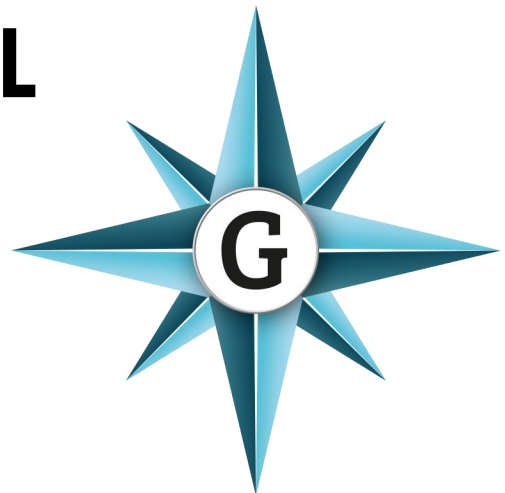


GLEBE SCHOOL

Key Stage 4
HANDBOOK



This handbook is designed to provide parents and carers with information on the different stages that their child is working at in each subject area within our curriculum. The subject stages explain the skills and knowledge that your child has and how to achieve the next stage of understanding. Throughout the handbook, there are a range of qualifications (usually studied in Years 10-11) which meet all our pupils' needs and these are highlighted in each subject area.

Entry Levels help pupils build skills, increase knowledge and boost confidence. Each Entry Level qualification is available at three sub-levels; 1, 2 and 3, with Entry Level 3 being the highest level.

Functional Skills relate to real-life situations that support our pupils with life skills in English, Mathematics, Information & Communication Technology (ICT). Pupils can study at either Entry Level 1, 2 or 3, Level 1 or Level 2 depending on prior attainment.

BTECs/Vocational/Cambridge Nationals have a more practical and vocational approach, involving learning through work-related contexts. The emphasis is on building a portfolio of evidence through assessment, though some courses may contain a short exam. They can be taken at Entry Level 1, 2 or 3, Level 1 or Level 2 and are graded as Pass, Merit or Distinction, depending on prior attainment.

GCSEs are subjects that are examined at the end of a two-year course. In a few GCSE subjects, some practical assessments are used alongside exams, to assess particular skills. They can gain a GCSE qualification from 1-3 and a GCSE pass from 4-9.

The equivalency chart below allows a comparison of grades for the different qualifications.

GRADE EQUIVALENCIES

Previous GCSE grades	Current GCSE grade	Vocational Qualifications BTEC/NCFE/Cambridge Nationals	Functional Skills	
		Level 2	Level 2	
A*	9	Distinction*		
	8			
A	7			Distinction
	6			
B	5 Strong Pass			Merit
	4			Pass
		Level 1	Level 1	
D	3	Distinction		
	2			
	1			Merit
E	2	Merit		
	1			Pass
F				
G			Pass	
U	U	Not Yet Achieved (NYA)		

ENGLISH Stages

The Grapheme-Phoneme List & Spelling Lists can be found after the **English Stages** in this handbook

READING

WRITING

LISTENING

SPEAKING

A

- I can look at books and pictures, turning pages with support
- I can make a range of sounds
- I can use visual and tactile cues (e.g. a visual timetable)
- I can follow daily routines with support
- I am interested in books and rhymes and may have a favourite
- I can participate in small adult led group activities
- I can find an item to show what I want
- I can look at a computer screen or whiteboard

N/A

- I can greet known people
- I can remember a learned response over increasing periods of time and may anticipate known events I can respond to options and choices with actions or gestures (e.g. by nodding)

- I am beginning to communicate intentionally
- I can seek attention through eye contact, gesture or action
- I can request events or activities (e.g. pointing to key objects or people)
- I can explore materials (e.g. reaching out and feeling objects as tactile cues to events)
- I can observe the results of my own actions (e.g. listening to my own vocalisation)

B

- I can pick up a book, open it and turn pages (not always in sequence)
- I can look at pictures independently
- I can watch whilst an adult points or talks about a picture
- I can hold a book the right way up
- I may know where to find a book in the classroom
- I may get excited to see a known or favourite book
- I can recognise familiar characters
- I have some favourite stories, rhymes or songs
- I can repeat an action to observe effects

- I can make a mark or a symbol using my preferred method of communication

- I demonstrate an understanding of at least 50 words, including the names of familiar objects
- I can respond appropriately to simple questions which contain one key word, sign or symbol in familiar situations (e.g. "Get your coat")

- I repeat, copy and imitate between 10 and 50 single words, signs or phrases, or use a repertoire of objects of reference and symbols
- I use single words, signs and symbols for familiar objects (e.g. cup, biscuit) and to communicate about events and feelings (e.g. likes and dislikes)

C

- I can correctly indicate pictures of characters and objects in response to questions
- I can show anticipation about what is going to happen (e.g. by turning the page)
- I can join in with some actions
- I can repeat some words, rhymes and phrases when prompted

- I can trace shapes
- I can trace straight line patterns
- I can copy shapes
- I can copy straight line patterns
- I can draw lines or shapes on a small or large scale
- I can say an appropriate word to complete a sentence when the adult pauses (e.g. "We're going to the... zoo/park/beach/shop")

- I can respond appropriately to questions about familiar or immediate events or experiences (e.g. "Where is the ball?")
- I can follow requests or instructions containing at least two key words, signs or symbols (e.g. "put the spoon in the dish")

- I can combine two key signs or concepts
- I can combine single words, signs or symbols to communicate meaning to a range of listeners (e.g. "more drink")
- I attempt to repair misunderstandings without changing the words used (e.g. by repeating a word with a different intonation or facial expression)
- I have a vocabulary of over 50 words

D

- I can say the sound for up to 10 graphemes on the Grapheme-Phoneme List
- I am beginning to read words by blending sounds with known graphemes, with help from an adult
- In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group I can:
 - demonstrate understanding e.g. by answering questions, such as "Where is he/she/it?", "What is this?"
 - sometimes join in with predictable phrases or refrains

- I can copy some letters
- I can copy a caption
- I can copy a label
- I can copy my name

- I can respond to others in a small group situation (e.g. taking turns appropriately in a game such as 'pass the parcel')
- I can follow requests or instructions with three key words, signs or symbols (e.g. "Give me the little red book")

- I can initiate and maintain short conversations using my preferred medium of communication
- I can ask simple questions to obtain information (e.g. "Where's the cat?")
- I can use prepositions such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly

E

- I can say the sound for 10 to 15 graphemes on the Grapheme-Phoneme List
- I can read words by blending sounds with known graphemes, with help from an adult
- In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group, I can:
 - demonstrate understanding e.g. by answering questions, such as "Where is he/she/it?", "What is this?"
 - join in with predictable phrases or refrains

- I can form some letters that can be read by a familiar adult
- On hearing the matching sound, I can identify and write the grapheme for 10 phonemes from the Grapheme-Phoneme List.
- I can write letters from left to right

- I can listen, attend to and follow stories for short stretches of time
- I can respond to questions from adults and their peers about experiences, events and stories (e.g. "Where has the boy gone?")

- I can use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others (e.g. "I want a big chocolate muffin")
- I can use regular plurals correctly
- I can communicate ideas about present, past and future events and experiences using simple phrases and statements
- I can contribute appropriately one-to-one and in small group discussions and role-play
- I can use the conjunction 'and' to link ideas or add new information beyond what is asked

F

- I can say the sound for up to 20 graphemes on the Grapheme-Phoneme List
- I am beginning to read accurately by blending the sounds in words with two and 3 known graphemes
- In a familiar story/rhyme being read to me by an adult one-to-one or in a small group, I am:
 - beginning to respond to questions that require simple recall
 - beginning to recount a short sequence of events (e.g. by sequencing images or manipulating objects)

- I can form letters that can be read by a familiar adult
- On hearing the matching sound, I can identify and write the grapheme for 15 phonemes from the Grapheme-Phoneme List.
- I can write letters from left to right
- I can write a clause to complete a sentence that is said aloud (e.g. "When we went to the beach... we ate ice-cream/I played in the sand/it was hot")

- I can take part in a role-play with confidence
- I can listen attentively
- I can respond appropriately to why or how questions (e.g. "Why does a bird make a nest?")

- I can link up to four key words, signs, or symbols in communicating about my own experiences or in telling familiar stories, both in groups and one-to-one (e.g. "The hairy giant shouted at Finn")
- I can use an extensive vocabulary to convey meaning to the listener
- I can use possessives (e.g. "Ahmet's coat")
- I can take part in role play with confidence
- I can use conjunctions that suggest cause (e.g. "'cos" to link ideas)

G

- I can say the sound for 20 to 30 graphemes on the Grapheme-Phoneme List
- I can read accurately by blending the sounds in words with two and three known graphemes
- In a familiar story/rhyme being read to me by an adult one-to-one or in a small group, I can:
 - respond to simple recall questions
 - recount a short sequence of events

- I can write a caption using the graphemes I know
- I can make up a phrase to express my thoughts about a story or an experience
- I can identify the grapheme for 20 phonemes from the Grapheme-Phoneme List, on hearing the matching sound
- I can write the grapheme for 20 phonemes from the Grapheme-Phoneme List, on hearing the matching sound

- I can listen to longer stories and can remember much of what happens
- I can listen to a conversation with an adult or friend and continue it for several turns
- I can listen with increased attention to sounds
- I can understand a question or instruction that has two parts
- When an adult or peer starts a conversation with me, I can continue it for several turns

- I can use longer sentences of four to six words
- I can recall and talk about significant events, adding detail when prompted
- I can talk about familiar stories and tell a long story using visual resources
- I can start conversations with an adult or friend
- With support, I am beginning to use talk to solve problems, talk about stories and activities
- I am beginning to use a wider range of vocabulary

	READING	WRITING	LISTENING	SPEAKING
G Cont.	Please see previous page	<ul style="list-style-type: none"> I can spell words by identifying the phonemes (sounds) and representing the phonemes with graphemes (e.g. in, cat, pot) 	Please see previous page	<ul style="list-style-type: none"> I can use a series of simple sentences to describe an event I am beginning to take part in longer conversations during structured play I can use talk to express my opinions and feelings I am beginning to use future and past tense correctly I can understand instructions or questions with two parts I am beginning to answer 'why' questions with support
H	<ul style="list-style-type: none"> I can say the sound for up to 40 graphemes on the <u>Grapheme-Phoneme List</u> I can read accurately by blending the sounds in words with up to four known graphemes I can read 10 to 15 words from <u>Spelling List 1A</u> I am beginning to read aloud books that are consistent with my phonic knowledge, without guessing words from pictures or the context of the sentence In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group), I can talk and retell events in the story 	<ul style="list-style-type: none"> I can write a caption using the graphemes I know I can write a short phrase using the graphemes I know I can make up a phrase to express my thoughts about a story or an experience I can make up a short sentence to express my thoughts about a story or an experience I can write the grapheme for 30 phonemes from the <u>Grapheme-Phoneme List</u>, on hearing the matching sound I can write the grapheme for 30 phonemes from the <u>Grapheme-Phoneme List</u>, on hearing the matching sound I can spell words by identifying the phonemes (sounds) and representing the phonemes with graphemes (e.g. in, cat, pot) 	<ul style="list-style-type: none"> I can understand how to listen carefully and why listening is important I can listen to and talk about stories to build familiarity and understanding I can listen carefully to rhymes and songs, paying attention to how they sound I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary When an adult or peer starts a conversation with me, I can listen and continue it for many turns 	<ul style="list-style-type: none"> I am beginning to share my thoughts using well-formed sentences and can describe events in detail I can retell a story using repetition of key phrases from a text and in my own words, with support I am beginning to use talk in a range of situations I can connect ideas or actions to another using connectives, e.g. but I can share ideas through conversation, storytelling and role-play, with support I can participate in small group, class, and one-to-one discussions I can offer my own ideas and explanations about why things might happen I can express my ideas and feelings about experiences using rich language I can use past, present and future tenses with modelling and support from an adult I use new vocabulary in different contexts, such as phrases from favourite stories
I	<ul style="list-style-type: none"> I can say the sound for all the graphemes on the <u>Grapheme-Phoneme List</u> I can read accurately by blending the sounds in words with up to five known graphemes I can read half of the words from <u>Spelling List 1A</u> I can read aloud books that are consistent with my phonic knowledge In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group), I can talk and retell events in the story and link them to my own experiences 	<ul style="list-style-type: none"> I can make up a sentence and say it aloud, after discussion with a teacher I can write down a sentence that I have rehearsed I can form most lower-case letters correctly On hearing the matching sound, I can identify and write the grapheme for all the phonemes from the <u>Grapheme-Phoneme List</u> I can spell words by identifying the phonemes and representing phonemes with graphemes, including words with consonant clusters and simple digraphs I can spell 5 words from <u>Spelling List 1A</u> 	<ul style="list-style-type: none"> I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during group or class discussions I can make comments about what I have heard and ask questions to clarify my understanding I can hold a conversation when engaged in back-and-forth exchanges with a teacher or peer I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity I can show an ability to follow instructions involving several ideas or actions I can demonstrate understanding of what has been read to me by retelling stories and narratives in my own words I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> I can share my thoughts in well-formed sentences and consistently describe events in detail I can retell a story using repetition of key phrases from a text and in my own words I can use talk in a range of situations I can connect ideas or actions to another using connectives, e.g. but I can share ideas through conversation, storytelling and role-play I can participate in small groups, class and one-to-one discussions I can offer my own ideas and explanations about why things might happen, using new vocabulary I can express my ideas and feelings about experiences using rich language and speaking in full sentences I can use past, present and future tenses with modelling and support from an adult I can use new vocabulary in different contexts, such as phrases from favourite stories I show interest in learning new information by asking questions to find out more
J	<ul style="list-style-type: none"> I can blend sounds in unfamiliar words I can give the correct sound to all 40+ graphemes I can read words containing -s, -es, -ing, -ed, and -est endings I can read words with contractions I can read texts that are consistent with my developing phonic knowledge I can re-read texts to build up fluency and confidence I can link what I have read or heard to my own experiences I can discuss word meanings and link new meanings to those already known I can check that a text makes sense to me as I read and self-correct I can predict what might happen I can begin to make simple inferences 	<ul style="list-style-type: none"> I can write sentences to create short narratives and non-fiction texts I can re-read my writing to check it makes sense I can use adjectives to describe, simple sentence structures and "and" to link sentences I have an awareness of capital letters, full stops, question marks, exclamation marks and finger spaces I can spell words containing taught phonemes with accuracy I can spell over 50% of the words on <u>Spelling List 1A</u> I can add 's' or 'es' on to a plural word I can add -ing, -ed, -er, or -est to a word (with no change to the root word) I can write lower case and capital letters in the correct direction 	<ul style="list-style-type: none"> I can listen to others in a range of situations and usually respond appropriately I can understand instructions with more than one point in many situations I can recognise when it is my turn to speak in a discussion I can recognise that different people will have different responses and that these are just as valuable as my own opinions and ideas I can listen and discuss a wide range of fiction, non-fiction and poetry I can retell a familiar story in increasing detail I can discuss the significance of titles and events I can join in discussions about a text, take turns and listen to what others say 	<ul style="list-style-type: none"> I can speak clearly, in a way that is easy to understand I can speak in front of larger audiences I know when it is my turn to speak in a small group presentation, performance or a discussion I can take part in a simple role-play of a known story I can use appropriate vocabulary to describe my immediate world and feelings I can think of alternatives for simple vocabulary choices I can organise my thoughts into sentences before expressing them I can describe my immediate world and environment I can retell simple stories and recount aloud I can recognise that different people will have different responses, which are as valid as my own
K Entry Level 1 E1	<ul style="list-style-type: none"> I can read accurately most words of two or more syllables I can read many words containing common suffixes (-ment, -ness, -ful, -less, -ly) I can read over 75% of the words from <u>Spelling List 1A and 1B</u> I can read most words without overt segmenting and blending 	<ul style="list-style-type: none"> I can write a simple narrative about a personal experience or another person I can write about real events, recording these simply and clearly I can use capital letters, full stops and question marks mostly correctly I can use some co-ordinating and subordinating conjunctions 	<ul style="list-style-type: none"> I can listen carefully and respond with increasing appropriateness to what has been said (e.g. make a helpful contribution when speaking in a small reading group) I can fully understand instructions with more than one point in many situations I can independently seek clarification when a message is not clear I can attempt to follow instructions before seeking assistance I can remain focused on a discussion when not directly involved and be able to recall the main points when questioned 	<ul style="list-style-type: none"> I can speak confidently within a group of peers so that my message is clear I can practise and rehearse reading sentences and stories aloud I can take on a different role in a drama or role-play and discuss the characters' feelings I can recognise that sometimes speakers talk differently and discuss the reasons why this might happen I can start to use subject-specific vocabulary to explain, describe and add detail

ENGLISH Stages

The Grapheme-Phoneme List & Spelling Lists can be found after the **English Stages** in this handbook

READING

WRITING

LISTENING

SPEAKING

K

Cont.

