

The logo for Kettlethorpe High School is located in the top left corner. It features the school's name in a bold, sans-serif font. The word "Kettlethorpe" is in white, and "HIGH SCHOOL" is in orange. The background of the logo is a dark blue rectangle. The entire top section of the slide is decorated with a stylized roof graphic composed of overlapping geometric shapes in shades of blue and orange, separated by white lines.

**Kettlethorpe**  
**HIGH SCHOOL**

Kettlethorpe High School  
Progression Steps  
English

## 9

### Reading

A wide range of incisive and perceptive comments on the meanings of words and phrases across a text with consistent detail

Identifies an extensive and perceptive range of language features accurately, including- word class, metaphor, imagery, sensory language

Consistently makes extensive and perceptive comments about the deeper meaning of language features

Confidently supports opinion when responding to a question with a range of linked and varied evidence; able to argue and interpret intricacies and nuance of texts

A perceptive and detailed range of evidence linked to form an overall point

### Writing

Opens sentences with an extensive and original range of openers such as verbs, adverbs, nouns and adjectives

Confidently able to use an extensive range of simple, compound and complex sentence structures- always for effect; able to use a wide range of grammatical structures and subvert a range of grammatical rules for effect

Full stops and capital letters consistently used correctly; extensive variation

Commas (lists and clause demarcation), semi colons and colons used consistently and for effect; an extensive variety

Writing has a detailed and coherent opening, development and ending; discourse markers are well chosen for the audience and purpose- variety and originality throughout- mature and sophisticated voice

## 8

### Reading

A range of perceptive and original comments on the meanings of words and phrases across a text with consistent detail

Identifies a perceptive range of language features accurately, including- word class, metaphor, imagery, sensory language

Consistently makes perceptive comments about the deeper meaning of language features

Confidently supports opinion when responding to a question with a range of linked and varied evidence

A thoughtful and detailed range of evidence linked to form an overall point

## Writing

Opens sentences with a wide range of openers such as verbs, adverbs, nouns and adjectives.

Confidently able to use an extensive range of simple, compound and complex sentence structures- always for effect; able to use a wide range of grammatical structures and subvert some grammatical rules for effect

Full stops and capital letters consistently used correctly; extensive variation

Commas (lists and clause demarcation), semi colons and colons used consistently and for effect; an extensive variety

Writing has a detailed and coherent opening, development and ending; discourse markers are well chosen for the audience and purpose- variety and originality throughout; real evidence of a mature 'writer's voice' emerging

## 7

## Reading

A range of consistently detailed comments on the meanings of words and phrases across a text with consistent detail

Identifies a thoughtful range of language features accurately, including- word class, metaphor, imagery, sensory language

Consistently makes thoughtful comments about the deeper meaning of language features

Confidently supports opinion when responding to a question with a range of linked evidence

A detailed range of evidence linked to form an overall point

## Writing

Opens sentences with a wide range of openers such as verbs, adverbs, nouns and adjectives.

Confidently able to use simple, compound and complex sentence structures- always for effect

Full stops and capital letters consistently used correctly; wide range of variation

Commas (lists and clause demarcation), semi colons and colons used consistently and for effect

Writing has a detailed and coherent opening, development and ending; discourse markers are well chosen for the audience and purpose

## 6

### Reading

A range of increasingly detailed comments on the meanings of words and phrases across a text with increasing detail

Identifies a range of language features accurately, including- word class, metaphor, imagery, sensory language

Makes increasingly detailed comments about the deeper meaning of language features

Confidently supports opinion when responding to a question with a range of evidence

A range of evidence linked to form an overall point

### Writing

Opens sentences with a range of openers such as verbs, adverbs, nouns and adjectives.

Confidently able to use simple, compound and complex sentence structures- often for effect

Full stops and capital letters consistently used correctly; some variation

Commas (lists and clause demarcation), semi colons and colons used consistently

Writing has a coherent opening, development and ending; discourse markers are well chosen for the audience and purpose

## 5

### Reading

Comments on the meanings of words and phrases across a text

Identifies language features accurately, including- word class, metaphor, imagery, sensory language

Makes specific comments about the deeper meaning of language features

Able to give a coherent opinion when responding to a question

More than one piece of evidence linked to form an overall point

## Writing

Opens most sentences with 'he/she/I/the' or other forms with some increasing variety such as verbs, adverbs, nouns and adjectives

Confidently able to use simple, compound and complex sentence structures

Full stops and capital letters consistently used correctly

Commas (lists and clause demarcation), semi colons and colons used consistently and correctly

Writing has a coherent opening, development and ending; discourse markers help to signpost the reader

## 4

## Reading

Beginning to comment on the meanings of words and phrases across a text

Sometimes identifies language features accurately, including- word class, metaphor, imagery, sensory language

Sometimes makes specific comments about the deeper meaning of language features

Sometimes able to give a coherent opinion when responding to a question

Limited range of evidence that forms an overall point

## Writing

Opens most sentences with 'he/she/I/the' and possibly some other variations

Uses mainly simple and compound sentences; occasional complex sentence used

Full stops and capital letters are mostly correct

Commas are used to list and sometimes demarcate clauses

Writing has a clear opening, development and ending; basic discourse markers used

### 3

#### Reading

Can comment on the meanings of words and phrases

Can identify some simple features such as words, nouns or verbs

Sometimes makes comments about the meanings of individual words and phrases

Sometimes able to give a coherent opinion when responding to a question

Evidence is used but doesn't form a clear point

#### Writing

Opens most sentences with 'he/she/I/the'

Uses mainly simple and compound sentences

Full stops and capital letters are inconsistently used

Commas are sometimes used correctly

Writing has elements of opening, development or ending; some use of discourse markers