 sides in 30mins. <i>GCSE Transactional typical mark C&O 6/12</i>		Can express challenging ideas and consistently achieves the purpose of the presentation. Responds to questions formally and with detail.	
Year 9	To confidently select and embed evidence to support 5 mark fiction responses. To confidently collate evidence from two non-fiction texts (using paraphrasing or embedded quotation). <i>GCSE typical mark AO1 3/5, 2/3</i>	Be able to locate and retrieve straightforward information and draw inferences from C19 and modern texts of untiered GCSE level of sophistication and length. <i>GCSE typical mark AO4 3/10</i>	Track a modern text of untiered GCSE level of sophistication and length and make straightforward inferences suggesting why ideas or events have been organised in that way. <i>GCSE typical mark AO2 3/10</i>	Use details from a C19 text of untiered GCSE level of sophistication and length to describe a couple of views expressed by a writer. Offer a personal view in response to details. <i>GCSE typical mark AO4 3/10</i>	Show ability to recall and deploy details of texts incl. Anthology Poetry from memory and use details from unseen texts to make poetry comparisons. Respond to an exploding extract (play). Place the extract. Develop comments, offering some tentative comments ("This could suggest...") <i>GCSE Lit typically band 2</i>	Be able to describe moments of crisis in 'slow motion'. Narratives have an engaging 'problem'. Be able to describe the reactions of the narrator and others to the story's main problem.	Independently generate 4 ideas with some development of each using some strategies from <i>Teaching Non-fiction</i> . Completion of at least 1 1/2 pages of continuous writing. Write effectively in formal style e.g. report. Write effectively in a lively style, e.g. articles, review writing	Use was/were, your/you're, there/their/they're, it's/its, contraction apostrophes, been/being usually correctly. Accurate speech punctuation. Tense and agreement may have some slips <i>GCSE typical marks VSSPS 3/8 or 6/16</i>	Beginning to express challenging idea/information or feelings. Selecting vocabulary to support topic. Organises and structures presentations clearly and consistently to meet audience. Responds to questions.	
↑ Using GCSE standard texts (both in terms of sophistication and length) ↑										
Year 8	To select a range of relevant textual evidence from fiction and non-fiction texts to meet the question. To embed evidence into clear sentences in response to a question.	Select information from two sources and present it in two well-organised paragraphs (surname says + connective + surname says). Begin to identify the similarities and differences between the writer's methods.	Track the text systematically and make some inferences based on the overall action. Use the 'suggests' formula to successfully describe the impact of some of the writers' choices based on the development/change of the action.	Use details from a text to describe some simple views expressed by a writer. Offer a personal view and explanation in response to some of these views. Offer a personal response to a character, and how they are presented at different points in an extract or text.	Respond to an "extract and in the novel as a whole" question. Show knowledge of the whole text. In response to a Shakespeare extract, use evidence from the beginning, middle and end. Develop comments about a character, e.g. This shows the audience that...	Be able to 'hold the moment' with verbs and adverbs within a simple anecdotal narrative. Evidence can be shown across a range of written pieces: <ul style="list-style-type: none"> • poetry • scripts • descriptive • narrative 	Independently generate 3-4 ideas with some development of each using some strategies from <i>Teaching Non-fiction</i> . Completion of at least 1 page of continuous writing. Write effectively in formal style e.g. formal letter to MP/article. Use formal letter layout.	Use full stops and capital letters accurately. High and most medium frequency words are spelled correctly. Lower frequency words or irregular words may be misspelled.	Can speak for a continuous amount of time to convey straightforward idea. Some attempts are made to structure/organise ideas to meet an audience. Listens and appropriately responds to questions/feedback.	
Year 7	Be able to independently locate and retrieve straightforward information and draw straightforward inferences from fiction and non-fiction	To select relevant evidence from two texts.	Track a text systematically and identify the main events. Make some inferences based on the overall action. Use 'This suggests...' to attempt comment on any of adjectives, adverbs, verbs, similes and metaphors.	Independently identify a writer's general views. Offer personal opinions of those views with explanations.	Tell the story of a literary text in writing (who, what, where, when). Track through an age-appropriate poem. Recall and deploy an explanation, linking context to meaning. Examine a character in an extract (novel).	Be able to zoom in on details and use show not tell within a simple piece of descriptive writing. Evidence can be shown across a range of written pieces: <ul style="list-style-type: none"> • poetry • scripts • descriptive • narrative 	Independently generate at least 3 ideas and develop some paragraphs beyond topic sentence + one other, e.g. by using an example or anecdote. Completion of at least 1 page of continuous writing. Write successful informal letters and speeches/talks		Can express straightforward idea/feelings and makes an attempt to organise ideas so presentations have some structure. Can respond to questions.	
↑ Using appropriate texts (more sophisticated than KS2 tests, e.g. old GCSE foundation tier standard) ↑										
Year 6 (From STA & OPA)	Retrieve information from non-fiction. Draw inferences based on evidence. Summarise main ideas using details for illustration.	Make comparisons within and across books.	Draw inferences based on evidence. Discuss impact of figurative language.	Make a personal response to texts.	Identify and discuss themes. Refer to context when interpreting a literary text. Recall poems from memory.	Can describe settings, characters and atmosphere and can reveal character through dialogue. Can maintain pace of plot. Ref to beginning at end.	Can write an introductory paragraph followed by 3 points each of 2 or more sentences. Can use examples and connectives. Can use formal & informal styles.	Distinguish homophones. Spell key complex words. Use prefixes and suffixes. Understand tense & agreement. Punctuate sentences and subordinate clauses.	Can speak with some confidence about simple topics. Ideas are linked and are relevant to task.	
	Information retrieval	Comparison	Craft of the writer	Evaluation	Literary study (not covered elsewhere)	Creative writing (content & organisation)	Transactional writing (content & organisation)	Written accuracy (VSSPS)	Speaking an listening (Spoken language)	
	AO1.1, AO1.2	AO3	AO2, Lit AO2	AO4	Lit AO1, AO3	AO5	AO5	AO6	AO7/8/9	