- I can sound out most unfamiliar words accurately, without undue hesitation
- In a book I can already read fluently:
 - I can check it makes sense, correcting any inaccurate reading
 - I can answer questions and make some inferences
 - I can explain what has happened so far

- I can use my phonic knowledge to make plausible attempts at spelling
- I can spell most of the words on [Spelling List 1A and 1B](#)
- I can form capital letters and lower-case letters the correct size in relation to each other
- I can use spacing between words that reflects the size of the letters

Please see previous page

- I can suggest words or phrases appropriate to the topic being discussed
- I am starting to vary my language according to the situation, between formal and informal
- I usually speak in grammatically correct sentences
- I can talk about myself clearly and confidently
- I can verbally recount experiences with some added interesting details
- I can offer ideas based on what has been heard
- I can give enough detail in my explanations to hold the interest of the other participant(s) in a discussion
- I can engage in meaningful discussions that relate to different topic areas

L

Entry Level 1
E1

- I can use my phonic knowledge to decode quickly and accurately
- With support, I can apply my growing knowledge of root words, prefixes and suffixes to begin to read aloud
- I can read up to 10 words from [Glebe Spelling List 2](#)
- I am beginning to retrieve information from non-fiction
- I am beginning to use intonation when reading aloud
- I am beginning to recognise features in texts
- I can ask and answer questions about the books I have read
- I am beginning to answer simple inference questions based on characters' feelings and thoughts
- I can check that a text makes sense to me and discuss my understanding
- I am beginning to explain the meaning of words in context

- I can rehearse ideas for writing
- I can record my ideas using a modelled planning format
- I can proofread my work and make simple improvements with guidance
- I can make more ambitious word choices, with support
- I can stay in the correct tense when writing
- I can use full stops, capital letters, question marks and exclamation marks
- I can use commas for lists and apostrophes for possession/contractions
- I am beginning to use inverted commas for direct speech
- I can use a range of simple conjunctions
- I can spell some words with prefixes and suffixes correctly

- I am beginning to listen carefully in a range of different contexts and usually respond appropriately to both adults and peers
- I am beginning to follow instructions in a range of unfamiliar situations
- I am beginning to recognise when help is needed and to ask for specific additional information to clarify instructions
- I am beginning to take account of the viewpoints of others when participating in discussions

- I can rehearse reading sentences and stories aloud
- I can speak regularly in front of small audiences
- In role-play, I am beginning to show an understanding of a characters' emotions through my word choice
- I usually use vocabulary that is appropriate to the topic and/or audience
- I can recognise powerful vocabulary in stories/texts that I read or hear
- I am starting to discuss topics that are unfamiliar to my own direct experience
- I am beginning to organise what I say so that it has a clear purpose
- I am beginning to give descriptions with added details to engage listeners
- I can remain focused on a discussion when not directly involved and recall the main points

M

Entry Level 1
E1

- I can use my phonic knowledge to decode quickly and accurately
- I can apply my growing knowledge of root words, prefixes and suffixes to begin to read aloud
- I can read up to twenty words from [Glebe Spelling List 2](#)
- I am beginning to retrieve and record information from non-fiction
- I am beginning to use appropriate intonation and volume when reading aloud
- I can recognise and discuss the different features in a variety of texts
- I can discuss an authors' choice of words and phrases for effect
- I can ask and answer questions about the books I have read
- I can answer simple inference questions based on characters' feelings, thoughts and motives
- I can check that a text makes sense to me and discuss my understanding
- I can explain the meaning of words in context

- I can demonstrate an understanding of purpose and audience
- I can proofread my work and the work of others, with increasing accuracy
- I can make deliberate word choices to add in detail
- I am beginning to create settings, character and plot in narratives
- I am beginning to use paragraphs
- I use a range of punctuation in writing
- I use inverted commas for some direct speech
- I use 'a' or 'an' correctly most of the time
- I can spell many words with prefixes and suffixes correctly
- I can spell some of the words from [Glebe Spelling List 2](#) correctly
- I am beginning to spell homophones correctly

- I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers
- I can follow instructions in a range of unfamiliar situations
- I can recognise when help is needed and to ask for specific additional information to clarify instructions
- I can take account of the viewpoints of others when participating in discussions

- I can rehearse reading sentences and stories aloud, taking feedback from adults and peers
- I can speak regularly in front of small and larger audiences
- In role-play, I show an understanding of a character's emotions through my word choice
- I can use vocabulary that is appropriate to the topic and/or audience
- I can recognise powerful vocabulary in stories/texts that I read or listen to and begin to try to use these words/phrases in my own talk
- I can discuss topics that are unfamiliar to my own direct experience
- I can organise what I say so that it has a clear purpose
- I am beginning to give descriptions, recounts and narrative retellings with added details
- I can engage in discussions, making relevant points or asking relevant questions
- I can take account of the viewpoints of others when participating in discussions

N

Entry Level 2
E2

- I can usually read fluently, decoding longer words with support, testing out different pronunciations
- I can apply my growing knowledge of root words, prefixes and suffixes, to read aloud
- I can read half of the words from [Glebe Spelling List 2](#)
- I am beginning to read with an awareness of audience
- I am beginning to read texts that are structured in different ways
- I am beginning to use appropriate terminology when discussing texts
- I am beginning to predict what might happen in a book from details stated and implied
- I am beginning to draw simple inferences with evidence, such as inferring characters' feelings
- I can retrieve and record information from non-fiction

- I sometimes use consistent and appropriate structures in non-fiction texts
- I can write a narrative with a beginning, middle, end and clear plot
- I can create more detailed settings, characters and plots in narratives
- I can organise my writing into paragraphs around a theme
- I can maintain accurate tense in a piece of writing
- I can use Standard English verb inflections mostly accurately
- I can use inverted commas at the beginning and end of direct speech
- I am beginning to expand some noun phrases e.g. the **strict** teacher with **curly** hair
- I can use some fronted adverbials
- I spell most words with prefixes and suffixes correctly
- I can spell many of the words from [Glebe Spelling List 2](#) correctly
- I can spell homophones correctly

- I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers
- I can follow multi-step instructions that are repeated several times
- I can ask for additional information to clarify instructions
- I am beginning to ask for specific additional information or viewpoints from other participants during a discussion

- I am beginning to use intonation when reading aloud to emphasise punctuation
- I can practise and rehearse sentences and stories, taking feedback from peers and adults
- I can take on a specific role in drama/role-play activities and am beginning to stay in character during a discussion
- I am beginning to use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I am beginning to know and use language that is acceptable in formal and informal situations
- I can recognise powerful vocabulary in stories/texts that I read and am beginning to build these words or phrases into my own talk in an appropriate way
- I can give descriptions with specific details to actively engage listeners
- I am starting to be able to debate issues and make my opinions on topics clear and to adapt my ideas in response to new information
- I can engage in discussions, make relevant points and ask for additional information or viewpoints from other participants
- I can engage in meaningful discussion in all areas of the curriculum

READING

WRITING

LISTENING

SPEAKING

O

Entry Level 2
E2

- I can usually read fluently, decoding longer words with support
- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet
- I can read 75% of the words from [Glebe Spelling List 2](#)
- I can read with an awareness of audience
- I can read texts that are structured in different ways for a range of purposes and participate in discussions about them
- I can use appropriate terminology when discussing texts
- I can predict what might happen in a book from details stated and implied
- I can draw simple inferences with evidence, such as inferring characters' feelings
- I can retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries

- I can use a consistent and appropriate structure in non-fiction texts
- I can write a narrative with a beginning, middle, end and plot
- I can create more detailed settings, characters and plots in narratives to engage the reader
- I can consistently organise my writing into paragraphs around a theme
- I can use all the punctuation taught at previous Glebe Stages, including for direct speech
- I can use Standard English verb inflections accurately
- I can expand noun phrases e.g. the **strict** teacher with **curly** hair
- I can use fronted adverbials, usually with a comma afterwards
- I spell words with prefixes and suffixes correctly
- I can spell all of the words from [Glebe Spelling List 2](#) correctly

- I can consistently listen carefully in a range of different contexts and usually respond appropriately to both adults and peers
- I can follow multi-step instructions, with some repetition
- I can ask for additional information to clarify instructions in a variety of situations
- I can ask for specific additional information or viewpoints from other participants during a discussion

- I can use intonation when reading aloud to emphasise punctuation
- I can practise and rehearse sentences and stories, taking feedback from peers and adults
- I can take on a specific role in drama/role-play activities and can stay in character during a discussion
- I can discuss the language choices of other speakers in different situations
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own talk in an appropriate way
- I can give descriptions, recounts and narrative retellings with specific details to actively engage listeners
- I can debate issues and make my opinions on topics clear
- I can adapt my ideas in response to new information
- I can engage in discussions, make relevant points and ask for additional information or viewpoints from other participants
- I can engage in meaningful discussion in all areas of the curriculum
- I am beginning to challenge opinions with respect

P

Entry Level 2
E2

- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
- With support, I can apply my growing knowledge of root words, prefixes and suffixes to read aloud
- I can read half of the words on [Glebe Spelling List 3](#)
- I can show an awareness of audience when reading aloud using intonation and tone
- I am beginning to recommend texts to peers, based on personal choice
- I am beginning to read a wide range of genres and identifying the characteristics of text types
- I am beginning to discuss vocabulary used by the author to create effect
- I am beginning to identify the main ideas drawn from more than one paragraph and summarise them
- I am beginning to draw inferences from characters' feelings, thoughts and motives
- I am beginning to justify predictions with evidence from the text
- I can use my knowledge of texts and organisational devices to retrieve and record information from fiction and non-fiction
- I am beginning to evaluate an author's use of language

- I can write for a range of purposes and audiences
- I can select appropriate grammar and vocabulary to match the purpose and audience of my writing
- I can describe settings, characters and atmosphere with increasing awareness of the reader
- I am beginning to use dialogue to convey a character and advance the action in a narrative
- I can use organisational and presentational devices that are relevant to the text type
- I can create paragraphs that are suitably linked
- I am beginning to use commas to clarify meaning or to avoid ambiguity
- I am beginning to use devices to build cohesion in my writing
- I am beginning to use relative clauses in writing
- I can spell some verb prefixes, some complex homophones and some words from [Glebe Spelling List 3](#) correctly
- I am beginning to convert nouns or adjectives into verbs using suffixes

- I can listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views (e.g. participate in a collaborative project where I can listen to the ideas of others and adapt these to meet the needs of the group)
- I can follow a variety of multi-step instructions, with some repetition
- I can develop, agree to and evaluate rules for effective discussion
- I can follow my own rules in small groups and whole-class conversations
- I am beginning to engage in longer and sustained discussions about a range of topics
- I am beginning to ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

- I am beginning to narrate stories with intonation and expression
- I am beginning to use feedback from peers and teachers to improve my performances
- I am beginning to combine vocabulary choices, gestures and body movement to take on and maintain the role of a character
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations with increasing confidence
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own speech in an appropriate way
- I am beginning to plan and present information clearly with ambitious added detail and description for the listener
- I am beginning to participate in debates/arguments and use relevant details to support my opinions and adding humour where appropriate
- I am beginning to develop, agree and evaluate rules for effective discussion
- I am beginning to follow my own rules for effective discussion, in small-group and whole-class discussion
- I am beginning to engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

Q

Entry Level 3
E3

- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud
- I can read 75% of the words on [Glebe Spelling List 3](#)
- I can show an awareness of audience when reading aloud using intonation, tone, volume and action
- I can recommend texts to peers, based on personal choice
- I can read a wide range of genres, identifying the characteristics of text types and differences between text types
- I can discuss vocabulary used by the author to create effect
- I can identify the main ideas drawn from more than one paragraph and summarise them
- I can draw inferences from characters' feelings, thoughts and motives
- I can justify predictions with evidence from the text
- I can use my knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction
- I can evaluate an author's use of language and explain how it has created an impact on the reader

- I can write for a range of purposes and audience
- I can describe settings, characters and atmosphere to engage the reader
- I can use dialogue to convey a character and advance the action in a narrative
- I can use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining, etc.
- I can create paragraphs that are suitably linked
- I can proofread my work and make necessary corrections or improvements
- I can use commas to clarify meaning or to avoid ambiguity
- I can use devices to build cohesion in my writing
- I can use relative clauses in my writing
- I can use brackets, dashes or commas to indicate parenthesis
- I can spell many verb prefixes, many complex homophones and many words from [Glebe Spelling List 3](#) correctly
- I can convert nouns or adjectives into verbs using suffixes

- I can consistently listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views (e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group)
- I can follow a variety of multi-step instructions, with minimal repetition
- I can develop, agree to and evaluate rules for effective discussion
- I can follow my own rules in small groups and whole-class conversations
- I can engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

- I can narrate stories with intonation and expression
- I can use feedback from peers and teachers to improve my performances
- I can combine vocabulary choices, gestures and body movement to take on and maintain the role of a character
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations with increasing confidence
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own talk in an appropriate way
- I can plan and present information clearly with ambitious added detail and description for the listener
- I can participate in debates/arguments and use relevant details to support my opinions, and adding humour where appropriate
- I can develop, agree and evaluate rules for effective discussion
- I can follow my own rules for effective discussion, in small-group and whole-class discussion
- I can engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

READING

WRITING

LISTENING

SPEAKING

R

Entry Level 3
E3

- I can read fluently, decoding unfamiliar words with increasing speed and skill, recognising meaning through contextual clues
- I can read all of the words on [Glebe Spelling List 3](#)
- I am beginning to adapt my intonation, tone and volume to suit the purpose and audience when reading aloud
- I am beginning to make comparisons within and across books
- I am beginning to read a wide range of genres with different structures and purposes for pleasure
- I am beginning to explain how language (including figurative language), structure and presentation can contribute to the meaning of a text
- I can ask questions about a text
- I can draw inferences and infer characters' feelings, thoughts and motives from their actions
- I can make predictions based on details stated and implied
- I can distinguish between statements of fact and opinion
- With support, I can retrieve, record and present information from texts to other readers in informal notes and formal presentations
- I can participate in discussions about books that are read to me and those I can read for myself

- I can write for a wide range of purposes, using paragraphs to organise ideas
- I can describe settings and characters
- I can use capital letters and full stops mostly correctly
- I can use question marks and commas for lists mostly correctly
- I can use apostrophes for contractions mostly correctly
- I can spell most words from [Glebe Spelling List 2](#) and [3](#) correctly
- I can write legibly

- I am beginning to make improvements based on constructive feedback on my listening skills
- I can follow multi-step instructions in a wide range of context with minimal repetition
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can offer an alternative explanation when other participant(s) do not understand

- I can participate in a range of different performances, role play exercises and improvisations
- I can gain, maintain and monitor the interests of listener(s)
- I am beginning to select and use appropriate registers for effective communication
- I am beginning to use relevant strategies to build my vocabulary
- I speak audibly and fluently
- I can use a broad, deep and rich vocabulary
- I can communicate across a range of contexts and to a range of audiences
- I can refer back to my original thoughts when my opinion has changed and give reasons for my change of focus
- I can maintain attention and participate actively in collaborate conversations
- I can consider and evaluate different viewpoints, adding my own interpretations and building on the contributions of others
- I am beginning to offer alternative explanations when other participant(s) do not understand

S

Entry Level 3
E3

- I can read fluently, decoding unfamiliar words with increasing speed and skill, recognising meaning through contextual clues
- I can read the root words, prefixes and suffixes studied at previous Glebe Stages
- I can read all of the words on [Glebe Spelling List 3](#)
- I can adapt my intonation, tone and volume to suit the purpose and audience when reading aloud
- I can make comparisons within and across books
- I can read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between different text types
- I can explain how language (including figurative language), structure and presentation can contribute to the meaning of a text
- I can draw inferences and infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence
- I can make predictions based on details given and implied with evidence from the text
- I can distinguish independently between statements of fact and opinion
- I can retrieve, record and present information from texts to other readers in informal notes and formal presentations
- I can participate in discussions about books that are read to me and those I can read for myself

- I can write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader
- I can describe settings, characters and atmosphere in narratives
- I can integrate dialogue in narratives to convey character and advance the action
- I can usually select vocabulary and grammatical structures that reflect what the writing requires and doing this mostly appropriately
- I can use a range of devices to build cohesion within and across paragraphs
- I can use verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages mostly correctly
- I can spell many of the words from [Glebe Spelling List 3](#) correctly
- I can use a dictionary to check the spelling of uncommon or ambitious vocabulary, when prompted

- I can make improvements based on constructive feedback on my listening skills
- I can follow multi-step instructions in a wide range of contexts
- I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can offer an alternative explanation when other participant(s) do not understand in a variety of contexts

- I can participate confidently in a range of different performances, role play exercises and improvisations
- I can gain, maintain and monitor the interest of listener(s)
- I can select and use appropriate registers for effective communication
- I can use relevant strategies to build my vocabulary
- I can speak audibly and fluently, with a full command of Standard English
- I can use a broad, deep and rich vocabulary to discuss concepts and a wide range of topics
- I can communicate confidently across a range of context and to a range of audiences
- I can refer back to my original thoughts when my opinion has changed and give reasons for my change of focus
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can consider and evaluate different viewpoints, adding my own interpretations and building on the contributions of others
- I can offer alternative explanations when other participant(s) do not understand

ENGLISH Stages

The Grapheme-Phoneme List & Spelling Lists can be found after the **English Stages** in this handbook

READING

WRITING

LISTENING

SPEAKING

T

GCSE 1
Emerging

- I can read a wide range of challenging texts with fluency and understanding
- I can confidently perform texts
- I can discuss, compare and evaluate a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritages and books from other cultures and traditions
- I can recognise themes in what I read
- I can compare characters, settings and themes within a text
- I can consider different accounts of the same event
- I am beginning to analyse the use of language, including figurative language, and how it is used for effect
- I am beginning to discuss how characters change and develop through texts by drawing inferences
- I can draw out key information and summarise the main ideas in a text
- I can distinguish independently between statements of fact and opinion, providing a reason for my views
- I can participate in discussions about books that are read to me, books I read myself, building on my own and others' ideas

