

## RET English - KS3 Stage Ladder

Students will be taught to:

- express themselves fluently, articulately, powerfully and precisely via their writing and the spoken word.
- comprehend, analyse and evaluate information via their reading and listening
- think and write creatively, inspired by the craft of successful writers and established forms
- understand the way in which words have, and continue to, shape the world
- take joy in appreciating great writing, both from the cannon and the present day, building common cultural capital, to become empowered and engaged global citizens



Stage		Reading	Writing
Y9++	7	Comprehension is very secure with only rare misunderstandings. Summarises, synthesises and makes perceptive connections between key points from a text. May identify patterns of inference at word, sentence and text level. Clear analysis in critical responses to text explores common strands and patterns in the writer's whole text and language choices. Using relevant context to further analysis on a text and its form.	Ideas are gathered, rejected, selected and sequenced logically and coherently before writing, and sentence structure and vocabulary are reviewed for clarity during and after writing. Paragraphs and sentences are deliberately crafted for effect or emphasis, and vocabulary is selected for clarity, concision and precision. Secure coherence at word, sentence and whole text level considering purpose and audience.
Y9+	6	Uses a widening range of reading strategies to counter misunderstanding. Summarises and synthesises a range of key points from a text with some precision. Beginning to consider layers of inference at word level. Confident critical responses are supported with some analysis of the writer's whole text and language choices. Links relevant context to textual analysis.	Ideas are gathered and sequenced logically and coherently before writing with occasional revision of sentence structure for clarity after writing. Paragraphs and a broader repertoire of sentence structures are increasingly crafted for effect, and vocabulary is deliberately chosen to achieve specific impact. General coherence at word, sentence and whole text level in relation to purpose and audience.
Avg EOY9	5	Frequent tracking and cross referencing to inform consistent reading comprehension. Summarises and synthesises a range of key points from a text with some skill. Draws securely founded inferences from close reading. Critical responses are more confident, beginning to focus on how the writer's whole text and language choices have shaped a text and the reader's response. Uses context to comment on text and its form.	Ideas are gathered, sequenced and appropriately shaped before writing, and vocabulary is consistently reviewed after writing. Paragraphing is secure, sentences suggest some deliberate crafting of length and clause structure, and vocabulary is increasingly chosen with care and sometimes to achieve specific effect. Growing coherence in relation to purpose and audience.
Avg EOY8	4	Frequent tracking and cross referencing to inform reading comprehension. Some effective summary and synthesis of key points from a text. Draws inferences from close reading. Increasingly competent critical responses consider the writer's whole text and language choices, making more detailed comments on their impact. Using relevant context to inform their reading of a text.	Ideas are gathered and sequenced with some sense of logical progression before writing and more attention is paid to revision of vocabulary choices after writing. Paragraphs are used to organise content, sentences show growing awareness of structure and some evidence of deliberate crafting, and vocabulary is developing and used with some precision. Some coherence in relation to purpose and audience.
Avg EOY7	3	A growing range of reading strategies to tackle unfamiliar words. Attempts to summarise and synthesise key points from a text. Draws inferences from specific evidence. Responses are more analytical, objective and formal, supported with straightforward comments on the writer's whole text and language choices and their impact on the reader. Able to identify contextual information and link it to aspects of text.	A number of ideas gathered and shaped before writing with occasional revision to vocabulary after writing. Paragraphing is appropriate with some inconsistency, sentences are increasingly varied though largely for meaning, and vocabulary is wider with some consideration of impact.
Avg EOY6	2	Beginning to develop strategies to track reading comprehension. Can identify the majority of key points and link them. Makes increasingly specific inferences. Responses are more objective with a developing awareness of the writer's whole text and language choices and their effect. Beginning to identify contextual information.	Some relevant ideas gathered and organised before writing; consistent proof-reading to correct a range of errors after writing. Paragraphing is accurate but not used consistently, sentences make use of a broader range of subordinating conjunctions, and a growing vocabulary is chosen with greater awareness of effect. Little evidence of coherence in relation to purpose and audience.

	<b>1</b>	Inconsistent tracking of reading comprehension. Can identify some key points in a text and make limited connections. Beginning to make specific inferences. An increasingly focused response to texts showing some awareness of the writer's whole text and language choices and their effect. Little or no awareness of contextual information.	Some ideas gathered and some attempts to organise before writing, and a limited range of errors corrected after writing. Paragraphing is inconsistent, sentence structure is more varied with a limited range of subordinating conjunctions, and vocabulary is broader but largely chosen for explicit meaning. No evidence of coherence in relation to purpose and audience
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