

# ENGLISH BROCKINGTON COLLEGE

## ABILITY BAND AND ASSESSMENT POINT DESCRIPTORS

### English Year 8 AP1

Ability Band 3	Ability Band 2	Ability Band 1
<ul style="list-style-type: none"> <li>Summarise and evaluate texts with accuracy and sustained understanding</li> <li>Understand and make detailed responses to explicit and implicit meanings and viewpoints</li> <li>Analyse and evaluate various aspects of language, grammar and structure</li> <li>Support their personal response with precise embedded references to texts and contexts</li> <li>Make increasingly independent links and comparisons within and between texts</li> </ul>	<ul style="list-style-type: none"> <li>Confidently describe and summarise with accuracy and clear understanding</li> <li>Respond with increasing detail to most explicit and some implicit information and viewpoints</li> <li>Make relevant comments about language and structure</li> <li>Support their comments and opinions with quotations from the text</li> <li>Make straightforward links between texts</li> </ul>	<ul style="list-style-type: none"> <li>Make some straightforward points about a text with some limited detail.</li> <li>Spot words in a text in response to questions and make some limited attempt to explain their effect</li> <li>Develop a limited personal response to a text</li> <li>Notice some simple similarities and differences between texts.</li> </ul>
<ul style="list-style-type: none"> <li>Communicate with increasing confidence and clarity of voice</li> <li>Produce engaging, developed texts with conscious shape and cohesion</li> <li>Use a variety of sentence types and structures and increasingly sophisticated vocabulary that is selected for effect</li> <li>Spell, punctuate and use grammar accurately, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas with increasing success and clarity</li> <li>Produce texts with structural features and increasing awareness of purpose</li> <li>Show control over sentence type and structure and use some sophisticated vocabulary to some effect</li> <li>Spell, punctuate and use grammar with increased accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with some increased detail and meaning</li> <li>Attempt to produce a text with some increased structural features</li> <li>Try to use a range of sentence types with some simple vocabulary</li> <li>Make some increased attempt to spell and punctuate writing</li> </ul>
<ul style="list-style-type: none"> <li>Frequently expresses more challenging thoughts and ideas both in an individual presentation and within a group setting.</li> <li>Displays a very good command of standard English</li> </ul>	<ul style="list-style-type: none"> <li>Increasing skill in expressing their thoughts and ideas both in an individual presentation and within a group setting.</li> <li>Displays a good command of standard English and be able to adapt language to meet the</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about a topic, place or person for a short period of time.</li> <li>Use of standard English will be limited with some basic attempt to vary vocabulary</li> <li>Shows increasing awareness of character in</li> </ul>

<ul style="list-style-type: none"><li>• Able to adapt language to meet the needs of the situation consistently and with increasing confidence</li><li>• Can develop and confidently sustain the role of a character skilfully when participating in drama activities</li></ul>	<p>needs of the situation with some consistency.</p> <ul style="list-style-type: none"><li>• Can take on the role of a character with increasing skill when participating in drama activities.</li></ul>	<p>drama activities.</p>
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## English Year 8 AP2

Ability Band 3	Ability Band 2	Ability Band 1
<ul style="list-style-type: none"> <li>• Demonstrate a thoughtful, detailed and developed response to explicit and implicit meanings of texts</li> <li>• Develop a critical analysis of the ways in which writers use language, form and structure</li> <li>• Use apt and integrated textual references to develop personal responses to texts</li> <li>• Demonstrate a convincing understanding of how contexts shape texts and responses to texts</li> <li>• Make insightful comparisons between texts</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise and begin to evaluate with clear accuracy and understanding</li> <li>• Understand and make relevant responses to explicit and implicit meanings and viewpoints</li> <li>• Analyse and evaluate relevant aspects of grammar, language and structure</li> <li>• Support their comments and opinions with clear and appropriate references to texts with some reference to wider reading</li> <li>• Make relevant links and comparisons between texts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and summarise with some accuracy and understanding</li> <li>• Respond in a limited way to explicit information and viewpoints</li> <li>• Make limited comments about language and structure</li> <li>• Support some independent comments with simple textual details</li> <li>• Make simple connections between texts</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate ideas convincingly</li> <li>• Produce varied and inventive texts which are effectively structured to shape the reader's response</li> <li>• Use a range of sentence types and structures and sophisticated and appropriate vocabulary</li> <li>• Spell, punctuate and use grammar accurately so that writing is mostly error-free</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate important ideas clearly and begin to sustain the reader's interest</li> <li>• Produce coherent texts, with effective use of structural features and awareness of purpose</li> <li>• Vary sentence types and structures and use a range of vocabulary that is mostly appropriate for purpose and effect</li> <li>• Spell, punctuate and use grammar accurately on most occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with some meaning, with some clarity for the reader</li> <li>• Produce texts with limited yet clear structural features</li> <li>• Show some control over sentence type and structure and use familiar vocabulary</li> <li>• Spell, punctuate and use grammar with limited accuracy</li> </ul>
<ul style="list-style-type: none"> <li>• Exceptionally confident in expressing more challenging ideas both in an individual presentation and within a group setting.</li> <li>• Displays a sophisticated command of standard English</li> <li>• Able to adapt language to meet the needs of the situation consistently and skilfully.</li> <li>• Assured development of character with a sustained and convincing performance</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently express thoughts and ideas both in an individual presentation and within a group setting.</li> <li>• Display a good command of standard English</li> <li>• Adapt language to meet the needs of the situation consistently.</li> <li>• Sustain the role of a character skilfully when participating in drama activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate some thoughts and ideas to an audience and within a group setting.</li> <li>• Some awareness of standard English and the need to apply it to certain situations.</li> <li>• Can take on the role of a character with some success when participating in drama activities.</li> </ul>