Bideford College English Faculty: Key Stage 2 – 4 Progress Matrix

GCSE AOs	Skill Strands	In order to get a **grade 1** you must be able to	In order to get a **grade 2** you must be able to	In order to get a **grade 3** you must be able to	In order to get a **grade 4** you must be able to	In order to get a **grade 5** you must be able to	In order to get a **grade 6** you must be able to	In order to get a **grade 7** you must be able to	In order to get a **grade 8** you must be able to	In order to get a **grade 9** you must be able to
AO5/AO6	**Write texts that are appropriate to task, with a clear viewpoint, audience and purpose.**	E1.1: show some attempt to match writing to purpose and engage the audience using form.	E2.1: attempt to match writing to purpose, with some attempt to engage audience using aspects of form.	E3.1: generally match writing to purpose, with an attempt to engage the audience using aspects of form.	E4.1: Show clear, application of writing to suit purpose & audience. Steady adaptation of aspects of form.	E5.1: show assured application of writing to suit purpose & audience. Consistent use of form.	E6.1: write to suit purpose and audience. Creative adaptation of aspects of form.	E7.1: show a perceptive application of writing; distinctive personal voice. Judicious manipulation of form.	E8.1: apply accomplished writing with distinctive personal voice. Sophisticated manipulation of form.	E9.1: craft writing to publication standard with a mature, critical voice and mastery of skill.
AO5/AO6	**Organise whole texts, sequencing and structuring ideas. Use cohesion within well-structured paragraphs.**	E1.2: show some attempt to organise writing.	E2.2: show some attempt to organising writing in a simple way.	E3.2: generally signal opening and closing, with an attempt to organise ideas in a logical order.	E4.2: demonstrate sound organisation of ideas within/between paragraphs. Steady use of connective devices.	E5.2: demonstrate assured organisation of ideas signalling direction, consistent use of cohesive devices.	E6.2: show thorough shaping of ideas for imaginative /rhetorical effect. Creative use of cohesive devices	E7.2: shape ideas for imaginative/rhetorical effect. Judicious control of cohesive devices.	E8.2: shape ideas for imaginative/ rhetorical effect. Sophisticated control of cohesive devices.	E9.2:craft writing to publication standard with a mature, critical voice and mastery of skill.
AO5/AO6	**Vary sentences for clarity, purpose and effect.**	E1.3: attempt simple structures, with limited or no control of tense and verb forms.	E2.3: show some attempt to employ simple structures, with limited control of tense and verb forms.	E3.3: generally employ simple structures, with an attempt to vary sentence types and functions.	E4.3: show a sound use of structures, steady attempt to vary sentence types and functions for effect.	E5.3: consistently attempt to vary sentence types and functions for effect/ meaning.	E6.3: show thorough and creative variation of sentence types & functions for effect, purpose and meaning.	E7.3: show perceptive and judicious variation of sentence types & functions for effect, purpose & meaning.	E8.3: show accomplished variation of sentence types /functions for effect, purpose and meaning.	E9.3:craft writing to publication standard with a mature, critical voice and mastery of skill.
AO5/AO6	**Write with technical accuracy including syntax, spelling and punctuation.**	E1.4: demonstrate a limited use of punctuation or correct spelling.	E2.4: attempt to use correct punctuation and spelling, limited control of syntax.	E3.4: use full stops, capital letters, question & exclamation marks; spell common words accurately.	E4.4: use SE, speech marks and commas accurately. Inflections, tense, plurals correct on most occasions.	E5.4: use SE, full punctuation to demarcate clauses accurately. Correct sp. of terminology.	E6.4: use a full range of punctuation accurately in a variety of sentences. Spell correctly throughout.	E7.4: use a full range of punctuation precisely in a wide variety of sentences. Spell correctly throughout.	E8.4: use a sophisticated and impressive range of punctuation and sentences. No spelling errors.	E9.4:craft writing to publication standard with a mature, critical voice and mastery of skill.