- I can consistently write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader
- I can consistently describe settings, characters and atmosphere in narratives
- I can confidently integrate dialogue in narratives to convey character and advance the action
- I can frequently select vocabulary and grammatical structures that reflect what the writing requires and doing this mostly appropriately
- I can use a wide range of devices to build cohesion within and across paragraphs
- I can use verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages correctly
- I can spell most of the words from Glebe Spelling List 3 correctly
- I can use a dictionary to check the spelling of uncommon or ambitious vocabulary

- I can listen carefully during discussions, contributing and asking questions that are responsive to others' ideas and views
- I listen in a range of different situations
- I can actively listen with confidence and concentration for longer periods in an increasing range of contexts, some of which are unfamiliar even when of little personal interest
- I am able to identify and take notes summarising the main points of an account or key points in a discussion
- I can take account of other people's views in the way that I respond to them

- I am confident in adapting talk for a wider range of audiences and purposes
- I can use standard English in a wider range of contexts
- I am secure in using an increasing range of techniques to engage the audience – varying tone of voice, questioning and direct address
- I can organise my talk by sequencing points logically and include an introduction and conclusion
- I can articulate and justify answers, arguments and opinions
- I can use time, resources and group members efficiently by distributing tasks, checking progress and following alternative plans
- I am secure in a number of roles within a group and in using some accompanying language
- I am beginning to evaluate my own contributions to the group commenting constructively on strengths and areas to improve
- I can discuss and evaluate how authors use language, including figurative language, considering the impact of the reader
- I can use a varied range of sentence structures

U

GCSE 1
Developing

- Demonstrated when responding to unseen texts under exam conditions**
- I can pick out the main points in a text
 - I can use some evidence from texts to back up my views
 - I can recognise the main topic of a text
 - I can say why one word is better than another
 - I can notice the way sentences are written
 - I can make a limited comment on the relationship between texts
 - I know when and where texts were written

- I can consistently write effectively for a wide range of purposes and audiences, selecting language that shows a strong awareness of the reader
- I can consistently describe settings, characters and atmosphere in narratives, using rich vocabulary and varied sentence structures
- I can confidently integrate dialogue in narratives to convey character and advance the action, showing flair
- I can consistently select vocabulary and grammatical structures that reflect what the writing requires
- I can use a wide range of devices to build cohesion within and across paragraphs, in a wide range of contexts
- I can use a wide range of verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages consistently
- I can spell all of the words from Glebe Spelling List 3 correctly
- I can confidently use a dictionary to check the spelling of uncommon or ambitious vocabulary

- I can listen attentively in a wide range of contexts and recognise the different conventions in formal and informal situations
- I can listen confidently in class discussions developing my own ideas
- I can listen to others with respect and patience before making my contribution, often adapting my own ideas
- I can listen confidently in formal situations
- I can understand the speaker's intentions and make inferences from speech in a variety of contexts
- I can recognise the effect of specific features of speech and the skills or strategies used by speakers

- I am beginning to adapt vocabulary, grammar, and non-verbal features in ways well matched to audience, purpose, and context
- I can use standard English in most formal situations to suit the listener and the purpose
- I can vary my expression depending on the situation and make the listener interested in what I am saying
- I pay attention in discussions and can ask appropriate questions to develop others' ideas and confidence, with support
- I can take account of other people's views in the way that I respond to them
- I am beginning to show an insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios
- I am beginning to offer alternative explanations when other participant(s) do not understand

V

GCSE 1
Secure

- Demonstrated when responding to unseen texts under exam conditions**
- I can choose key ideas and information from texts
 - I can use evidence from texts to back up my views
 - I can explain why a writer might have chosen particular words
 - I can suggest possible effects on the reader of particular words and styles of sentences
 - I can comment on the relationship between texts
 - I can comment on where and when texts were written
 - I can notice how one text might have been influenced by another text or by the writer's culture

- Demonstrated in independent writing, under exam conditions**
- Fluency and ideas; audience, purpose, form
 - Use and develop relevant ideas
 - Use a range of techniques to add interest, including some rhetorical devices and dialogue
 - Maintain a clear sense of purpose
 - Write in a variety of forms
 - Use a style that engages the reader
 - Text organisation
 - Link paragraphs
 - Write engaging openings and endings
 - Explain ideas by developing detail
 - SPAG
 - Spelling of frequently used vocabulary is usually accurate
 - Punctuation is used with some control, which helps convey meaning
 - Sentences are increasingly accurate in structure and help to shape meaning, but run-on sentences and/or simple, short sentences are common
 - Ideas are often expressed clearly

- I can often adapt my own ideas and ask questions that are responsive to others' ideas and views
- I can make contributions that take account of others' views
- I can listen to others with respect and patience before making my contribution
- I can recognise significant details, identify implied and explicit meanings that develop the speakers' meanings in different ways
- I can reflect on my individual strengths as a contributor to group talk
- I can identify points and opportunities for development

- I can adapt vocabulary, grammar, and non-verbal features in ways well matched to audience, purpose, and context
- I can confidently use standard English in most formal situations to suit the listener and the purpose
- I can vary my expression depending on the situation and make the listener interested in what I am saying
- I pay attention in discussions and can ask appropriate questions to develop others' ideas and confidence
- I can take account of other people's views in the way that I respond to them
- I can show an insight into texts and issues through deliberate choices of speech, gesture and movement, beginning to sustain and adapt different roles and scenarios
- I can offer alternative explanations when other participant(s) do not understand

W

GCSE 2

READING

WRITING

LISTENING

SPEAKING

X
GCSE 3

Demonstrated when responding to unseen texts under exam conditions

- I can sum up most of the main points in a text
- I can use quotations to support my views
- I can comment on the significance of particular words and sentence styles
- I can comment on the effects of particular words/styles of sentences on the reader
- I can make some relevant comment on the relationship between texts
- I can consider the significance of when and where a text was written
- I can compare similar texts by different writers

Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Use some original and interesting ideas
- Express and explain opinions, attitudes or feelings in detail
- Persuade the reader
- Adapt the conventions of a particular form to purpose
- Use formal styles when appropriate
- Text organisation
- Vary paragraphs and link them in varied ways for effect
- Link openings and endings
- Use pronouns and connectives across paragraphs to build cohesion
- SPAG
- Spelling of adventurous vocabulary is mostly accurate
- Punctuation devices are usually used with control and to create effects
- Sentences are accurately structured, with sound control of expression and meaning
- Expression is mostly clear

- I can listen and respond showing an understanding of others' ideas
- I can respond positively to what I hear, including helpful requests for explanation and further detail
- I can listen to and then make specific, relevant contributions to a discussion
- I can allow others to express ideas or points of view that may differ from their own and respond appropriately
- I can engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion
- I can critically appraise my own performance
- I can compare, contrast and synthesise what I hear in different contexts, distinguishing between implied and explicit meanings and between key ideas, detail and illustration and make judgements about speakers' intentions

- I can adapt talk to the demands of different contexts with increasing confidence
- I can engage the listener through a variety of vocabulary and expression
- I can consider and evaluate different viewpoints, attending to and building on the contributions of others
- I can explore complex ideas and feelings in a range of ways, both succinct and extended
- I can maintain generally controlled and effective organisation of talk to guide the listener
- I can adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands
- I can engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion
- I can demonstrate empathy and understanding through flexible choices of speech, gesture and movement, adapting roles convincingly to explore ideas and issues
- I can analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
- I can use fluent sustained standard English in a range of familiar and unfamiliar contexts
- I can adapt talk to the demands of different contexts with increasing confidence
- I can engage the listener through a variety of vocabulary and expression
- I can consider and evaluate different viewpoints

Y
GCSE 4

Demonstrated when responding to unseen texts under exam conditions

- I can summarise the main points in a text
- I can use suitable evidence to support my views
- I can explore the significance of particular words and sentences
- I can explore the effects of particular words/styles of sentences on the reader
- I can make a relevant comment on the relationship between texts
- I can appreciate the significance of when and where a text was written
- I can explore the influence one text might have had on another

Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Develop ideas into a coherent piece of writing
- Convince the reader with a range of devices
- Use more than one viewpoint for interest
- Exploit and blend the conventions of a form to suit purpose
- Use a range of styles to suit the intended effect of the task
- Text organisation
- Sequence ideas in paragraphs to give impact
- Use structure to surprise or influence the reader
- Control ideas to create an effect and lead to a focused ending
- SPAG
- Spelling of adventurous vocabulary is almost always accurate
- Punctuation devices are often used with control and to create effects
- Sentences are increasingly varied and accurate in their structure
- Expression is increasingly coherent

- I can listen closely and attentively, engaging with what I have heard through perceptive responses
- I can make significant contributions that move discussions forward
- I can engage with others' ideas and feelings, recognising obvious bias or prejudice, with reference to precise detail
- I can reflect on my own skills as a listener to others
- I can compare and evaluate different interpretations
- I can evaluate others' ideas and conflicting ideas
- I can respond to and interrogate what is said and how delivery relates to the speaker's viewpoint, shaping direction and content of talk with well-judged contributions

- I am confident speaking in all situations, even those that are new to me
- I can use vocabulary precisely and creatively to interest my listeners
- I can organise my speech to communicate clearly
- I can make significant contributions to discussions
- I am able to evaluate other peoples' ideas and conflicting ideas
- I can use fluent sustained standard English for a variety of purposes, varying and adapting formality appropriately
- I can select and match talk to different demands
- I can compare and evaluate different interpretations
- I can contribute significantly to leading, supporting and sustaining discussion in a group

Z
GCSE 5

Demonstrated when responding to unseen texts under exam conditions

- I can summarise, select and analyse ideas and information
- I can make detailed references to texts
- I can analyse the implications of particular words and sentences
- I can evaluate the effects on the reader of particular words and styles of sentences
- I can show a detailed awareness of the relationship between texts
- I can analyse the significance of when and where a text was written
- I can define and analyse the influence one text might have had on another

Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Develop ideas into a suitable task
- Use rhetorical devices convincingly
- Influence the reader
- Use form to convince the reader
- Adapt the style to purpose and audience
- Text organisation
- Consciously sequence ideas/paragraphs to structure writing
- Use a range of linking devices to control structure
- Control the opening to establish an appropriate tone or mood
- SPAG
- Spelling of increasingly adventurous vocabulary is almost always accurate
- Increasingly ambitious punctuation devices are usually used with control and often to create effects
- Sentences are varied and accurate in their structure and increasingly used to impact the reader
- Expression is almost always coherent

- I am beginning to challenge, develop and respond to what I hear in thoughtful and considerate ways, seeking clarification through apt questions
- I can show some analysis and reflection on others' ideas to clarify issues and assumptions and develop the discussion
- I can start to identify useful outcomes and help structure discussion through purposeful contributions
- I can show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas
- I can make a range of contributions that show I have listened perceptively and am sensitive to the development of discussions

- I can maintain and develop my communication purposefully in a range of contexts
- I can structure my speech carefully and use a wide range of apt vocabulary, intonation and emphasis
- I can constantly show that I have listened perceptively
- I can follow how discussions develop
- I can take a leading role in discussions
- I can use fluent sustained standard English confidently for a variety of purposes, varying and adapting formality appropriately
- I can select and use structures, styles and register appropriately, adapting flexibly to a range of contexts
- I can vary my vocabulary and expression confidently for a range of purposes and audiences
- I can initiate and sustain discussions, taking into account a variety of contributions
- I can make influential and authoritative contributions to discussions, taking on a range of roles
- I can use an assured and fluent use of standard English in a range of situations and for a variety of purposes adapting formality as necessary to achieve deliberate and planned effects

Grapheme-Phoneme List

Grapheme/Phoneme/Example Word	Grapheme/Phoneme/Example Word
a /æ/ cat	a /ɑ:/ father
ar /ɑ:/ arm	a-e /eɪ/ came
b /b/ bad	ai /eɪ/ bait
c /k/ can	air /eə/ hair
ch /tʃ/ check	au /ɔ:/ launch
ck /k/ lock	aw /ɔ:/ raw
d /d/ dog	ay /eɪ/ say
e /ɛ/ hen	c /s/ cell
ee /i:/ see	ch /k/ school
f /f/ if	ch /ʃ/ chef
g /g/ gum	e /i:/ she
h /h/ hot	ea /ɛ/ head
i /ɪ/ hit	ea /i:/ sea
j /dʒ/ jug	e-e /i:/ these
k /k/ keep	er /ɜ:/ fern
l /l/ leg	er /ə/ farmer
ll /l/ hill	ew /u:/ stew
m /m/ man	g /dʒ/ gem
n /n/ pan	i /aɪ/ mind
ng /ŋ/ sing	i-e /aɪ/ fine
o /ɒ/ hot	ie /aɪ/ pie
oi /ɔɪ/ coin	ie /i:/ chief
oo /u:/ room	igh /aɪ/ high
oo /u/ book	ir /ɜ:/ girl
or /ɔ:/ born	o /əʊ/ cold
p /p/ pet	oa /əʊ/ boat
qu /k//w/ quit	o-e /əʊ/ cone
r /r/ red	ou /aʊ/ out
s /s/ sit	ou /u:/ you
s /z/ hens	ou /əʊ/ mould
sh /ʃ/ shed	ow /aʊ/ cow
ss /s/ miss	ow /əʊ/ blow
t /t/ tan	oy /ɔɪ/ boy
th /θ/ moth	ph /f/ photo
th /ð/ this	s /z/ hens
u /ʌ/ or /u/ cup	u /j//u:/ unit
v /v/ vet	ue /u:/ blue
w /w/ wet	ue /j//u:/ cue
x /k//s/ mix	u-e /u:/ brute
y /j/ yes	u-e /j//u:/ huge
z /z/ zip	ur /ɜ:/ turn
zz /z/ buzz	wh /w/ when

Spelling list - 1A

the	A	Do	to	today	of	said
says	are	were	was	is	his	has
I	you	your	they	be	he	she
me	she	we	no	go	so	by
my	here	there	where	love	come	some
one	once	ask	friend	school	put	push
pull	full	house	our			

Spelling list - 1B

door	floor	Poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	cold	bold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
past	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents
Christmas						

Spelling list 2

accident	breath	complete	eighth	group	island	notice	possess	regular	therefore
accidentally	breathe	consider	enough	guard	knowledge	occasion	possession	reign	though
actual	build	continue	exercise	guide	learn	occasionally	possible	remember	thought
actually	busy	decide	experience	heard	length	often	potatoes	sentence	through
address	business	describe	experiment	heart	library	opposite	pressure	separate	toward
although	calendar	different	extreme	height	material	ordinary	probably	special	towards
answer	caught	difficult	famous	history	medicine	particular	promise	straight	various
appear	centre	disappear	favourite	imagine	mention	peculiar	purpose	strange	weight
arrive	century	early	February	increase	minute	perhaps	quarter	strength	woman
believe	certain	earth	fruit	important	natural	popular	question	suppose	women
bicycle	circle	eight	grammar	interest	naughty	position	recent	surprise	

Spelling list 3

accommodate	average	conscious	dictionary	explanation	immediately	neighbour	programme	shoulder	thorough
accompany	awkward	controversy	disastrous	familiar	individual	nuisance	pronunciation	signature	twelfth
according	bargain	convenience	embarrass	foreign	interfere	occupy	queue	sincere	variety
achieve	bruise	correspond	environment	forty	interrupt	occur	recognise	sincerely	vegetable
aggressive	category	critic	equip	frequently	language	opportunity	recommend	soldier	vehicle
amateur	cemetery	criticise	equipment	government	leisure	parliament	relevant	stomach	yacht
ancient	committee	curiosity	equipped	guarantee	lightning	persuade	restaurant	sufficient	
apparent	communicate	definite	especially	harass	marvellous	physical	rhyme	suggest	
appreciate	community	desperate	exaggerate	hindrance	mischievous	prejudice	rhythm	symbol	
attached	competition	determined	excellent	identity	muscle	privilege	sacrifice	system	
available	conscience	develop	existence	immediate	necessary	profession	secretary	temperature	

MATHS Stages

	NUMBER	GEOMETRY
E Emerging	<p>The Learner can:</p> <ul style="list-style-type: none"> Recognise numerals 1 to 5 and some numerals of personal significance Count up to three or four objects by saying one number name for each item Select the correct numeral to represent 1 to 10 objects Estimate how many objects they can see and check by counting them Use the language of 'more' and 'fewer' to compare two sets of objects Find the total number of items in two groups by counting all of them Find one more or one less from a group of up to five, then ten objects In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting 	<p>The Learner can:</p> <ul style="list-style-type: none"> Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes Describe their relative position such as 'behind' or 'next to'
F Developing	<p>The Learner can:</p> <ul style="list-style-type: none"> Count reliably with numbers from one to 20 Place numbers in order and say which number is one more or one less than a given number Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer Solve problems, including doubling, halving and sharing 	<p>The Learner can:</p> <ul style="list-style-type: none"> Use everyday language to talk about capacity and position, to compare quantities and objects and to solve problems Recognise, create and describe patterns

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> Order two or three items by length or height / weight or capacity Use everyday language related to time and money Order and sequence familiar events Measure short periods of time in simple ways
<p>The Learner can:</p> <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems

