

GCSE GRADE LEVEL LADDERS

READING



D



- I can give my own opinion about something I have read.
- I show I understand what a writer means and how s/he puts across their ideas.
- I can explain why a writer has ordered their ideas in a particular way.
- I can explain why a writer uses certain words.
- I can explain how a writer uses themes in their writing.

C

- I can give opinions and make judgements about a text I have read.
- I show I understand what a writer means and how s/he puts across their ideas.
- I back up my ideas by explaining why a writer has ordered their ideas in a particular way.
- I back up my ideas by explaining why a writer uses certain words and phrases.
- I back up my ideas by explaining how a writer uses themes in their writing.

B

- I am confident to put forward my own ideas and opinions when giving an analytical response.
- I can identify the techniques used by the writer to create meaning.
- I can explore how a writer influences the way a reader may respond to a text.
- I support my points with detailed references to language, theme and structure.



A

- I can understand and analyse different interpretations of a text.
- I can make clear references to different interpretations.
- I develop my ideas and refer in detail to aspects of language, structure and presentation.
- I can make apt and careful comparison within and between texts.

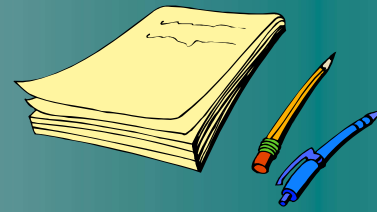


A*

- I am concise and precise with my responses to texts.
- I explore and evaluate alternative and original interpretations.
- I show flair in developing my ideas and refer in detail to aspects of language, structure and presentation.
- I can make highly original comparisons within and between texts.

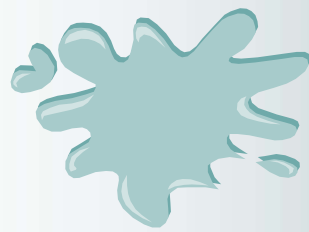


GCSE GRADE



LEVEL LADDERS

WRITING



D

- I can usually adapt my written style to purpose (why?) and audience (who?) and I know what format and level of formality to use.
- I use a range of vocabulary to make my writing interesting and to 'hit the right note'.
- I can communicate different opinions and ideas in my writing.
- I can use a range of sentence structures for effect and know which type of sentence is needed at certain points in my writing for impact on my reader.
- I can spell and punctuate accurately so that errors do not stop the reader understanding or enjoying my work.

KEY WORD: RANGE

TOP TIP: Read work aloud if possible to check tone.

C

- My writing shows a clear understanding of when to use different formats and styles depending on what I am being asked to write and who is going to read it.
- I consistently use a range of sentence structures to keep my reader interested and I can confidently use subordinate clauses especially to vary sentence openings and grab the reader's interest.
- My writing shows development of themes, ideas and characters.
- I consistently use a wide range of vocabulary thinking about the impact of particular words and phrases on my reader.
- My work is accurate and well structured so that my reader is never confused and is always clear about what I am saying and the points I am making.

KEY WORD: CONSISTENCY

TOP TIP: Experiment with sentence style and length.



B

- My writing is carefully crafted and shows I am confident in choosing the right style and tone for a piece of work.
- I am clear about the impact I want to have on my reader; sentence lengths and vocabulary are chosen carefully for maximum impact.
- My work is always accurate in terms of spelling and punctuation and I use structure, shape and punctuation to engage my reader.
- My work is always presented well and I aim to ensure my reader does not want to put my work down.
- My writing is powerful and can present complex ideas effectively.

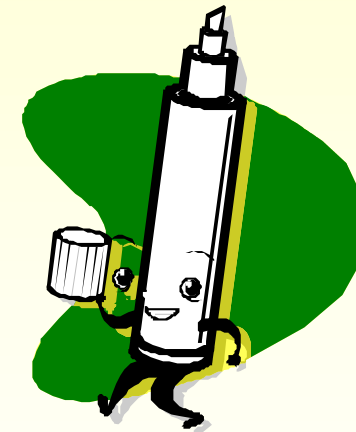


KEY WORDS: CRAFTING AND COMPLEX

TOP TIP: Focus on carefully choosing punctuation, and structure for maximum impact.

A

- I experiment with a range of styles and choose my language carefully, thinking always about the reaction I want to provoke in my reader.
- My reader is engaged from the moment they start reading my work.
- I structure my work carefully so that ideas flow seamlessly from one point to the next but I can surprise my reader with techniques such as surprise, shock and direct addresses to provoke a reaction.
- My vocabulary and punctuation is varied and ambitious and shows an 'adult writer' at work in a sustained, committed and persuasive way.



KEY WORDS: EXPERIMENT

TOP TIP: Try to use hooks to engage reader e.g. shock tactics, rhetorical questions, direct addresses.

A*

- I show all the skills listed as an A grade and...
- My work is highly original and my reader wants to tell others about what they have read.
- I demonstrate flair and attention to detail with content, language choice, punctuation and tone.
- I write equally as well concisely as I can at length.
- My writing can be subtle and sophisticated and technical elements are almost faultless.



KEY WORDS: ORIGINALITY AND SOPHISTICATION

TOP TIP: Pay attention to even smaller details of language choice, punctuation and tone to ensure reader immersion.

