

<h1>Year 10</h1> <p>English</p>			
1 Drama.	<ul style="list-style-type: none"> Simple comments relevant to task and text. Reference to relevant details. Spell and punctuate with reasonable accuracy. Errors do not hinder meaning or response. 	<ul style="list-style-type: none"> Explained and supported response to task and text. Relevant support references and comments. Spell and punctuate with considerable accuracy. Range of vocabulary and sentence structures starting to emerge. 	<ul style="list-style-type: none"> Developed and explained response to whole text. Mostly apt and effective references to support comments. Generally consistent accuracy in spelling and punctuation. More varied use of vocabulary and sentence structures.
2 Response to text.	<ul style="list-style-type: none"> Shows simple awareness of ideas. Simple evaluative comments on the text. Simple awareness of language. Some evidence of conscious punctuation. 	<ul style="list-style-type: none"> Attempts inference and links evidence between texts. Selects quotations and references from both texts. Attempts examples to explain and comment . Comments developing on writer's methods using support quotations. 	<ul style="list-style-type: none"> Begins to interpret and demonstrates connections between text. Relevant quotations from text to support response. Clear evaluation of the text and explanations of views developing. Selects relevant quotations to show writer's choices.
3 Non-fiction writing.	<ul style="list-style-type: none"> Content is simple. Organisation and vocabulary is simple and limited, but clear. Occasional use of sentence punctuation. Evidence of conscious punctuation. 	<ul style="list-style-type: none"> Content is successful, controlled, organised and paragraphed. Sustained attempt to match purpose, form and audience. Conscious use of varied vocabulary. Range of punctuation and sentence types starting to emerge. 	<ul style="list-style-type: none"> Content is chosen and organised for effect; fitting register. Communication is consistently effective; sophisticated vocab is developing. Punctuation used mostly successfully; developing a variety of sentences. Standard English used and controlled grammatical structure mostly throughout.
4 Poetry.	<ul style="list-style-type: none"> Awareness of writer making deliberate choices. Possible reference to subject terminology. Simple comment on explicit ideas and context. Spell and punctuate with reasonable accuracy. 	<ul style="list-style-type: none"> Explained and identification of writer's methods. Appropriate and relevant use of subject terminology. Some understanding of implicit ideas, perspectives and links. Some awareness of contextual factors in both poems. 	<ul style="list-style-type: none"> Developing examination and explanation of writer's methods. Developing examination of devices and effects on the reader. Thoughtful consideration emerging of ideas, perspectives and context. Clear understanding of links between texts developing.
5 Response to Novel and Examination Texts.	<ul style="list-style-type: none"> Simple comments relevant to task and text. Reference to relevant details. Awareness of writer making deliberate choices. Possible reference to subject terminology. 	<ul style="list-style-type: none"> Some explained responses to text. References used to support range of relevant comments. Explanation of writer's methods and terminology. Identification of effects of methods on reader. 	<ul style="list-style-type: none"> Thoughtful, developed and clear response emerging. Mostly apt and effective use of support references. Developing examination and explanation of writer's methods. Developing examination and understanding of effects on reader.