ENTRY LEVEL	NUMBER
H Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> Sort, count & represent objects Count, read and write forwards or backwards from any number 0 to 20 in numerals and words Count one more, one less Compare groups of objects using language such as equal, more/greater, less/fewer Introduce <, > and = symbols Order groups of objects and numbers Use ordinal numbers (1st, 2nd, 3rd ...) Understand the addition and subtraction symbols Find and compare number bonds for numbers within 10 Use addition – adding together / more Use subtraction – taking away, how many left? Counting back, finding the difference, crossing out Understand fact families – the 8 facts
I Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> Represent numbers to 50 Compare and order objects and numbers within 50 Count in multiples of 2s and 5s Add by counting on and making 10 Find and make number bonds Use subtraction – not crossing 10 and crossing 10

GEOMETRY
<p>The Learner can:</p> <ul style="list-style-type: none"> Recognise, name and sort 3-D shapes Recognise, name and sort 2-D shapes Recognise patterns with 3-D and 2-D shapes
<p>The Learner can:</p> <ul style="list-style-type: none"> Compare lengths and heights Measure length Begin to understand weight and mass Measure and compare mass Introduce capacity and volume Measure and compare capacity and volume

	NUMBER	GEOMETRY
J Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> Count forwards and backwards within 100 Partition, compare and order numbers Count in 2s, 5s and 10s Make equal groups by grouping or sharing Add equal groups Make arrays Make doubles Recognise and halve shapes, objects and quantities Recognise and find a quarter of a shape, object and quantity Find a half and a quarter 	<p>The Learner can:</p> <ul style="list-style-type: none"> Recognise, name and sort 2D/3D shapes Patterns with 2D/3D shapes Describe position and turns

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> Recognise coins and notes Count in coins Understand before and after Understand dates Use time to the hour and half hour Write and compare time

MATHS Stages

	NUMBER	GEOMETRY	MEASUREMENT	STATISTICS
K Entry Level 1 E1	The Learner can: <ul style="list-style-type: none"> Count, read and write numbers from 0 to 100 forwards and backwards Represent numbers to 100 Use tens and ones (part whole model/addition) Compare and order objects and numbers Use number bonds to 20 Add and subtract bonds to 20 Add and subtract 1s Use bonds to 100 (tens) Add and subtract 2 digit and 1 digit numbers (crossing 10) Add and subtract two 2 digit numbers (not exchanging) Add three 1 digit numbers Make and add equal groups (grouping/sharing) Understand odd and even numbers Count in 2s, 5s and 10s Use multiplication using x symbol Make equal parts Recognise and find a half and a quarter Unit and non-unit fractions 	The Learner can: <ul style="list-style-type: none"> Recognise and name 2D and 3D shapes Count sides and vertices on 2D shapes Look at lines of symmetry Sort and make patterns with 2D shapes Describe movement and turns 	The Learner can: <ul style="list-style-type: none"> Measure length (cm) Measure and compare mass (g) Compare capacity (ml/l) Use time to quarter past/to Count money (pence/pounds) 	The Learner can: <ul style="list-style-type: none"> Interpret and draw tally charts, pictograms and block diagrams
L Entry Level 1 E1	The Learner can: <ul style="list-style-type: none"> Count, read and write numbers from 0 to 100 forwards and backwards Represent numbers to 100, 10 more, 10 less Compare and order objects and numbers Use a place value chart Understand number bonds to 20 Add and subtract bonds to 20 Add and subtract 1s and 10s Use bonds to 100 (tens/tens and ones) Add and subtract 2 digit and 1 digit numbers (crossing 10) Add and subtract two 2 digit numbers (not exchanging/exchanging) Add three 1 digit numbers Check calculations Make and add equal groups (grouping/sharing) Odd and even numbers Multiply using x symbol 2, 5 and 10 times tables and divide by 2, 5 and 10 Count in 3s Make equal parts Recognise and find a half, quarter and third Unit and non-unit fractions Use equivalence of $1/2$ and $2/4$ 	The Learner can: <ul style="list-style-type: none"> Recognise and name 2D/3D shapes Lines of symmetry Describe movement and turns Count sides and vertices on 2D/3D shapes Count faces on 3D shapes Sort and make patterns with 2D/3D shapes 	The Learner can: <ul style="list-style-type: none"> Measure length (cm/m) and mass (g/kg) Make the same amount Count money (notes/coins) Find the total, difference/change Use time to quarter past/to/5 minute intervals Number of minutes in an hour and hours in a day Find and compare durations of time Temperature 	The Learner can: <ul style="list-style-type: none"> Interpret and draw tally charts, pictograms and block diagrams
M Entry Level 2 E2	The Learner can: <ul style="list-style-type: none"> Partition hundreds Find 1 and 10 more/less than a given number Compare objects/numbers to 1000 Order numbers Add and subtract multiples of 100 Add and subtract 3 digit and 1, 2 digit numbers (not crossing 10 and 100) Add and subtract two 3 digit numbers (not crossing ten/100) Estimate answers Equal groups Multiply and divide by 3, 4 and 8 Comparing statements Multiply and divide 2 digits by 1 digit Unit and non-unit fractions Make the whole Tenths/count in tenths Fractions of a set of objects Use equivalent fractions 	The Learner can: <ul style="list-style-type: none"> Understand turns and angles Recognise right angles in shapes Use horizontal and vertical lines Recognise and describe 2D/3D shapes 	The Learner can: <ul style="list-style-type: none"> Add and subtract money Find change Measure and compare lengths, mass and capacity Find equivalent lengths (m-cm) Understand Months/Years Understand hours in a day Tell the time to 5 minutes Understand AM and PM Measure time in seconds 	The Learner can: <ul style="list-style-type: none"> Interpret and answer questions about tables, bar charts and pictograms
N Entry Level 2 E2	The Learner can: <ul style="list-style-type: none"> Partition hundreds Find 1, 10 and 100 more/less than a given number Represent numbers to 1000 Compare objects/numbers to 1000 Order numbers Count in 50s Add and subtract multiples of 100 	The Learner can: <ul style="list-style-type: none"> Understand turns and angles Recognise right angles in shapes Draw angles accurately, compare angles Use horizontal and vertical lines Use parallel and perpendicular lines Recognise and describe 2D/3D shapes Make 3D shapes 	The Learner can: <ul style="list-style-type: none"> Convert pounds and pence Add and subtract money Find change Measure, compare, add and subtract lengths Convert equivalent lengths (m-cm/mm-cm) Measure, compare, add and subtract mass and capacity Calculate and measure perimeter 	The Learner can: <ul style="list-style-type: none"> Interpret and answer questions about tables, bar charts and pictograms

MATHS Stages

	NUMBER	GEOMETRY
N Cont.	<ul style="list-style-type: none"> Add and subtract 3 digit and 1, 2 and 3 digit numbers Add and subtract two 3 digit numbers Estimate and check answers Extend language to 'sum' and 'difference' Equal groups Multiply and divide by 3, 4 and 8 Comparing statements Multiply and divide 2 digits by 1 digit Scaling Unit and non-unit fractions Making the whole Tenths/count in tenths, tenths as decimals Use fractions of a set of objects Use equivalent fractions Add and subtract fractions 	Please see previous page

	NUMBER
O Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> Represent numbers to 1,000 Round to the nearest 10 and 100 Count in 1,000s, 100s, 10s and 1s Use a Number line to 10,000 Find 1, 10, 100, 1000 more or less Compare and order numbers Round to the nearest 1,000 Count in 25s Use negative numbers Roman numerals to 100 Add and subtract 1s, 10s, 100s and 1,000s Add and subtract two 4-digit numbers – more than one exchange Estimate answers Check strategies using inverse Multiply and divide by 10 and 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by: <ul style="list-style-type: none"> 3 using the 3 times table / 6 using the 6 times table 7 using the 7 times table / 9 using the 9 times table

P Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> Use unit and non-unit fractions Use tenths and count in tenths Understand and find equivalent fractions Use fractions greater than 1 Count in fractions Add and subtract 2 or more fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem solving – calculate quantities Recognise tenths and hundredths as decimals, on a number line and on a place value grid Divide 2-digits by 10 and by 100 Know the 11 and 12 times-table Multiply 3 numbers Use factor pairs Use efficient multiplication written methods Multiply and divide 3-digits by 1-digit Use correspondence problems
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	NUMBER	GEOMETRY
Q Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> Use bonds to 10 and 100 Make a whole Write decimals, compare, order and round decimals Use halves and quarters 	<p>The Learner can:</p> <ul style="list-style-type: none"> Use turns and angles Use right angles in shapes Compare angles, order and identify them Recognise and describe 2-D shapes Use triangles and Quadrilaterals Use horizontal and vertical lines of symmetry Complete a symmetric figure Describe position Draw and move on a grid Describe movement on a grid

MEASUREMENT	STATISTICS
<ul style="list-style-type: none"> Use Months/Years Use hours in a day Tell the time to 5 minutes/a minute Use AM and PM/24 hour clock Find/compare durations Measure time in seconds 	Please see previous page

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> Use equivalent lengths - m and cm, mm and cm, m and Kilometres Add and Subtract lengths Measure perimeter on a grid, of a rectangle and of rectilinear shapes

<p>The Learner can:</p> <ul style="list-style-type: none"> Know what area is and how to compare it Count squares Make shapes

MEASUREMENT	STATISTICS
<p>The Learner can:</p> <ul style="list-style-type: none"> Tell the time to 5 minutes and then to the minute Use am and pm Use 24-hour clock Use hours, minutes and seconds Use years, months, weeks and days Use analogue to digital – 12 hour and 24 hour Order and estimate money Convert pounds and pence Add and subtract money Find change Use four operations 	<p>The Learner can:</p> <ul style="list-style-type: none"> Interpret charts Compare, sum and difference Introduce line graphs Line graphs

MATHS Stages

NUMBER

R

Entry Level 3
E3

- The Learner can:
- Round to nearest 10, 100 and 1,000
 - Use numbers to 100,000: and to a million, compare, order, round
 - Count in 10s, 100s, 1,000s, 10,000s, and 100,000s
 - Use negative numbers
 - Use roman Numerals to 1,000
 - Solve multi-step addition and subtraction
 - Add and subtract two 4-digit numbers
 - Round to estimate and approximate
 - Use inverse operations
 - Use multiples and Factors
 - Use prime, square and cube numbers
 - Multiply and divide by 10, 100 and 1,000
 - Multiply 4-digits by 2-digits and divide 4-digits by 1-digit (with remainders)
 - Use equivalent and improper fractions
 - Use mixed numbers
 - Use number sequences
 - Add and subtract fractions
 - Compare and order fractions less than 1 and then greater than 1
 - Use decimals up to 2 dp and decimals as fractions
 - Understand thousandths
 - Round, order and compare decimals
 - Understand percentages and percentages as fractions and decimals
 - Use equivalent FDP

NUMBER

S

Entry Level 3
E3

- The Learner can:
- Add and subtract decimals within 1
 - Complement to 1 Adding decimals – crossing the whole
 - Add and subtract decimals with the same number of decimal places
 - Add and subtract decimals with a different number of decimal places
 - Add and subtract wholes and decimals
 - Use decimal sequences
 - Multiply and divide decimals by 10, 100 and 1,000

GCSE

NUMBER

T

GCSE 1
Emerging

- The Learner can:
- Order integers and decimals
 - Read scales
 - Use simple mathematical notation
 - Interpret real-life tables

U

GCSE 1
Developing

V

GCSE 1
Secure

ALGEBRA

- The Learner is:
- Introduced to algebraic conventions

MEASUREMENT

- The Learner can:
- Measure and calculate perimeter on a grid, of a rectangle, of rectilinear shapes
 - Use area of rectangles, compound shapes and irregular shapes

MEASUREMENT

- The Learner can:
- Use kilometres, Kilograms, Millimetres and millilitres
 - Use metric and imperial units
 - Convert units of time
 - Use timetables
 - Compare volume
 - Estimate volume
 - Estimate capacity

GEOMETRY

- The Learner can use:
- Co-ordinates
 - Geometric definitions
 - Polygons
 - Symmetry
 - Tessellations and congruent shapes
 - Names of angles

STATISTICS

- The Learner can:
- Interpret and draw charts and line graphs
 - Use line graphs to solve problems
 - Read and interpret tables (Two-way tables and Timetables)

GEOMETRY

- The Learner can:
- Describe position
 - Draw on a grid
 - Position in the first quadrant
 - Use translation with coordinates
 - Use lines of symmetry
 - Complete a symmetric figure
 - Use reflection and reflection with coordinates
 - Identify angles
 - Compare, order and measure angles in degrees
 - Draw lines and angles accurately
 - Calculate angles on a straight line and round a point
 - Calculate lengths and angles in shapes (triangles and quadrilaterals)
 - Use regular and irregular polygons
 - Use reasoning about 3-D shapes

RATIO & PROBABILITY

- The Learner can use:
- Probability scale
 - Tally charts and bar graphs
 - Pictograms

MATHS Stages

	NUMBER	ALGEBRA
W GCSE 2	The Learner can use: <ul style="list-style-type: none"> • Addition, subtraction, multiplication of integers and decimals • Inverse operations • Money • Negatives in real-life • Equivalent, Simplifying • Half-way values • Factors, multiples and primes • Powers/indices • Multiply and divide by powers of 10 • Rounded integers and decimals 	The Learner can: <ul style="list-style-type: none"> • Simplify – using addition, subtraction, division, multiplication • Use function machines • Generate a sequence – Term to Term

RATIO	PROBABILITY & STATISTICS
The Learner can use: <ul style="list-style-type: none"> • Use ratio for recipes • Percentages • Value for money • Introduction to Proportion • Geometry • Properties of solids • Nets • Angles on a line and a point • Measuring and drawing angles • A protractor to drawing angles • Reflections, Rotations, Translations • Plans and Elevations • Perimeters • Area of a Rectangle, Triangle, Parallelogram and Trapezium 	The Learner can use: <ul style="list-style-type: none"> • Frequency Trees, Listing Outcomes, calculating Probabilities • Mutually Exclusive Events • Two-Way Tables • Averages and Range • Data – Discrete and Continuous • Vertical Line Charts • Frequency Tables and Diagrams

	NUMBER	ALGEBRA
X GCSE 3	The Learner can use: <ul style="list-style-type: none"> • Multiplying and Dividing Decimals • Four rules of Negatives • Listing Strategies • Comparing fractions • Adding, subtracting, multiplying and dividing fractions • BIDMAS/BODMAS • Reciprocals • Calculator questions • Products of Primes • Highest Common Factor (HCF) • Lowest Common Multiple (LCM) • Squares, Cubes and Roots • Indices • Standard Form • Fractions, Decimals and Percentages • Percentage of an amount (Calc) (Non-Calc) • Change to a percentage (Calc) (Non-Calc) • Rounding to Significant Figures • Estimating answers • Place value 	The Learner can use: <ul style="list-style-type: none"> • Expanding Brackets • Simple Factorisation • Substitution • Straight Line Graphs • The Gradients of a Line • Quadratic Graphs and draw them • Sketching Functions • Flowcharts to solving equations • Flowcharts as the subject of a formula • Sequence from the nth Term • Finding the nth Term • Special Sequences

RATIO	PROBABILITY & STATISTICS	GEOMETRY
The Learner can use: <ul style="list-style-type: none"> • Exchanging Money • Ratios, Fractions and Graphs • Increase/Decrease by a Percentage • Percentage Change • Reverse Percentage Problems • Simple Interest 	The Learner can use: <ul style="list-style-type: none"> • Experimental Probabilities • Possibility Spaces • Venn Diagrams • Represent data in different ways • Scatter Diagrams • Averages from a Table 	The Learner can use: <ul style="list-style-type: none"> • Metric Conversions • Problems on Coordinate Axis • Surface Area of a Prism • Volume of a cuboid and a prism • Circle Definitions • Area and Circumference of a Circle • Angles and Parallel Lines • Angles in a Triangle • Properties of Special Triangles • Angles • Sum of Polygons • Bearings

Y GCSE 4	The Learner can use: <ul style="list-style-type: none"> • Index Notation • Introduction to Bounds 	The Learner can use: <ul style="list-style-type: none"> • Midpoint of a line on a Graph • Brackets - expand and simplify • Equations and solve them • Rearranging Simple Formulae • Forming Formulae and Equations • Inequalities on a Number Line • Solving Linear Inequalities • Simultaneous Equations Graphically • Fibonacci Sequences
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The Learner can use: <ul style="list-style-type: none"> • Exchanging Money • Ratios, Fractions and Graphs • Increase/Decrease by a Percentage • Percentage Change • Reverse Percentage Problems • Simple Interest 	The Learner can use: <ul style="list-style-type: none"> • Simple Tree Diagrams • Sampling Populations • Time Series 	The Learner can use: <ul style="list-style-type: none"> • Compound Units • Distance-Time Graphs • Similar Shapes • Constructions using Compasses • Loci • Drawing a Triangle using a compass • Enlargements • Tangents, Arcs, Sectors and Segments • Pythagoras' Theorem
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Z GCSE 5	The Learner can use: <ul style="list-style-type: none"> • Negative Indices • Error Intervals • Mathematical Reasoning 	The Learner can use: <ul style="list-style-type: none"> • Factorise and Solve Quadratics • The Difference of Two Squares • Finding the Equation of a Straight Line • Roots and Turning Points of Quadrilaterals • Cubic and Reciprocal Graphs • Simultaneous Equations Algebraically • Geometric Progressions
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The Learner can use: <ul style="list-style-type: none"> • Compound Interest and Depreciation 	The Learner can use: <ul style="list-style-type: none"> • Harder Tree Diagrams • Stratified Sampling 	The Learner can use: <ul style="list-style-type: none"> • Congruent Triangles • Sectors of a Circle • Trigonometry • Spheres • Pyramids • Cones • Frustums • Exact Trigonometric Values • Vectors
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SCIENCE Stages



