

KS3 English Assessment – Information for Parents

Below are the grade descriptors for each Netherthorpe level. They explain what your child will be able to do at each stage in terms of their reading, writing and oracy development. They will also help inform discussions about how they can make progress in their learning.

Your child will also be awarded a sub level a, b and c – with an ‘a’ showing they’ve met all of the criteria and ‘c’ showing they have begun to meet a least one criteria on the current level awarded.

Level 8	Students working at level 8 read widely to produce insightful critical analysis of the texts they read and begin to evaluate the effects on the reader. They can produce imaginative and distinctive writing that achieves its intended effect and is perfectly accurate and precise. In terms of oracy, they lead group work and initiate thoughtful discussion through presenting material with a distinct personal style.
Level 7	Students working at level 7 show precise and developed analysis of their reading demonstrating an in-depth knowledge of the texts they study. They produce effective and successful writing that shows varied vocabulary and techniques that are matched to the texts’ purpose. Within oracy tasks, they can adapt their speech to a range of situations, choosing features that will match the purpose. They also respond to and challenge input from others.
Level 6	Students who are working at a level 6 show a secure knowledge of what they are reading by producing developed explanations of the text that begins to explore different meanings. In their writing, they are able to sustain their choices so that writing is controlled and secure and matches the purpose and audience they are writing for. They begin to take risks with ambitious vocabulary and their work is mostly accurate. In terms of oracy, they are able to discuss complex ideas and guide their listener. They make contributions in speaking groups to move the discussion forward.
Level 5	Students who are working at a level 5 are able to make inferences from a text and explain them with clear evidence from the text. They begin to develop their responses by thinking about the effect of the writer’s choices on the reader. When writing, they produce clear and mostly accurate writing that has a clear and consistent purpose. They begin to use more ambitious vocabulary choices and techniques, and whilst not always accurate, is effective. Within oracy tasks, they express their ideas clearly and explain material well. They sustain their roles and responsibilities throughout their spoken work.
Level 4	Students working at a level 4 are able to make comments about what they read and support these with ideas from the text. They can also comment on the effect a writer’s choices has on the reader. When writing, familiar words and techniques are applied consistently to match the purpose of the text. They begin to vary vocabulary and punctuation more widely but with some errors. In terms of oracy, they can express straightforward ideas with some relevant detail. They can take on straightforward roles and responsibilities in groups and pairs.
Level 3	Students working at a level 3 can make comments about the texts they are reading but do not often support this with evidence from the text. They can identify the writer’s choices but do not always support this with evidence. In writing, they are able to spell familiar words accurately and punctuate simple and compound sentences. In terms of oracy, they are able to adapt their word choices and techniques to suit their listener in most of their speaking. They are also able respond to other speakers and contribute to group work.
Level 2	Students who are working at a level 2 are able to recall familiar knowledge of the texts they read. They can identify some of the writer’s choices and say something about them. In terms of writing, they can use capital letters and full stops accurately, along with occasional uses of other types of punctuation. They can apply the basic features of certain types of writing and use familiar vocabulary and techniques to show awareness of writing for an audience. In terms of oracy, they can use basic techniques to hold the attention of the listener and respond to tasks set. They can listen and respond to others in the group.
Level 1	Students working at level 1 can, with support, show understanding of the texts they read by recalling familiar details. In terms of writing, often with support, they can spell familiar words mostly accurately and begin to use capital letters. They can begin to use more varied punctuation and sentence openers. They can collect a range of ideas that suit the purpose and audience of the writing and use these in their work. In terms of oracy, students can talk about things that interest them and engage with other speakers by attentively listening to their contributions.