

LIFE AFTER LEVELS: KS3 Progression Map

Reading

Subject: English

Year Group: 7

Baseline Threshold		Tracking Progress in Year 7			KS4 Forecast Grade
		Expected Progress	Good progress	Excellent Progress	
		I can...	I can...	I can...	
Mastering	M2	<ul style="list-style-type: none"> ● Explain key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Identify a range of relevant points from different sources or points in the text ● Use quotation regularly to support my ideas ● Identify the writer's use of language choices/techniques and explain the impact on the reader ● Consider the structure of the text (sentence lengths/paragraphing etc) and explain the impact on the reader ● Explain the writer's purpose and viewpoint and how this makes the reader feel ● Make relevant links to context of the text 	<ul style="list-style-type: none"> ● Confidently explain key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Identify layers of meanings from different places in the text and begin to analyse as a whole text ● Use well selected and appropriate quotation regularly to support my ideas ● Identify the writer's use of language choices/techniques and analyse fully the impact on the reader ● Explore the structure of the text (sentence lengths/paragraphing etc) and comment on the impact on the reader ● Analyse the writer's purpose and viewpoint and how this makes the reader feel ● Consider the context of the text and how this adds to the meaning 	<ul style="list-style-type: none"> ● Evaluate key ideas/events in the text ● Perceptively comment on a range of relevant points and layers of meaning from different places in the text and discuss the importance within the whole of the text ● Use a range of very appropriate quotations to support ideas ● Identify the writer's use of language choices/techniques and perceptively analyse the impact on the reader ● Analyse a range of structural features (sentence lengths/paragraphing etc) and explain the impact on the reader ● Perceptively analyse the writer's purpose and viewpoint and the effect which this has on the reader ● Include perceptive discussion on the importance of factors of context and how this adds to the meaning 	9
	M1				8
Securing	S2	<ul style="list-style-type: none"> ● Understand and describe key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Clearly identify relevant points from different sources or points in the text ● Clearly use quotation to support ideas ● Comment on writer's choice of words and techniques 	<ul style="list-style-type: none"> ● Explain key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Identify a range of relevant points from different sources or points in the text ● Consistently use quotation to support ideas ● Identify various language choices/techniques and explain the impact on the reader ● Explain the effects of structure in the text (sentence lengths/paragraphing etc) 	<ul style="list-style-type: none"> ● Confidently explain key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Identify layers of meanings from different sources or points in the text and begin to analyse as a whole text ● Use well selected and appropriate quotation to support my ideas ● Analyse writer's language choices and features with effect on reader 	7
	S1				6

		<ul style="list-style-type: none"> ● Comment on the structure (sentence lengths/paragraphing etc) of the text ● Comment on writer's purpose and viewpoint and how this makes the reader feel ● Make relevant comment on the context of the text 	<ul style="list-style-type: none"> ● Explain the writer's purpose and viewpoint and how this makes the reader feel ● Make relevant links to the context of the text 	<ul style="list-style-type: none"> ● Explore different features of structure and effect on reader (sentence lengths/paragraphing etc) ● Analyse writer's purpose and viewpoint and how this makes the reader feel ● Consider the context of the text and how this creates meaning 	
D e v e l o p i n g	D2	<ul style="list-style-type: none"> ● Describe key ideas/events in the text ● Identify some relevant points in text ● Use some quotation from the text ● Make some comments on the writer's use of language ● Make some comment on the writer's purpose ● Make a basic comment on context which has little or no relevance to the points made 	<ul style="list-style-type: none"> ● Understand and describe key ideas/events and consider deeper meanings behind the text ● Clearly identify relevant points from different sources or points in the text ● Clearly use quotation to support ideas ● Comment on writer's choice of words and techniques ● Comment on the structure of the text (sentence lengths/paragraphing etc) ● Comment on the writer's purpose and viewpoint ● Make relevant comment on context of the text 	<ul style="list-style-type: none"> ● Explain key ideas/events by looking for the deeper meanings behind the text that are not always obvious ● Identify a range of relevant points from different sources or points in the text ● Consistently use quotation to support ideas ● Identify various language choices/techniques and explain the impact on the reader ● Explain the effects of structure in the text (sentence lengths/paragraphing etc) ● Explain the writer's purpose and viewpoint and the effect on reader ● Make relevant links to context of the text 	5
	D1				4
E m e r g i n g	E2	<ul style="list-style-type: none"> ● Identify key ideas/events in text ● Identify unconnected points in text ● Limited references to the text ● Identify language techniques ● Identify writer's purpose 	<ul style="list-style-type: none"> ● Describe key ideas/events in the text ● Identify some relevant points in text ● Use some quotation from the text ● Make some comments on the writer's use of language ● Make some comment on writer's purpose ● Make a basic comment on context which has little or no relevance to the points made 	<ul style="list-style-type: none"> ● Understand and describe key ideas/events and consider deeper meanings behind the text ● Clearly identify relevant points from different sources or points in the text ● Clearly use quotation to support ideas ● Comment on writer's choice of words and techniques ● Comment on the structure of the text (sentence lengths/paragraphing etc) ● Comment on the writer's purpose and viewpoint ● Make relevant comment on context of the text 	3
	E1				1/2

Each threshold is divided into 2 sections:

2 = High = Top of the threshold - students should be able to do all of the the things in the box (5 out of 5 KPIs)

1 = Low - Bottom threshold - students should be ablt to do most of the things in the box (at least 3 out of 5 KPIs)

The KS4 Forecast grades on the righthand side are for guidance only to give a rough indication of the GCSE grades we would expect students to achieve at the end of Year 11 based on their different starting points.