B

- I can imitate actions using my body
- I can respond to simple instructions

C

- I can answer a simple scientific question using actions or words
- I can name a single property of an object (e.g. soft, green)
- I can select a pictorial representation of an object

D

- I can name 2 properties of an object
- I can show an awareness that somethings can hurt
- I can identify a simple difference between two objects

E

- I can select a tool for a purpose
- I can recognise distinctive features of living things (e.g. birds have beaks)

F

- I can group objects based on obvious similarities (e.g. colour, shape)
- I can identify some appliances which use electricity
- I can show an awareness that somethings always happens

G

- With support and guidance:
- I can answer review questions within a lesson
 - I can enter data on a tally chart
 - I can describe common features of grouped things or animals (e.g. birds have beaks and feathers)

H

- I can relate an object to the job it does (e.g. a knife can cut because it is sharp)
- I can describe an object giving 3 or 4 properties
- I can share my ideas about what might happen in a given event or situation

I

- I can follow simple instructions
- I can give suggestions as to how to stay safe
- I can use simple scientific equipment with support

J

- I can suggest why a particular material is used for a purpose
- I can describe my observations using simple language
- I can compare objects, living things and events

K

- I can describe what I have been asked to do
- I can use scientific language to describe materials and communicate my findings
- I can read a bar chart

L

- I can express an idea about how to conduct an experiment to find something out
- I can name and use several pieces of common lab equipment
- I can sequence, with support, the steps in an investigation

M

- I can use simple equipment and make observations
- I can compare different outcomes in an experiment (e.g. speed of reaction with weak and strong acid)

N

- I can describe my observations using simple scientific vocabulary and record them
- I can say whether what happened was what I expected



O

Entry Level 1
E1

- I can put forward my own ideas about how to find the answer to a question
- I can organise myself during a practical lesson and explain what I am doing

P

Entry Level 1
E1

- I can make accurate measurements using equipment (eg time, temperature, volume)
- I can carry out a fair test with some help, recognising and simply explaining why it is fair

Q

Entry Level 2
E2

- I can describe experimental observations and simple patterns in recorded measurements
- I can communicate in a scientific way what I can have found out
- I can suggest improvements in my work

R

Entry Level 2
E2

- I can make predictions about what I expect to happen in a range of different investigations
- I can decide on an appropriate approach to answer a question
- I can describe which factors to change in an experiment and which to keep the same

S

Entry Level 3
E3

- I can record my observations using tables without support
- I can represent my data on simple graphs
- I can point out and interpret patterns in my data from the graph

T

GCSE 1

- I can draw conclusions from my data and relate these to scientific knowledge and understanding,
- I can discuss my interpretations of my data with appropriate scientific language
- I can suggest improvements in my work, giving reasons

U

GCSE 1

- I can identify a suitable way to investigate a question
- I can read data on a table, identify relevant factors and use this information to answer questions
- I can describe the experimental evidence behind scientific theory (e.g. evolution)
- I can identify advantages and disadvantages of a technology from information given

V

GCSE 1

- I can design a controlled experiment identifying control variables, equipment needed and outcome measures
- I can make a series of observations, comparisons or measurements with precision appropriate to the task
- I can use my scientific knowledge and understanding to explain my predictions

W

GCSE 2

- I can begin to repeat observations and measurements and to offer simple explanations for any differences I can encounter
- I can record observations and measurements systematically and, where appropriate, present data as line graphs
- I can make practical suggestions about how my working methods could be improved
- I can use appropriate scientific language and conventions to communicate quantitative and qualitative data

X

GCSE 3

- I can describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development and acceptance of new ideas
- In my own investigative work, I can use scientific knowledge and understanding to identify an appropriate approach
- I can select and use sources of information effectively
- I can make enough measurements, comparisons and observations for the task

Y

GCSE 4

- I can choose scales for graphs and diagrams that enable them to show data and features effectively
- I can identify measurements and observations that do not fit the main pattern shown and give explanations for them
- I can explain what a line graph shows, describe key features and give explanations for trends based on my scientific knowledge

Z

GCSE 5

- I can summarise and evaluate data from different sources to draw a balanced conclusion, describing my findings using well balanced argument and scientific vocabulary

ART Stages

EXPERIMENTING/MAKING & REFINING

E

Emerging

With support:

- I can begin to draw and/or paint some marks
- I can begin to draw some images from my imagination
- I can begin to identify some primary and secondary colours and mix secondary colours
- I can begin to mix colours to create tints, tones and shades
- I can begin to explore some 2D and 3D media and materials

F

Developing

G

Secure

H

With some support:

- I can draw and/or paint marks
- I can identify primary and secondary colours and mix secondary colours
- I can mix colours to create tints, tones and shades
- I can draw images from my imagination
- I can explore 2D and 3D media and materials

I

With some support:

- I can draw and/or paint marks
- I can identify primary and secondary colours and mix secondary colours
- I can mix colours to create tints, tones and shades
- I can draw images from my memory and imagination
- I can explore 2D and 3D media and materials

J

With increasing independence:

- I can draw and/or paint a range of marks
- I can identify primary and secondary colours and mix secondary colours
- I can mix colours to create tints, tones and shades
- I can draw images from my imagination
- I can explore 2D and 3D media, materials and techniques
- I can identify some of the formal elements of art and can use these in my artwork

K

- I can draw and/or paint a range of marks
- I can draw images and ideas from my memory and imagination
- I can identify primary and secondary colours and mix secondary colours
- I can mix colours to create tints, tones and shades with increasing independence
- I can explore 2D and 3D media and materials
- I can identify some of the formal elements of art and can use these in my artwork

L

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can draw images and ideas from my memory and imagination
- I can explore 2D and 3D media and materials with increasing control
- I have an awareness of the formal elements of art and can use these in my artwork

M

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials and techniques with increasing control
- I have some understanding of the formal elements of art and use these in my artwork

N

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with increasing control
- I can draw images and ideas from my imagination
- I can explore 2D and 3D media, materials and techniques with control
- I have some understanding of the formal elements of art and use these in my artwork

PLANNING & RECORDING

With support:

- I can look at an object and draw a simple representation

With some support:

- I can draw a representation of an object

- I can look at an object and produce a simple line drawing
- I can record some ideas in a mind map with support

- I can look at an object and produce a line drawing with some attempt at detail
- I can record ideas in a mind map with some support

- I can look at an object and produce a line drawing with some attempt at detail
- I can record ideas in a mind map with increasing independence

- I can look at an object more carefully and produce a simple line drawing with detail and an attempt at shading
- I can record and plan ideas in a mind map

- I can look at one or more objects and produce a line drawing with an improved understanding of shading and tone
- I can record and plan ideas in a mind map

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can record a range of ideas in a mind map

COMMENTING & EVALUATING

With support:

- I can begin to say what I like and dislike about a work of art
- I can begin to say whether a piece of artwork makes me feel happy or sad
- I can begin to say one thing I like about my work

With some support:

- I can say what I like and dislike about a work of art and explain why
- I can say whether a piece of artwork makes me feel happy or sad and explain why
- I can say one thing I like about my work and explain why

With some support:

- I can say what I like and dislike about a work of art and explain why
- I can state the feelings and emotions a piece of artwork makes me feel and explain why
- I can say one thing I like about my work and explain why

With increasing independence:

- I can say what I like and dislike about a work of art and explain why
- I can state the feelings and emotions a piece of artwork makes me feel and explain why
- I can say one thing I like about my work and explain why
- I can begin to identify the changes I could make to improve my work

- I can say what I like and dislike about a work of art and explain why
- I can state the feelings and emotions a piece of artwork makes me feel and explain why
- I can say one thing I like about my work and explain why
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using some visual language
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using some visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

ART Stages

EXPERIMENTING/MAKING & REFINING

O

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with increasing control
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials and techniques with control and some refinement
- I have an understanding of the formal elements of art and use these in my artwork

P

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials, and techniques with control and some refinement
- I have an understanding of the formal elements of art and use these in my artwork

Q

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials, and techniques with control
- I have a competent understanding of the formal elements of art and use these in my artwork

R

- I can begin to confidently and imaginatively draw and/or paint a range of marks with purpose and control
- I can identify primary, secondary, and tertiary colours and accurately mix secondary and tertiary colours
- I can accurately mix colours to create tints, tones and shades
- I can accurately draw a range of images and ideas from my imagination
- I can confidently explore and refine a range of 2D and 3D media, materials and techniques
- I have a confident understanding of the formal elements of art and use these in my artwork

S

- I can confidently and imaginatively draw and/or paint a range of marks with purpose and control
- I can identify primary, secondary, and tertiary colours and accurately mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with accuracy
- I can accurately draw a range of images and ideas from my imagination
- I can confidently explore and refine a range of 2D and 3D media, materials and techniques
- I have a confident understanding of the formal elements of art and use these effectively in my artwork

GCSE AO1 - DEVELOP

T
GCSE 1
Emerging

- I have undefined ideas with limited reference to artists' work
- I have a limited understanding of artists' work

U
GCSE 1
Developing

V
GCSE 1
Secure

AO2 - REFINE

- I have used a limited range of media, materials, techniques and processes with artificial refinement
- I have limited evidence of how I have explored my work as it develops

PLANNING & RECORDING

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show an attempt at understanding proportion and scale
- I can record a range of ideas in a mind map with some detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a basic understanding of proportion, scale and perspective
- I can record a range of ideas in a mind map in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a competent understanding of proportion, scale and perspective
- I can record a range of ideas in a mind map in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques I can show a confident understanding of proportion, scale and perspective
- I can record a range of ideas and observations in a mind map imaginatively and in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a confident and refined understanding of proportion, scale and perspective
- I can confidently record a range of ideas and observations in a mind map imaginatively and in detail

AO3 - RECORD

- I have basic recording of ideas, observations and insights showing minimal links to intention
- I have limited ability to reflect on my work and make progress

COMMENTING & EVALUATING

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can begin to identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can confidently describe what I like or dislike about a work of art using visual language
- I can confidently describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can confidently identify the similarities and differences in style between different, artists, designers and/ or architects
- I can confidently describe what I like about my work and explain why using visual language
- I can confidently identify the changes I could make to improve my work

- I can confidently describe what I like or dislike about a work of art using visual language
- I can confidently identify the similarities and differences in style between different, artists, designers and/ or architects
- I can confidently describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can confidently reflect upon and describe what I like about my work and explain why using visual language

AO4 - PRESENT

- My personal response shows an undefined realisation of intentions
- I have limited understanding of visual language and applying formal elements is limited and superficial

ART Stages

AO1 - DEVELOP

AO2 - REFINE

AO3 - RECORD

AO4 - PRESENT

W
GCSE 2

- I have developed ideas with basic reference to artists work with some evidence of relevant investigation
- I have shown a basic critical understanding of artists work

- I have refined my work using some relevant media, materials, techniques and processes
- I have shown basic evidence of the exploration of how my work develops

- I have recorded my ideas, observations and insights and can show undeveloped links to my intentions
- I can reflect on my work and progress

- My personal response shows a basic realisation of intentions
- I have a basic understanding of visual language and my application of formal elements are basic and undeveloped

X
GCSE 3

- I can develop ideas with competent reference to artists work and other sources, with evidence of informed investigations
- I can show competent critical understanding of artists work

- I can refine my work with an appropriate and relevant selection of media, materials, techniques and processes
- I can show competent evidence of the exploration of work as it develops

- I can record informed ideas, observations and insights relevant to my intentions
- I can competently reflect on my work and progress

- My personal response shows a competent realisation of intentions
- I have a competent understanding of visual language and my application of formal elements is competent

Y
GCSE 4

- I can develop ideas with well-informed reference to artists work with evidence of effective investigation
- I can show well-informed critical understanding of artists work and other sources

- I can refine my work with an effective selection of relevant media, materials, techniques and processes
- I can show well-informed evidence of the exploration of work as it develops

- I can record well-considered ideas, observations and insights showing well-considered links to my intentions
- I can reflect on my work and progress in a well-considered way

- My personal response shows a well-considered realisation of intentions
- I have a well-considered understanding of visual language and my application of the formal elements is well-informed and effective

Z
GCSE 5

- I can develop ideas with detailed reference to artists work and other sources
- I can show an in-depth critical understanding of artists work and other sources

- I can confidently refine my work with a fully-developed selection of media, materials, techniques and processes
- I can show in-depth evidence of the exploration of work as it develops

- I can confidently record ideas, observations and insights showing fully developed links to intention
- I can confidently reflect on my work and progress

- My personal response shows a confident realisation of intentions
- My understanding of visual language and my application of the formal elements is confident and fully developed

ZZ
GCSE 6

- I can develop ideas with sophisticated reference to artists work with evidence of perceptive investigation
- I can show an excellent critical understanding of artists work and other sources

- I can refine my work in a sophisticated way with a perceptive selection of media, materials, techniques and processes
- I can show excellent evidence of the exploration of work as it develops

- I can record excellent ideas, observations and insights showing sophisticated links to intention
- I can reflect on my work and progress in an excellent way

- My personal response shows a sophisticated realisation of intentions
- My understanding of visual language is perceptive and sophisticated

ASTRONOMY Stages



N

- I can sometimes demonstrate some basic astronomical knowledge and understanding, using simple everyday language, e.g. naming the planets in the Solar System

O

- I can sometimes demonstrate some basic astronomical knowledge and understanding, using simple everyday language, e.g. ordering the planets from the Sun in the Solar System
- I can make very basic comments relating to observational methods, e.g. naming sources of light pollution

P

- I can sometimes demonstrate some basic astronomical knowledge and understanding, using simple everyday language, e.g. ordering the size of the planets in the Solar System
- I can make basic comments relating to observational methods, e.g. explain how light pollution can affect observations

Q

- I can sometimes demonstrate some basic astronomical knowledge and understanding, using simple everyday language, e.g. differentiating between gaseous and rocky planets
- I can sometimes draw simple conclusions from qualitative data, e.g. naming the phases of the Moon from pictures
- I can make basic comments relating to observational methods, e.g. using dark adaptation and averted vision to make observations

R

- I can sometimes demonstrate basic astronomical knowledge and understanding, using simple everyday language, e.g. naming the four largest moons (Galilean) of Jupiter
- I can draw simple conclusions from qualitative data, e.g. naming the phases of the Moon from naked eye observations
- I can make basic comments relating to observational methods, e.g. using binoculars to make observations

S

- I can demonstrate some basic astronomical knowledge and understanding, using simple everyday language, e.g. naming the five main dwarf planets
- I can draw simple conclusions from qualitative or quantitative data, e.g. recording shadow length using a shadow stick
- I can make basic comments relating to observational methods, e.g. using a telescope correctly

T

GCSE 1

- I can demonstrate basic astronomical knowledge and understanding, using simple everyday language, and use it to describe observational data or make simple predictions or suggestions, e.g. predict the positions of some constellations and asterisms from a specific location on Earth
- I can draw simple conclusions from qualitative or quantitative data, e.g. taking shadow stick measurements and plotting a graph to determine local noon
- I can make basic comments relating to observational e.g. using a telescope to make observations

U

GCSE 2

- I can demonstrate some mostly accurate and appropriate astronomical knowledge and understanding, using some mostly accurate astronomical terminology and to explain some ideas and concepts in familiar and unfamiliar contexts with reasonable accuracy, e.g. predict the positions of some constellations and asterisms in different seasons, from a specific location on Earth
- I can analyse qualitative and quantitative data to draw mostly plausible conclusions, which are sometimes, supported by some evidence, e.g. using shadow stick data to determine local noon, making a correction using the equation of time

V

GCSE 3

- I can demonstrate some mostly accurate and appropriate astronomical knowledge and understanding, using some mostly accurate astronomical terminology and to explain some ideas and concepts in familiar and unfamiliar contexts with reasonable accuracy, e.g. explain the evolutionary path of stars depending on the mass of a star
- I can analyse qualitative and quantitative data to draw mostly plausible conclusions, which are often supported by some evidence, e.g. using shadow stick data to determine local noon, making a correction using the equation of time and determining longitudinal location
- I can use mathematics to perform some multi-step calculations, e.g. using a planet's distance from the Sun and orbital period to verify Kepler's 3rd law

W

GCSE 4

- I can demonstrate some accurate and appropriate astronomical knowledge and understanding, using some accurate astronomical terminology and use it to accurately explain some ideas and concepts in familiar and unfamiliar contexts, e.g. explain how quasars and cosmic microwave radiation support the Big Bang theory
- In relation to observations, I can make predictions, suggest hypotheses or plan feasible observations to test them, e.g. use sunspot observations to calculate the rotational period of the Sun
- I can use mathematics to perform multi-step calculations, e.g. using a velocity-distance graph to determine the Hubble constant

X

GCSE 5

- I can demonstrate mostly accurate and appropriate astronomical knowledge and understanding, using mostly accurate astronomical terminology and use it to mostly accurately explain ideas and concepts in familiar and unfamiliar contexts, e.g. explain how the spectra from a galaxy can be redshifted and how the extent of the redshift can determine the distance of the galaxy from Earth
- In relation to observations, I can make predictions, suggest hypotheses or plan feasible observations to test them, e.g. use sunspot observations at different latitudes to calculate the rotational period of the Sun, therefore supporting the theory that the Sun's rotation gets longer from the equator to the poles
- I can use mathematics to perform multi-step calculations, e.g. using redshift to determine the radial velocity of a galaxy



