

MCA Steps: English Years 7 - 9

Level	Reading for Meaning	Looking Closer	Speaking & Listening	Evaluating	What to Write	How to Write
8	<p>Perceptive interpretation of explicit and implicit ideas.</p> <p>Selecting/ synthesising a range of ideas judiciously.</p>	<p>Analyse specific concepts within a text, exploring and tracing it through a selection of discriminating references.</p> <p>Analyse and explore how language/structure influence readers, with thoughtful consideration of writer's purpose.</p>	<p>Express sophisticated ideas / information / feelings using sophisticated vocabulary and listens to questions / feedback, responds perceptively and elaborates.</p>	<p>Evaluate ideas with a sustained and detached critical overview and apt references.</p>	<p>Shape a subtle and sophisticated response with sustained use of tone, style and register.</p> <p>Manipulate complex ideas with a range of structural/grammatical features to support cohesion.</p>	<p>Strategically employ an extensive range of challenging vocabulary, convincingly sophisticated.</p> <p>Punctuate with precision, aptly using a range of punctuation with a variety of sentence structures.</p>
7	<p>Detailed interpretation of explicit and implicit ideas.</p> <p>Selecting and synthesising detailed/ complex ideas.</p>	<p>Analyse the ideas within a text as a whole, selecting a detailed range of references.</p> <p>Begin to explore how language/ structure are used to achieve specific effects on the reader.</p>	<p>Able to express challenging ideas / information / feelings using a range of vocabulary on a topic of their choice.</p> <p>Able to listen to questions / feedback and respond.</p>	<p>Evaluate ideas with a developed critical judgement of the text and apt references to a text.</p>	<p>Shape a written expression with an effective and confident use of tone, style and register.</p> <p>Shape convincing ideas, using a range of structural and grammatical features</p>	<p>Employ an ambitious range of vocabulary to create sophistication to writing - rare spelling errors.</p> <p>Sustain a wide range of punctuation for emphasis and expression a range of sentence structures.</p>
6	<p>Thoughtful interpretation of explicit and implicit ideas.</p> <p>Selecting and synthesising ideas thoughtfully.</p>	<p>Analyse the ideas within a whole text, selecting a range of detailed references.</p> <p>Explain in detail how language/structure are used to achieve specific effects on the reader.</p>	<p>Able to express thoughtful ideas / information / feelings using a range of vocabulary on a topic of their choice.</p>	<p>Analyse ideas making developed, critical judgements of a text and a selection of detailed references.</p>	<p>Sustain a response that consistently maintains an effective tone, style and register.</p> <p>Form coherent links between ideas and sustain a range of structural and grammatical features.</p>	<p>Use a wide, selective vocabulary with only occasional spelling errors of complex words.</p> <p>Securely use a range of punctuation for emphasis, manipulating sentence structures for effect.</p>
5	<p>Clear interpretation of explicit and implicit ideas.</p> <p>Selecting and synthesising ideas clearly from the whole text.</p>	<p>Explain how ideas within a text are communicated, selecting a range of appropriate references.</p> <p>Explain how language/structure achieve specific effects on the reader and link to writer's intention as a whole.</p>	<p>Interest the listener in a variety of ways and adopt different roles in debate.</p> <p>Able to self-reflect and improve on presentations/performances and offer advice for peers.</p>	<p>Analyse ideas making informed judgements about a text, with a selection of references.</p>	<p>Organise material with a clear attempt to shape tone, style and register.</p> <p>Manage information and ideas with structural and grammatical features used cohesively.</p>	<p>Select a range of vocabulary to suit purpose and theme of writing, with minor spelling errors.</p> <p>Use a range of punctuation for clarity, adapting sentence structures for deliberate effect.</p>
4	<p>Identify explicit and implicit ideas with some interpretation.</p> <p>Selecting and synthesising evidence to begin to build an argument.</p>	<p>Give some explanation of ideas within a text, sometimes linking to text as a whole, selecting a range of relevant references.</p> <p>Give some explanation of how language and structure achieve effects and influence readers and comment on writer's intention.</p>	<p>Can interest the listener by use of intonation, volume, use of dramatic pauses and action to add impact to a performance</p> <p>Able to assume a stance different to their own view in a debate.</p>	<p>Explain ideas making relevant judgements about a text, with a selection of references used.</p>	<p>Organise material for a particular effect, with a clear effort made to use tone, style and register, though not always successfully.</p> <p>Order and develop ideas with structural and grammatical features deliberately used within writing.</p>	<p>Use a varied vocabulary to suit a purpose, selecting words containing irregular spelling patterns.</p> <p>Control punctuation use to clearly organise sentences, creating a wide range of sentence structures, sometimes for effect.</p>
3	<p>Identify and interpret explicit and implicit ideas with some selected evidence.</p>	<p>Develop comments on a text, selecting valid references that develop into clear points.</p> <p>Comment on the language/structural feature used and its effect on the reader.</p>	<p>Speak confidently and effectively through using Standard English confidently in classroom discussion.</p> <p>Interest the listener by varying expression and vocabulary.</p>	<p>Comment on ideas with straightforward ideas and some undeveloped references to a text.</p>	<p>Write with an awareness of audience and purpose, beginning to shape expression to create tone.</p> <p>Express and order ideas, using clear paragraphs and a range of structural and grammatical features.</p>	<p>Write with a range of correctly spelt vocabulary with some inconsistency in spelling patterns.</p> <p>Use punctuation with control, creating some variety of sentence structures, such as subordinate clauses.</p>
2	<p>Identify and interpret explicit ideas.</p>	<p>Comment on a text, selecting valid references to a text without developing them.</p> <p>Comment on the language/structural feature and its effect on the reader, including vocabulary.</p>	<p>Identifies and asks appropriate questions and able to express opinion when prompted.</p> <p>Able to present their ideas to the class, sometimes in a structured way.</p>	<p>Describe ideas, events, themes or settings with reference to a text.</p>	<p>Write with some awareness of audience and purpose, straightforward use of tone, style and register.</p> <p>Order ideas with clear paragraphs to structure expression.</p>	<p>Attempt to use vocabulary to suit the purpose of writing, despite spelling errors.</p> <p>Use punctuation with some control to create basic, undeveloped sentence structures.</p>
1	<p>Identify some explicit information and ideas.</p>	<p>State comments with some references to a text.</p> <p>Reference a language or structural feature.</p>	<p>Take a full part in paired and group discussions.</p> <p>Demonstrate good listening skills by responding with relevant comments.</p>	<p>Describe ideas, events, themes or settings with limited assertions.</p>	<p>Write to a basic level, without clarity on purpose or audience.</p> <p>Express some information and ideas, with limited use of structural and grammatical features.</p>	<p>Use basic vocabulary, often misspelled.</p> <p>Use some punctuation with basic control, repeating simple sentence structures.</p>