AO5/AO6	**Select and use appropriate and effective vocabulary.**	E1.5: make limited vocabulary choices, with no words selected for effect.	E2.5: make some appropriate vocabulary choices, with limited words selected for effect.	E3.5: make generally appropriate vocabulary choices, with occasional words selected for effect.	E4.5: make sound vocabulary choices, with words clearly selected for effect.	E5.5: make assured and deliberate vocabulary choices, with words chosen for effect.	E6.5: make varied and ambitious vocabulary choices for effect.	E7.5: make precise and imaginative vocabulary choices for effect.	E8.5: write with sophisticated, impressive and wide ranging vocabulary, employing originality of choices for effect.	E9.5: craft writing to publication standard with a mature, critical voice and mastery of skill.

		E1	E2	E3	E4	E5	E6	E7	E8	E9
A01 A02	**Select and retrieve information. Deduce and infer layers of meaning.**	E1.6: make limited reference to the text. No attempt to explain writer's choice.	E2.6: make some textual references and a limited attempt to explain writers' choices.	E3.6: make general textual references. Attempt to explain writers' language choices.	E4.6: attempt to select evidence across the text(s) and make sound comments about writer's intentions.	E5.6: select of evidence with secure comments which justify understanding of writer's intentions.	E6.6: precisely select evidence. Thorough exploration of layers of meaning across text(s).	E7.6: make an insightful selection of evidence. Perceptive evaluation of layers of meaning across text(s).	E8.6: carefully select evidence. Sophisticated evaluation of layers of meaning across text(s).	E9.6: deconstruct texts with an academic and critical engagement, employing a mature register.
A03 A04	**Identify and comment on the structure and organisation of texts.**	E1.7: make limited comments and identification of features of text organisation.	E2.7: make some comments and attempt to identify features of text organisation.	E3.7: make general comments attempting to identify features of text organisation.	E4.7: make sound comments which identify and explain features of text organisation.	E5.7: demonstrate assured understanding of text organisation. Secure comments about the writer's choices.	E6.7: provide precise comments on structural features. Detailed exploration of how these shape meaning.	E7.7: provide insightful comments on structural features, evaluating how these shape meaning.	E8.7: make discriminatory comments on structural features, evaluating how they shape meaning.	E9.7: deconstruct text with an academic and critical engagement, employing a mature register.
A02 A04	**Explain and comment on how a writer uses language to shape meaning.**	E1.8: make limited comments on writer's use of language. No language features identified.	E2.8: make some simple comments attempting to identify the writer's language choices.	E3.8: make general comments attempting to identify the writer's language choices.	E4.8: make sound comments which identify and explain the writer's language choices.	E5.8: demonstrate assured understanding of language. Secure comments about the writer's language choices.	E6.8: provide precise comments on language features. Detailed exploration of how these shape meaning.	E7.8: provide insightful comments on language features evaluating of how these shape meaning.	E8.8: make discriminatory comments on language features, evaluating how these shape meaning.	E9.8: deconstruct texts with an academic and critical engagement, employing a mature register.
A02 A04	**Comment on writer's intention and impact on reader.**	E1.9: make limited comments on the way the text impacts the reader.	E2.9: make simple comments attempting to consider the impact on the reader.	E3.9: make general comments attempting to identify the impact on the reader.	E4.9: make sound comments which identify & explain the way the writer's choices could impact the reader.	E5.9: .	E6.9: provide precise comments and detailed exploration of how the reader could respond to the text.	E7.9: provide insightful comments and perceptive evaluation of how the reader could respond to the text.	E8.9: make discriminatory comments and sophisticated evaluation of how the reader could respond to the text.	E9.9: deconstruct texts with an academic and critical engagement, employing a mature register.
A04 (ee)	**Relate texts to their social and historical context.**	E1.10: make limited comments on context.	E2.10: make simple comments attempting to consider the context of a text.	E3.10: make general comments attempting to identify the impact of context on a text.	E4.10: make sound comments which identify and explain the way context contributes to meaning.	E5.10: demonstrate assured understanding of context. Secure comments about how context shapes meaning.	E6.10: provide precise comments and detailed exploration of how the context of a text shapes meaning.	E.710: provide insightful comments and perceptive evaluation of how context is reflected through the text.	E8.10: make biased comments, sophisticated evaluation of how the context is reflected through the text.	E9.10: deconstruct texts with an academic and critical engagement, employing a mature register.