BUSINESS



PASS P1

- I can search for and select information about businesses in my area from a choice of sources but may use only one source
- I can name the source and why I chose it
- I can produce a simple document, which could be a word processed list
- I can give information about some businesses in my area
- I can meet at least two customer needs given in the scenario but not all information may be relevant

MERIT M1

- I can set a focused progression goal that demonstrates finding evidence from different sources, showing some understanding of the skills and behaviours needed to achieve it
- I can carry out a review of my own skills and behaviours, using feedback from others
- I can give some detail on how my own skills and behaviours match those needed for the progression goal
- I can produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it
- I can search for and select relevant and accurate information to meet the main customer needs in the scenario
- I can use different sources, naming them and stating how I used them to search for the information
- I can record evidence of searches in writing, e.g. on a pro forma, or through a question and answer session with tutors
- I can produce a document that shows clearly organised information, showing links between the businesses in their area and the customer needs it meets

DISTINCTION D1

- I can set a progression goal demonstrating evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- I can carry out an insightful review of my own skills and behaviours, using feedback from others and evidence of self-reflection on how these match those needed to meet the progression goal
- I can produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal
- I can search for and select relevant and accurate information to meet all the customer needs in the scenario, using my own sources and sources provided
- I can include details of the sources used, e.g. websites, books
- I can detail methods used to search for information such as internet searches
- I can produce a document that is appropriate, clear and logical, with information on businesses in my area and clear links between the chosen services and the needs they meet, e.g. a brochure, poster



CHILDCARE Units

A1 - BEING ORGANISED

**PASS
P1**

- I can use limited techniques to improve my own organisational skills
- I can identify the techniques used to improve my own organisational skills, giving outline examples

**MERIT
M1**

- I can identify a clear progression goal with some details of the skills and behaviours needed to achieve it
- I can identify how my own skills and behaviours meet personal progression goals
- I can produce a clear progression plan, identifying some steps toward meeting the intended progression goal

**DISTINCTION
D1**

- I can identify a realistic progression goal with details of the skills and behaviours needed to achieve it
- I can describe how my own skills and behaviours meet personal progression goals
- I can produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal

A2 - DEVELOPING A PERSONAL PROGRESSION PLAN

**PASS
P1**

- I can identify an intended progression goal
- I can outline the skills and behaviours needed to produce an outline progression plan to meet the intended progression goal

**MERIT
M1**

- I can identify a clear progression goal with some details of the skills and behaviours needed to achieve it
- I can identify how my own skills and behaviours meet personal progression goals
- I can produce a clear progression plan, identifying some steps toward meeting the intended progression goal

**DISTINCTION
D1**

- I can identify a realistic progression goal with details of the skills and behaviours needed to achieve it
- I can describe how my own skills and behaviours meet personal progression goals
- I can produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal

cfc5: PROVIDING AN ACTIVITY TO SUPPORT CHILDREN'S EMOTIONAL & SOCIAL NEEDS

**PASS
P1**

- I can produce a simple plan for an activity to support children's emotional and social needs
- I can demonstrate some skills to support children's emotional and social needs when carrying out an activity
- I can communicate clearly to others when participating in the activity

**MERIT
M1**

- I can produce a plan for an appropriate activity, outlining how it will meet children's emotional and social needs
- I can demonstrate competent skills to support children's emotional and social needs while carrying out the planned activity
- I can communicate with others in a suitable manner when participating in the activity

**DISTINCTION
D1**

- I can produce a detailed and well-organised plan, explaining how the activity will support children's emotional and social needs
- I can demonstrate, with confidence, skills to support children's emotional and social needs while carrying out the planned activity
- I can communicate consistently with others in a suitable manner when participating in the activity

cfc8: PROVIDING A PRE-SCHOOL CHILDREN'S READING ACTIVITY

**PASS
P1**

- I can plan an outline for a child's reading activity
- I know how to use a selected storybook and aid to engage young children
- I can identify issues that may arise when planning the activity
- I can read the selected storybook clearly, making some use of key features and support aid

**MERIT
M1**

- I can plan a pre-school children's reading activity
- I can identify how to use a storybook aid to engage young children
- I can describe the identified issues and know how to solve them when preparing an activity
- I can read the selected book using key features and support aids appropriately
- I can make some use of appropriate tone and expression

**DISTINCTION
D1**

- I can plan a well organised pre-school children's reading activity
- I can explain how to use a selected storybook and aid to engage young children
- I can explain and describe the identified issues and know how to solve them when preparing an activity
- I can read the selected storybook making consistent and appropriate use of key features and support aids
- I can make consistent use of appropriate tone and expression

cfc9: PROVIDING AN ACTIVITY TO SUPPORT CHILDREN'S NUMERACY

**PASS
P1**

- I can produce a simple plan for an activity to support children's numeracy
- I can demonstrate an activity making some links between the activity and numeracy and using some positive language
- I can communicate clear instructions when demonstrating the activity

**MERIT
M1**

- I can produce a detailed plan for an activity, describing how it supports children's numeracy
- I can demonstrate an activity making clear links between the activity and numeracy and promoting a positive experience
- I can communicate using appropriate language to support children's numeracy when demonstrating the activity

**DISTINCTION
D1**

- I can produce a well-organised plan for an activity, explaining how it supports children's numeracy
- I can demonstrate an activity confidently making clear links between the activity and numeracy and consistently promoting a positive experience
- I can communicate making effective use of language to support children's numeracy when demonstrating the activity

DESIGN TECHNOLOGY – 3D DESIGN (ART & DESIGN)

PRODUCT ANALYSIS	DISASSEMBLY	CAD (COMPUTER AIDED DESIGN)
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U	<ul style="list-style-type: none"> The learner has not demonstrated enough evidence to secure a Level 1 Pass grade 		
GCSE 1	<ul style="list-style-type: none"> I can produce a basic product analysis of the key features of products using ACCESS FM 	<ul style="list-style-type: none"> I can disassemble a product with some assistance 	<ul style="list-style-type: none"> I can produce a basic 3D virtual model using CAD
GCSE 2-3	<ul style="list-style-type: none"> I can produce a basic product analysis of the key features of products using ACCESS FM 	<ul style="list-style-type: none"> I have a limited understanding of potential hazards and safety considerations when using tools and equipment 	<ul style="list-style-type: none"> I can produce a simple 3D virtual model consisting of a very limited number of components
GCSE 4-5	<ul style="list-style-type: none"> I can produce an adequate product analysis of the key features of products using ACCESS FM 	<ul style="list-style-type: none"> I can produce a limited analysis of the components, materials, production methods, assembly, and manufacturing methods used in an engineered product 	<ul style="list-style-type: none"> I can demonstrate complex industry-related CAD with assistance or help from other sources

PRODUCTION PLANNING	MAKING	EVALUATING
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<ul style="list-style-type: none"> The learner has not demonstrated enough evidence to secure a Level 1 Pass grade 		
<ul style="list-style-type: none"> I can produce a basic description of the planning stages to be used in the manufacturing of the prototype 	<ul style="list-style-type: none"> I can produce a prototype from a production plan with some assistance 	<ul style="list-style-type: none"> I can produce a basic evaluation of the prototype outcome against the product specification
<ul style="list-style-type: none"> I have a limited understanding of safety considerations 	<ul style="list-style-type: none"> I can use PPE equipment when working with tools, machines, materials, chemicals, finishes and solvents, with prompts 	<ul style="list-style-type: none"> I can provide limited potential improvements, but no justification is provided
<ul style="list-style-type: none"> I can complete the production with assistance 	<ul style="list-style-type: none"> I can use tools and processes with limited effectiveness to produce and assemble an outcome that partly meets the production plan The prototype will be incomplete 	<ul style="list-style-type: none"> I can produce an adequate evaluation of the prototype outcome against the product specification

FOOD TECHNOLOGY Stages



E

- I can prepare a basic dish with 1:1 support
- I can find my way around the Food Technology room with guidance and support

F

- I can prepare myself for cooking with some support
- I can watch the demonstration and listen to simple instructions

G

- I can name some kitchen tools/equipment
- I can name some ingredients

H

- I can make something tasty to eat with occasional support
- I can choose the right ingredients for a basic dish

I

- I can use equipment safely with guidance
- I can follow a simple picture instruction card

J

- I can explain what equipment I need for a simple cooking task
- I can say how well I worked

K

- I can talk about the ingredients I am using to prepare a dish
- I can explain what I am making and how

L

- I can choose the correct equipment each week
- I can explain why I need the equipment

M

- I can think of new ideas each week
- I can prepare and cook a simple dish with little support/prompts

N

- I can use different skills and cooking methods to make different foods
- I can show a simple understanding of what went well during the lesson and one thing I need to improve on

O

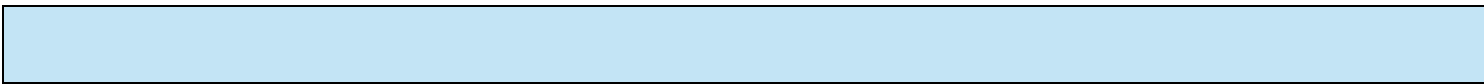
- I can carry out a range of cookery skills independently
- I can organise myself during a practical lesson and explain what I am doing

P

- I can choose the right equipment and ingredients
- I can explain what I did well and suggest improvements for next time

Q

- I can plan my work in the correct order
- I can record information with some support



R

- I can evaluate the outcome of my dish and explain what I did well giving at least two examples
- I can understand how ingredients work and demonstrate good practical skills

S

- I can prepare a step by step plan with basic timings
- I can produce labelled drawings/diagrams and record information clearly

BTEC **HOSPITALITY & TOURISM**

T
Level 1 PASS
P1

- I can make decisions by listening to other peoples' opinions
- I can use past experience to help me in my decision making

U
Level 1 MERIT
M1

- I can analyse ingredients and nutrients in a dish
- I can choose a suitable recipe and ingredients for a task

V
Level 1
DISTINCTION
D1

- I can explore a range of ideas to answer a task
- I can adapt and modify a recipe

W
Level 2 PASS
P2

- I can collect feedback on the success of a recipe
- I can explain hygiene and safety considerations when preparing, cooking and serving a dish

X
Level 2 MERIT
M2

- I can produce a clear time plan with accurate timings
- I can chose the correct tools and equipment to make a successful dish which demonstrates several practical skills

Y
Level 2
DISTINCTION
D2

- I can produce a detailed time plan to include safety checks and special points
- I can evaluate the nutritive value of my dish

GEOGRAPHY Stages

KNOWLEDGE

I

- I can tell you where the Wild Area is

J

- I can tell you what food we can grow in Glebe School

K

- I can tell you about a place that I know

L

- I can find countries on a world map

M

- I know some geographical words and when to use them

N

- I can name some local rivers

O

- I can name and locate the continents, oceans and North and South Pole

P

- I can describe three different places in a nominated country e.g. Peru

Q

- I can tell you about different types of volcanoes

R

- I can locate some of the major rivers and mountains of the UK

S

- I can tell you about some major, significant physical and human features in the world including some in the news

T

- I can locate major lines on maps (eg Equator, Prime Meridian, Longitude and Latitude)

SKILL

I

- I can work safely in the Wild Area

J

- I can draw a sketch map

K

- I can make a simple weather forecast

L

- I know the 8 points of the compass

M

- I can name and locate the four countries and capital cities; and the seas around the United Kingdom

N

- I can draw a map using symbols, a map key and a compass

O

- I can find some 4 figure grid references

P

- I can locate a nominated country e.g. Peru, on a world map and locate places in that country

Q

- I can locate volcanoes and earthquakes on plate boundaries

R

- I can carry out a simple fieldwork investigation

S

- I can present fieldwork data in a simple report

T

- I can write a fieldwork report using maps, photos and graphs

UNDERSTANDING

I

- I can tell you about the Wild Area

J

- I can tell you how to work safely in the Quad garden

K

- I can tell you how I would make Glebe School better

L

- I know something about 3 countries I can find on a World map

M

- I can tell you some things that I like about each season

N

- I can compare places in the UK

O

- I can compare My Place to another place I know, recognising similarities and differences

P

- I can compare capital cities, e.g. Lima and London

Q

- I can give a simple explanation of why volcanoes and earthquakes happen

R

- I can describe features of the UK landscape

S

- I can tell you why some physical and human features and patterns exist in places I have studied

T

- I recognise that human activities cause changes to the environment

**Entry Level 1
E1**

**Entry Level 1
E1**

**Entry Level 2
E2**

**Entry Level 2
E2**

**Entry Level 3
E3**

GEOGRAPHY Stages

KNOWLEDGE

<p>U Entry Level 3 E3</p>	<ul style="list-style-type: none"> I can tell you about some different scales of map
<p>V GCSE 1</p>	<ul style="list-style-type: none"> I can give descriptions of features and processes across a range of places and give basic explanations
<p>W GCSE 2</p>	<ul style="list-style-type: none"> I can demonstrate limited knowledge, understanding and application in a range of geographical information and issues
<p>X GCSE 3</p>	<ul style="list-style-type: none"> I can demonstrate some geographical knowledge and understanding over a range of places and scales I can use some geographical terms
<p>Y GCSE 4</p>	<ul style="list-style-type: none"> I can demonstrate some accurate and appropriate knowledge, understanding and application of geographical information and issues
<p>Z GCSE 5</p>	<ul style="list-style-type: none"> I can demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues

SKILL

<ul style="list-style-type: none"> I can use GIS to analyse places
<ul style="list-style-type: none"> I can locate a few countries in each continent on a blank map and I can tell you some geographical information on each one
<ul style="list-style-type: none"> I can make straightforward comments with some reference to geographical or fieldwork evidence I can use some basic geographical skills and techniques with limited accuracy
<ul style="list-style-type: none"> I can construct simple conclusions, with some brief evidential support I can use a basic range of geographical skills and techniques with some accuracy and limited understanding of their purpose
<ul style="list-style-type: none"> I can construct some coherent arguments to draw conclusions supported by evidence I can use a basic range of geographical skills and techniques with some accuracy, showing some understanding of their purpose
<ul style="list-style-type: none"> I can construct coherent arguments to draw conclusions supported by evidence I can use a range of geographical skills and techniques accurately, showing understanding of their purpose

UNDERSTANDING

<ul style="list-style-type: none"> I can offer practical solutions to environmental problems
<ul style="list-style-type: none"> I can explain my own views and recognise other people's views about geographical issues
<ul style="list-style-type: none"> I can demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena
<ul style="list-style-type: none"> I can offer some understanding of interactions and relationships between people and the environment and this will vary in depth
<ul style="list-style-type: none"> I can demonstrate some understanding of interactions and interrelationships between people and the environment and between geographical phenomena
<ul style="list-style-type: none"> I can demonstrate a clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena

HISTORY Stages

CHRONOLOGY & VOCABULARY

KNOWLEDGE/UNDERSTANDING/ CAUSE/CONSEQUENCE/ CHANGE/CONTINUITY

HISTORICAL SOURCES & ANALYSIS OF SOURCES

ORGANISE, EVALUATE & COMMUNICATE INFORMATION

G

- I can sort objects in given criteria, e.g. old toys and new toys, with some accuracy

- I can recognise some distinction between the past and the present in my own life

- I can listen to and follow stories about people and events in the past as well as events in my own life

- I can communicate in simple phrases and statements

H

- I can start to indicate if personal events and objects belong in the past or present

- I can start to indicate if personal events and objects belong in the past or present

- I can start to answer some simple questions about historical stories and artefacts with support

- I can begin to use some common words, signs or symbols to indicate the passage of time, e.g. now then, today/yesterday with some accuracy
- I can start to recount episodes from my own past and some details from other historical events with support

I

- I can start to make some attempts at arranging a few events, objects and/or people into chronological order
- I can recognise common and basic phrases and words concerned with the passing of time e.g. next, after, before

- I can show an emerging understanding of the past by showing some recognition of the distinction between the past and the present
- I can start to make some attempts to recount episodes from stories about the past
- I am becoming familiar with words like WHO/WHERE/WHAT and are able to attempt to answer these in relation to the topic we are studying

- I can start to make attempts at identifying a source
- I can use basic sources to answer some simple questions about the past with some support

- I can start to give a basic opinion about the past by answering yes/no when questioned directly
- I can make attempts to label a simple diagram

J

- I can start to arrange a few events, months, objects and/or people into chronological order
- I can recognise and understand common and basic phrases and words concerned with the passing of time e.g. next, after, before
- I can understand what is meant by the term chronology
- I can start to recognise some topic specific vocabulary

- I can show an emerging understanding of the past by recognising the distinction between past and present
- I can make good attempts to recount episodes from stories about the past
- I know what the words WHO/WHERE/WHAT mean and am able to make good attempts to answer these in relation to the topic we are covering

- I can give an example of a source
- I can use basic sources to answer simple questions about the past with limited support

- I can willingly give a basic opinion about the past in full sentences
- I can make good attempts to label a simple diagram accurately

K

Entry Level 1
E1

- I can arrange a few events, objects and/or people into chronological order
- I can recognise, understand and use generally correct common and basic phrases and words concerned with the passing of time e.g. next, after, before
- I can understand and use the term chronology confidently
- I can recognise and am starting to use some topic specific vocabulary

- I have a clear understanding of the distinction between the past and the present
- I can recount episodes from stories about the past
- I know what the words WHO/WHERE/WHAT mean and am usually able to answer these in relation to the topic we are covering

- I can give several examples of a source
- I can use basic sources to answer simple questions about the past with no support

- I can confidently give a basic opinion about the past in full sentences and give some justification for my opinion (sometimes needing encouragement)
- I can label a simple diagram accurately

L

Entry Level 1
E1

- I can arrange a number of events, objects and people into chronological order with few mistakes but might need some support
- I can understand common words and phrases concerned with the passing of time e.g. decade, century, ancestors, ancient
- I can understand and use the term chronology confidently
- I can recognise and use some topic specific vocabulary

- I can start to recognise that my own life is different from the lives of people in the past
- I can start to describe some of the main topics, events or people we have studied
- I can start to understand what the cause of something means
- I can start to understand what a consequence is

- I can identify a number of sources
- I can examine a source and give a basic description of that source

- I can start to understand that interpretations are people's opinions about the past
- I can make attempts to write a short historical narrative with some accuracy but will need support

M

Entry Level 2
E2

- I can arrange a number of events, objects and people into chronological order with almost no errors
- I can use and understand common words and phrases concerned with the passing of time e.g. decade, century, ancestors, ancient
- I can understand and use the term chronology confidently
- I can recognise and use a small range of topic specific vocabulary

- I can recognise that my own life is different from the lives of people in the past
- I can describe some of the main topics, events or people we have studied
- I can start to understand what the cause of something means
- I can start to understand what a consequence is

- I can identify a number of sources
- I can examine a source and give a description of that source including some detail

- I can understand that interpretations are people's opinions about the past
- I can write a short historical narrative with some accuracy with limited support

N

Entry Level 2
E2

- I can arrange a number of events, objects and people into chronological order with no errors
- I can use and understand common words and phrases concerned with the passing of time e.g. decade, century with confidence
- I can understand and use the term chronology confidently
- I can recognise and use a widening range of topic specific vocabulary

- I can recognise that my own life is different from the lives of people in the past and give an example of this
- I can describe some of the main topics, events or people we have studied with confidence
- I can understand what the cause of something means
- I can understand what a consequence is

- I can identify numerous examples of sources
- I can examine a source, give a detailed description of that source and make some attempt to say what it might tell me about the past

- I can understand that interpretations are people's opinions about the past and can comment on whether I think they are 'right' or 'wrong'
- I can write a short historical narrative with some accuracy independently

HISTORY Stages

CHRONOLOGY & VOCABULARY

KNOWLEDGE/UNDERSTANDING/ CAUSE/CONSEQUENCE/ CHANGE/CONTINUITY

HISTORICAL SOURCES & ANALYSIS OF SOURCES

ORGANISE, EVALUATE & COMMUNICATE INFORMATION

O

Entry Level 2
E2

- I can arrange a number of events, objects and people into chronological order with no errors
- I can use and understand common words and phrases concerned with the passing of time e.g. decade, century with confidence
- I can understand and use the term chronology confidently
- I can recognise and use a widening range of topic specific vocabulary
- I can start to be able to place the main events and people studied into different periods of time with some support

- I can describe some of the main events, people and periods of history I have studied
- I can start to recognise some of the differences and similarities between the periods studied
- I can start to make links between causes and consequences
- I know that causes and consequences can be ranked in order of importance

- I can identify numerous examples of sources
- I can examine a source, give a detailed description of that source and make some attempt to say what it might tell me about the past
- I can make attempts to divide sources into Primary and Secondary
- I can start to answer questions about the past using information gained from more than one source
- I can start to compare 2 sources

- I can start to write (or have scribed) a description of things that happened in history with some attempt at commenting on how or why things happened

P

Entry Level 2
E2

- I can place the main events and people studied into different periods of time although might need to ask for limited support at times

- I can describe some of the main events, people and periods of history I have studied
- I can recognise some of the differences and similarities between the periods studied
- I can start to make links between causes and consequences
- I can make attempts at suggesting what I think is a main cause or consequence of an event
- I know causes and consequences can be divided into different categories

- I can divide sources into Primary and Secondary with few mistakes
- I can start to answer questions about the past using information gained from more than one source
- I can start to compare 2 sources
- I can start to question the usefulness of a source

- I can write (or have scribed) a description of things that happened in history with some attempt at commenting on how or why things happened
- I can start to talk about/write about some of the different ways in which the past is represented

Q

Entry Level 3
E3

- I can place the main events and people studied into different periods of time with confidence

- I can describe some of the main events, people and periods of history I have studied
- I can recognise and identify some of the differences and similarities between the periods studied
- I can start to make links between causes and consequences
- I can suggest what I think is a main cause or consequence of an event
- I know that causes and consequences can be divided into social, political and economic categories

- I can start to divide sources into Primary and Secondary correctly
- I can start to answer questions about the past using information gained from more than one source
- I can start to compare 2 sources
- I can start to question the usefulness of a source
- I can start to question the reliability of a source

- I can write (or have scribed) a relatively clear description of things that happened in history with some comments on how or why things happened
- I can start to talk about/write about some of the different ways in which the past is represented

R

Entry Level 3
E3

- I can place the main events and people studied into different periods of time with confidence
- I can start to use date, vocabulary and terms generally appropriately when speaking or writing about historical events, people or periods
- I can create mostly accurate timelines by selecting relevant information from sources

- I can describe some of the main events, people and periods of history I have studied
- I can recognise and identify some of the differences and similarities between the periods studied
- I can start to make links between causes and consequences
- I can suggest what I think is a main cause or consequence of an event
- I know that causes and consequences can be divided into social, political and economic categories
- I can describe and are start to make attempts at explaining some of the main events, people and periods of history I have studied
- I can start to make clearer links between causes and consequences
- I can start to organise causes and consequences in the order of importance

- I can start to divide sources into Primary and Secondary correctly
- I can start to answer questions about the past using information gained from more than one source
- I can start to compare 2 sources
- I can start to question the usefulness of a source
- I can start to question the reliability of a source
- I can start to make decisions about the reliability and usefulness of several sources and to start to compare the sources on this basis
- I know when using sources that I need to include the source and my own knowledge

- I can write (or have scribed) a relatively clear description of things that happened in history with some comments on how or why things happened
- I can start to talk about/write about some of the different ways in which the past is represented
- I can start to make conclusions at the end of my written (or scribed) work in order to show my own interpretations about the past
- I can write an essay with some accuracy

S

iGCSE - G

- I can use dates, vocabulary and terms mostly appropriately when speaking or writing about historical events, people or periods
- I can create mostly accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources

- I can describe and explain briefly some of the main events, people and periods of history I have studied
- I can start to make clearer links between causes and consequences
- I can organise causes and consequences in the order of importance with some accuracy

- I can make decisions about the reliability and usefulness of several sources and have started to compare the sources on this basis
- I know when using sources that I need to include the source and my own knowledge and am able to make attempts at this when answering questions

- I can start to make conclusions at the end of my written (or scribed) work in order to show my own interpretations about the past
- I can write a structured essay with good degree of accuracy

T

iGCSE - F

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources

- I can describe and explain with good accuracy some of the main events, people and periods of history I have studied
- I can start to make clearer links between causes and consequences
- I can organise causes and consequences in the order of importance with good accuracy

- I can make decisions about the reliability and usefulness of several sources and to compare the sources on this basis, independently
- I know when using sources that I need to include the source and my own knowledge and am able to make mostly accurate attempts at this when answering questions

- I can make conclusions at the end of my written (or scribed) work in order to show my own interpretations of the past in a convincing way
- I can write a structured essay with good accuracy

HISTORY Stages

CHRONOLOGY & VOCABULARY

KNOWLEDGE/UNDERSTANDING/ CAUSE/CONSEQUENCE/ CHANGE/CONTINUITY

HISTORICAL SOURCES & ANALYSIS OF SOURCES

ORGANISE, EVALUATE & COMMUNICATE INFORMATION

U

iGCSE - E

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources
- I can adapt my vocabulary and the terms I use to match the time period I am describing with confidence

- I can describe and explain with good accuracy some of the main events, people and periods of history I have studied
- I can start to make clearer links between causes and consequences
- I can start to organise causes and consequences in the order of importance with good accuracy
- I can describe and explain events, people and features of past societies and periods in detail
- I can use developed explanations to prioritise causes
- I can explain different types of causes and link them together with their consequences

- I can make decisions about the reliability and usefulness of several sources and to compare the sources on this basis, independently
- I know when using sources that I need to include the source and my own knowledge and are able to make mostly accurate attempts at this when answering questions
- I understand that sources vary in reliability and usefulness and am starting to refer to this when answering questions
- I can start to make developed comments about a source's origin and purpose
- I can start to use the evidence from sources to back up my own ideas with some accuracy

- I can make conclusions at the end of my written (or scribed) work in order to show my own interpretations of the past in a convincing way
- I can write a structured essay with good accuracy
- I can start to suggest some reasons for different interpretations of the past
- I can write (or have scribed) a clear, accurate and well-structured essay with an introduction, middle and beginning
- I can ensure that when writing an essay I make some attempts at addressing the question

V

iGCSE - D

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources
- I can adapt my vocabulary and the terms I use to match the time period I am describing with confidence

- I can describe and explain events, people and features of past societies and periods in detail and in the context of when they happened
- I can use developed explanations to prioritise causes
- I can explain different types of causes and link them together with their consequences

- I understand that sources vary in reliability and usefulness and is making good attempts at referring to this when answering questions
- I can make developed comments about a source's origin and purpose
- I can start to use the evidence from sources to back up my own ideas with growing accuracy

- I can suggest some reasons for different interpretations of the past
- I can write (or have scribed) a clear, accurate and well-structured essay with an introduction, middle and beginning
- I can ensure that when writing an essay, I make a good attempt at addressing the question

W

iGCSE - D

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources
- I can adapt my vocabulary and the terms I use to match the time period I am describing with confidence

- I can describe and explain events, people and features of past societies and periods in detail and effectively in the context in which they happened
- I can use developed explanations to prioritise causes
- I can explain different types of causes and link them together with their consequences

- I understand that sources vary in reliability and usefulness and am making good attempts at referring to this when answering questions
- I can make developed comments about a source's origin and purpose
- I can start to use the evidence from sources to back up my own ideas with good accuracy

- I can suggest some plausible reasons for different interpretations of the past
- I can write (or have scribed) a clear, accurate and well-structured essay with an introduction, middle and beginning
- I can ensure that when writing an essay, I make an effective effort to address the question

X

iGCSE - C

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources
- I can adapt my vocabulary and the terms I use to match the time period I am describing with confidence

- I can describe and explain events, people and features of past societies and periods in detail and effectively in the context in which they happened
- I can use developed explanations to prioritise causes
- I can explain different types of causes and link them together with their consequences
- I can describe, explain and analyse events, people and features of past societies and periods in detail, effectively and in the context with which they happened

- I understand that sources vary in reliability and usefulness and am making good attempts at referring to this when answering questions
- I can make developed comments about a source's origin and purpose
- I can start to use the evidence from sources to back up my own ideas with good accuracy
- I can give a detailed explanation about a source's reliability and usefulness, and make some judgements about the use of a source on the basis of this

- I can suggest some plausible reasons for different interpretations of the past
- I can write (or have scribed) a clear, accurate and well-structured essay with an introduction, middle and beginning
- I can ensure that when writing an essay, I make an effective effort to address the question

Y

iGCSE - C

- I can use dates, vocabulary and terms appropriately when speaking or writing about historical events, people or periods
- I can create accurate timelines by drawing on my own knowledge and/or selecting relevant information from sources
- I can adapt my vocabulary and the terms I use to match the time period I am describing with confidence

- I can describe and explain events, people and features of past societies and periods in detail and effectively in the context in which they happened
- I can use developed explanations to prioritise causes
- I can explain different types of causes and link them together with their consequences
- I can describe, explain and analyse events, people and features of past societies and periods in detail, effectively and in the context in which they happened

- I understand that sources vary in reliability and usefulness and am making good attempts at referring to this when answering questions
- I can make developed comments about a source's origin and purpose
- I can start to use the evidence from sources to back up my own ideas with good accuracy
- I can give a detailed explanation about a source's reliability and usefulness, and make plausible judgements about the use of a source on the basis of this

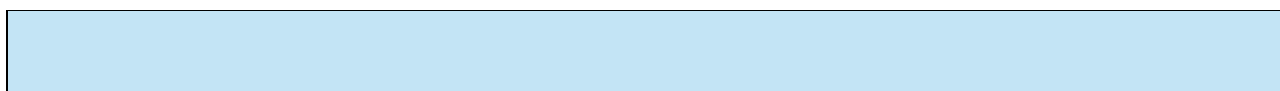
- I can suggest some plausible reasons for different interpretations of the past
- I can write (or have scribed) a clear, accurate and well-structured essay with an introduction, middle and beginning
- I can ensure that when writing an essay, I make an effective effort to address the question

iGCSE stands for **International GCSE** and is equivalent to a GCSE

ICT FUNCTIONAL SKILLS

SKILL DEVELOPMENT		FINDING & SELECTING INFORMATION	ORGANISING & COMMUNICATING INFORMATION
ENTRY 1 E1	<ul style="list-style-type: none"> I can use ICT to plan and organise work I can follow recommended safe practices I can minimise the physical stress of seating, lighting and hazards I can keep access information secure by using a password 	<ul style="list-style-type: none"> I can find given information from an ICT-based source I can use a text messages, voicemail and on-screen information 	<ul style="list-style-type: none"> I can enter and edit single items of information I can identify and correct simple errors I can label an image I can bring together two given types of information for print and viewing on-screen I can identify and correct simple errors I can use ICT-based communication to read, send and receive electronic messages
ENTRY 2 E2	<ul style="list-style-type: none"> I can interact with and use ICT systems to meet the requirements of a straightforward task in a familiar context I can use computer hardware I can use software applications for a purpose I can recognise and use interface features I can minimise physical stress I can keep access information secure by using password I can understand the need to stay safe 	<ul style="list-style-type: none"> I can find specified information from ICT-based sources I can use simple search facilities 	<ul style="list-style-type: none"> I can use simple editing and formatting techniques bring together two given types of information I can print and view on-screen I can identify and correct simple errors I can use ICT-based communication to read, send and receive electronic messages
ENTRY 3 E3	<ul style="list-style-type: none"> I can use correct procedures to start and shutdown an ICT system I can use input and output devices I can use software applications to meet needs and solve given problems I can recognise and use interface features I can change simple software setting I can store information I can follow recommended safe practices I can open and save files I know how to insert and remove media I can use and change passwords I can minimise physical stress 	<ul style="list-style-type: none"> I can search stored information I can search web-based sources of information I can select relevant information that matches the requirements of a given task 	<ul style="list-style-type: none"> I can enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome I can insert and position graphics or other digital content to achieve a purpose I can process numbers to meet a need I can print and view on-screen I can check for accuracy and meaning I can check the suitability of information I can read, send and receive electronic messages I can use contacts stored on a computer I can understand the need to stay safe and to respect others when using ICT-based communication
LEVEL 1 P1	<ul style="list-style-type: none"> I can use ICT to plan and organise work I can select and use software applications to meet needs and solve straightforward problems I can select and use interface features effectively to meet needs I can adjust system settings as appropriate to individual needs I can work with files, folders and other media to access, organise, store, label and retrieve information I can demonstrate how to create, use and maintain secure passwords I can demonstrate how to minimise the risk of computer viruses 	<ul style="list-style-type: none"> I can use search techniques to locate and select relevant information I can recognise and take account of currency, relevance, bias and copyright when selecting and using information 	<ul style="list-style-type: none"> I can apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content I can process numerical data I can display numerical data in a graphical format I can use field names and data types to organise information I can enter, search, sort and edit records I can read, send and receive electronic messages with attachments I can demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication I can print and view on screen I can check for accuracy and meaning I can evaluate my own use of ICT tools at each stage of a task and at the completion of said task

iMEDIA (CREATIVE)

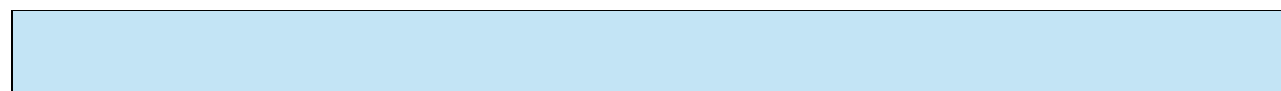


U	<ul style="list-style-type: none"> The learner has not demonstrated enough evidence to secure a Level 1 Pass grade
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Level 1 PASS P1	<ul style="list-style-type: none"> I am developing an understanding of the principles of pre-production I can interpret from the client brief, meeting some of their requirements and has some identification of target audience requirements I can use some skills/knowledge/understanding from other units in the specification I can produce a work plan for the creation of the product, which has some capability in producing the intended final product I can source or create a limited range of assets for use in the final product I can produce a review of the finished product which demonstrates some understanding of what worked and what did not
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Level 1 MERIT M1	<ul style="list-style-type: none"> I have a sound understanding of the principles of pre-production I can source and create a range of assets for use in the final product I can prepare the assets for use in the product, most of which are technically appropriate and compatible I can effectively use standard tools and techniques to create the final product and creates a result which shows detail appropriate to most aspects of the client brief I can produce a review of the finished product which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief
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Level 1 DISTINCTION D1	<ul style="list-style-type: none"> I have a comprehensive understanding of the principles of pre-production I can source and create a wide range of assets for use in the final product I can effectively use a range of advanced tools and techniques to create a complex final product, which is appropriate for the client brief I can produce a review of the finished product which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief
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Level 2 PASS P2	<ul style="list-style-type: none"> I have a basic understanding of the principles of pre-production I can produce an interpretation from the client brief which meets some of the client requirements, which has a limited identification of target audience requirements I can use basic skills/knowledge/understanding from other units in the specification I can produce a work plan for the creation of the product, which has some capability in producing the intended final product I can source or create a limited range of assets for use in the final product I can produce a review of the finished product which demonstrates some understanding of what worked and what did not
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Level 2 MERIT M2	<ul style="list-style-type: none"> I have a sound understanding of the principles of pre-production I can source and create a range of assets for use in the final product I can prepare the assets for use in the product, most of which are technically appropriate and compatible I can effectively use standard tools and techniques to create the final product and creates a result which shows detail appropriate to most aspects of the client brief I can produce a review of the finished product which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief
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Level 2 DISTINCTION D2	<ul style="list-style-type: none"> I have a comprehensive and in-depth understanding of the principles of pre-production I can source and create a wide range of appropriate assets for use in the final product I can effectively use a wide range of advanced tools and techniques to create a complex final product, which is appropriate for the client brief I can produce a review of the finished product which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief
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Level 2 DISTINCTION* D*2	<ul style="list-style-type: none"> I have a comprehensive and in depth understanding of the principles of pre-production I can source and create a wide range of appropriate assets for use in the final product I can effectively use a wide range of advanced tools and techniques to create a complex final product, which is appropriate for the client brief I can produce a review of the finished product which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief - this standard of work is present across all units
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MFL Stages

	READING	WRITING
I	<ul style="list-style-type: none"> I can recognise a few familiar words 	<ul style="list-style-type: none"> I can copy simple words
J	<ul style="list-style-type: none"> I can recognise a few familiar words and read them out 	<ul style="list-style-type: none"> I can copy simple words correctly
K	<ul style="list-style-type: none"> I can recognise a few familiar words and phrases and read them out 	<ul style="list-style-type: none"> I can copy simple words correctly, label items and select words to complete short phrases or sentences
L	<ul style="list-style-type: none"> I can understand familiar written phrases 	<ul style="list-style-type: none"> I can copy short sentences correctly
M	<ul style="list-style-type: none"> I can understand familiar phrases and read them out I can match spoken phrases to written phrases 	<ul style="list-style-type: none"> I can write one or two short sentences following examples
N	<ul style="list-style-type: none"> I understand familiar written phrases and read them out I can match sound and text I use dictionaries to find the meaning of new words 	<ul style="list-style-type: none"> I can write one or two short sentences following examples and write familiar words from memory
O	<ul style="list-style-type: none"> I can use a bilingual dictionary 	<ul style="list-style-type: none"> I can write a few short sentences with support
P	<ul style="list-style-type: none"> I understand the main points from written text with familiar language 	<ul style="list-style-type: none"> I can write a few short sentences from memory
Q	<ul style="list-style-type: none"> I can respond to a text, repeating familiar language used 	<ul style="list-style-type: none"> I can express one opinion with accurate spelling
R FCSE Pass	<ul style="list-style-type: none"> I can identify the key point of a text and a simple opinion in short written sentence with the help of a bilingual dictionary 	<ul style="list-style-type: none"> I can write sentences on a familiar topic with the help of a bilingual dictionary
S FCSE Merit	<ul style="list-style-type: none"> I can respond to short written text in a very familiar context with the help of a bilingual dictionary I can recognise familiar language structures 	<ul style="list-style-type: none"> I can use a limited range of common, familiar language to present simple facts, ideas and points of view with the help of a bilingual dictionary I can use familiar language structures with the help of a bilingual dictionary
T FCSE Distinction	<ul style="list-style-type: none"> I can process the information on a short written text and respond to more than one key point when using a bilingual dictionary I can use a bilingual dictionary to help me understand vocabulary within familiar written structures 	<ul style="list-style-type: none"> I can produce a short written text with the help of a bilingual dictionary and my own guidance notes I can use familiar grammar structures with the help of a visual grammar aid (verb garden display)
U FCSE Distinction	<ul style="list-style-type: none"> I am able to process information from a short written passage while using my own guidance notes on vocabulary and grammar 	<ul style="list-style-type: none"> I am able to produce a short written passage by using my own guidance notes on vocabulary and grammar

SPEAKING & LISTENING
<ul style="list-style-type: none"> I can understand a few familiar spoken words and can say a few
<ul style="list-style-type: none"> I can understand a few familiar spoken words and phrases I can say single words and short simple phrases
<ul style="list-style-type: none"> I can understand speech spoken clearly with repetition and gesture I can answer questions in single words and short phrases I can imitate pronunciation
<ul style="list-style-type: none"> I can understand a range of familiar spoken phrases and answer simple questions giving basic information
<ul style="list-style-type: none"> I understand familiar phrases, commands, statements and questions I can give short, simple responses to what I see and hear
<ul style="list-style-type: none"> I understand a range of phrases and respond to clear speech but may need it repeated I can give short responses and use set phrases My pronunciation is improving
<ul style="list-style-type: none"> I can take part in a simple conversation and understand the main points from a spoken passage using familiar words
<ul style="list-style-type: none"> I can respond to a spoken passage, repeating familiar language used
<ul style="list-style-type: none"> I can express an opinion using familiar language and replace some words independently
<ul style="list-style-type: none"> I can understand the key point of a simple short sentence
<ul style="list-style-type: none"> I can respond to a spoken passage in a very familiar context
<ul style="list-style-type: none"> I can pick up the key point of a sentence in a familiar context with some details
<ul style="list-style-type: none"> I can respond to spoken passages and pick out a few details with some prompts

MFL Stages

READING

WRITING

SPEAKING & LISTENING

V

GCSE 1

- I can process the key points of a written text with the support of my own guidance notes
- I can respond to text from very familiar context by using my own guidance notes on vocabulary and grammar
- I can translate a written text with some success when given preparation time with some guidance notes

- I can write short sentences on a range of familiar topics using my own guidance notes
- I can use a limited range of common, familiar language to present simple facts, ideas, and points of view with the help of my own guidance notes
- I can use a limited range of common vocabulary using guidance notes when needed
- I can translate individual words or some simple short phrases in sentences containing a range of common linguistic structures with the help of my own written guidance notes
- I can produce writing which is sometimes accurate when using familiar language with the aid of my own guidance notes

- I can identify key points and simple opinions in short spoken phrases/sentences with frequent repetition
- I can pick out some details and respond to passages in very familiar contexts with some prompting
- I can respond to passages of straightforward, basic, familiar language and common, familiar vocabulary from the Foundation Level grammar and vocabulary lists with prompting

W

GCSE 2

- I can identify key points and simple opinions in short written phrases/sentences and pick out some details
- I can respond to texts in very familiar contexts
- I can respond to texts of straightforward, basic language structures and familiar vocabulary
- I can translate into English a passage containing a range of common language structures, but with limited success

- I can write short sentences on a range of familiar topics
- I can use a limited range of common, familiar language to present simple facts, ideas and points of view
- I can use a limited range of common vocabulary
- I can translate individual words or some simple short phrases in sentences containing a range of common linguistic structures
- I can produce writing which is sometimes accurate when using familiar language

- I can identify key points and simple opinions in short spoken phrases/sentences
- I can pick out some details
- I can respond to passages in very familiar contexts
- I can respond to passages of straightforward, basic, familiar language and common, familiar vocabulary from the Foundation Level grammar and vocabulary lists

X

GCSE 3

- I can understand shorter texts with straightforward language
- structures and familiar vocabulary
- I can identify key points, some details, and simple opinions
- I can translate into English with frequent omissions and inaccuracies

- I can use a range of common, familiar language with more frequent but with lots of ambiguity
- I can produce translations that may contain frequent lapses of clarity and omissions
- I can produce fairly accurate writing pieces in a range of familiar topics

- I can show understanding of shorter passages of continuous spoken language
- I can understand passages with straightforward language structures and familiar vocabulary
- I can identify key points, some details and simple opinions

Y

GCSE 4

- I can respond to and understand longer texts of continuous written language
- I can identify key points, some details and opinions
- I can respond to a range of texts in familiar contexts
- I can respond to texts which include common language structures and familiar vocabulary as indicated in the specification
- I can translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies

- I can use common, familiar language to narrate events, present facts and express ideas and opinions with less ambiguity
- I can use a range of common vocabulary
- I can translate sentences containing a range of common linguistic structures with some lapses in clarity
- I can produce writing which is normally accurate when using familiar language

- I can respond to/understand longer passages of continuous spoken language
- I can identify key points, some details and opinions
- I can respond to a range of passages in familiar contexts
- I can respond to passages which include language structures and familiar vocabulary from the Foundation Level grammar and vocabulary lists

Z

GCSE 5

- I can respond to and understand written language including some more extended texts
- I can identify overall messages, key points and some details and opinions
- I can respond to a range of texts in familiar contexts
- I can respond to texts which include common language structures and familiar vocabulary as indicated in the specification
- I can translate into English a passage containing a range of common language structures with very few omissions or inaccuracies

- I can use common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity
- I can use a range of common vocabulary and linguistic structures with the occasional more complex linguistic structure as indicated in the specification
- I can translate sentences containing a range of common linguistic structures with few lapses in clarity
- I can produce writing which is mostly accurate when using familiar language but with frequent lapses when using more complex linguistic structures

- I can respond to/understand spoken language including some more extended passage
- I can identify overall messages, key points and some details and opinions
- I can respond to a range of passages in familiar contexts
- I can respond to passages which include language structures and familiar vocabulary from the Foundation Level grammar and vocabulary lists

MUSIC Stages

PERFORMING SKILLS

COMPOSING SKILLS

APPRAISING SKILLS

LISTENING & APPLYING KNOWLEDGE & UNDERSTANDING

K

- I can sing and chant together with others
- I can play tuned and un-tuned instruments
- I can rehearse and perform

- I can copy a rhythmic pattern
- I can begin to choose sounds and instruments

L

- I can sing and chant expressively with others
- I can begin to show control when playing musical instruments
- I can begin to play simple notation on a glockenspiel

- I can begin to create short improvised phrases
- I can begin to organise sounds with others
- I can record the duration of sounds using simple 'line' notation (long and short lines)

M

- I can accurately follow the shape of a simple tune both vocally and using simple notation
- I can accurately start and stop making sounds with others

- I can follow a simple graphic score
- I can begin to understand dynamic markings and play/choose accordingly
- I can begin to use ICT to compose

N

- I can use aural memory to repeat a vocal tune independently
- I can follow a conductor when playing instruments
- I can demonstrate simple improvisatory skills

- I can understand what musical texture is and identify it as monophonic, homophonic or polyphonic
- I can understand dynamic markings and add them to a graphic score

O

Entry Level 1
E1

- I can maintain own part in a two-three part round as part of a larger vocal group
- I can begin to add dynamic interest and follow dynamic instructions as directed by a conductor

- I can confidently read basic rhythmic notation and begin to have an awareness of stave (pitch) notation

P

Entry Level 1
E1

- I can sing a greater range of pitch accurately.
- I can play with some rhythmic accuracy.
- I can demonstrate further developed improvisatory skills including a greater range of rhythmic notation (dotted notes etc)

- I can begin to translate long and short lines into basic musical notation
- I can begin to understand the musical stave

Q

Entry Level 2
E2

- I can reflect on vocal performance and suggest how improvements I can be made
- I can use aural memory to play a phrase combining rhythm and a simple pitch range

- I can show an awareness of compositional techniques such as rhythmic ostinato
- I can begin to build up textural ideas

R

Entry Level 2
E2

- I can improvise an answering vocal phrase from a given starting point
- I can combine the playing of notes with different duration using simple forms of notation

- I can make clear decisions about timbre and understand how this can affect the listener
- I can begin to record simple notation on a stave with an awareness of time signature

S

Entry Level 3
E3

- I can demonstrate basic knowledge of intervals and use this to understand musical phrasing
- I can perform with an awareness of audience

- I can use ICT to compose with a clear structure
- I can write a piece with an ABA structure

T

GCSE 1

- I can sing a solo part with enjoyment and confidence.
- I can play with others following a variety of structural forms

- I can understand compositional devices such Rondo or ternary form
- I can use the above to compose a piece

U

GCSE 2

- I can maintain own vocal part in a piece with as many as three or four other harmony parts
- I can play with an awareness of the musical effects of texture and timbre

- I can compose music for different occasions and with an understanding of musical style
- I can combine musical elements into clearly comprehensible musical structure: I can compose an effective piece

V

GCSE 3

- I can perform more challenging music with a greater degree of fluency and sensitivity

- I can compose using a wider range of musical elements (timbre, texture dynamics etc.) and sustain the musical interest

- I can identify changes of sound
- I can state if they like or dislike a piece of music

- I can compare sounds
- I can begin to express feelings towards music using movement

- I can identify loud or soft sounds and state effect
- I can begin to identify types of musical texture

- I can identify textural changes in a piece of music
- I can identify timbre and state its effect

- I can begin to use musical vocabulary within context
- I can state how to improve a piece of music

- I can recognise when adjustments need to be made to a musical part
- I can understand the need for repeated rehearsal

- I can use a greater range of musical vocabulary and explain compositional devices and how their inclusion within a piece might improve the overall effect

- I can move creatively to music
- I can move to music following its structure and suggest appropriate choreography to compliment that structure

- I can critique a piece of music being clear about likes, dislikes and efficacy of performance

- I can identify when the tempo of a piece could be altered to better reflect the purpose of the music

- To analyse, evaluate and compare how music reflects the contexts for which it is created

- I can accurately identify musical elements within the context of a more complex piece of music and confidently discuss how one might affect the other

- I can listen to a piece of music without distraction
- I can attempt to identify how sounds are being created

- I can recall familiar sounds/instruments and begin to name them
- I can begin to understand that music creates different moods

- I can begin to identify instruments form different cultures

- I can begin to understand the concept of musical history and style in music

- I can understand how movement of people geographically can influence style and genre in music

- I can begin to put music into historical context (Medieval, Classical, Romantic etc) and start to explain your reasoning

- I can suggest particular occasions for which a piece of music might have been written and explain your choices

- I can hear and identify compositional techniques within a piece. For example, ostinato, fugue, Rondo...

- I can discuss how the combination of musical elements in a piece are effecting the piece as a whole

- I can confidently state which era of history a piece of music may be from again explaining your answer

- I can listen to and appreciate music from a wide range or cultures and musical styles and also be aware of performers and artists and discuss their performance style and how they interact with audience

- I can evaluate more challenging music using music terminology effectively

PE Stages

SKILL DEVELOPMENT

ANALYSIS

PROBLEM SOLVING & SOCIAL SKILLS

HEALTH & FITNESS

E

- I can react to a stimulus

- I can take part in a simple game with support

- I can take turns with support

- I know when my body is tired and when to drink

F

- I can deliberately move my body most of the time

- I can take part in a simple game

- I can take turns in a game
- I can accept winning and losing

- I can begin to recognise changes to my body when I exercise and when to drink

G

- I can deliberately move my body

- I can begin to comment on a performance

- I can answer some questions when prompted

- I can recognise changes to my body during exercise

H

- I can copy a skill I am shown

- I can comment on a performance
- I can answer a question when prompted

- I can start to share equipment with another student

- I can start to identify possible risks and hazards in PE

I

- I can begin to repeat a skill with accuracy

- I can identify differences between two performances

- I can share equipment with other students

- I can identify risks and hazards in PE

J

- I can consistently and accurately repeat a skill I have been shown

- I can confidently identify differences between two different performances

- I can develop my ability to work with a partner in a lesson

- I can start to suggest ways to stay safe in PE

K

- I can begin to perform skills with control

- I can begin to explain the differences between two performances

- I can start to volunteer ideas independently

- I can confidently suggest ways to stay safe in PE

L

- I can perform skills with control

- I can explain the differences between two performances

- I can confidently share ideas independently

- I can start to understand the reasons for the changes to my body during exercise

M

- I can begin to show that I can perform a skill with precision

- I can competently explain the differences between two different performances

- I can offer ideas independently and start to share ideas with a partner

- I can understand why my body changes during exercise

N

- I can perform a skill with precision regularly

- I have an understanding of how to improve a performance

- I can share ideas with a partner and start to work collaboratively with another student

- I can understand the reasons behind changes to my body during exercise
- I have basic knowledge of the long term effects of exercise on the body

O

- I can start to perform a skill with control in a competitive environment

- I can start to understand how to improve a performance and be consolidating that knowledge

- I can start to work collaboratively with another student, sharing ideas and group responsibility

- I can understand the long term changes exercise has on the body

P

- I can confidently perform a skill in a competitive/performative scenario

- I can understand how to improve a performance
- I can begin to identify faults in my own or others' technique

- I can work collaboratively with other students
- I can develop my leadership skills

- I can understand the long term changes exercise can have on the body

Q

- I can begin to adapt skills to suit different scenarios

- I can identify faults in technique

- I can lead a small group in a task

- I can plan exercise to develop a specific component of fitness

PE Stages

SKILL DEVELOPMENT

ANALYSIS

PROBLEM SOLVING & SOCIAL SKILLS

HEALTH & FITNESS

R

- I can adapt skills to suit different scenarios

- I can competently identify faults in a performance

- I am confident in leading a small group in a task

- I can plan an exercise routine to develop a specific area of fitness

S

- I can consistently adapt skills to suit different scenarios

- I can start to identify points of improvement from previous performances and enact them

- I can work towards leading a larger group in a task

- I can start to understand influences on healthy lifestyles

T

- I can show some consistency in performing skills in a competitive environment with control and fluency

- I can identify points of improvement and enacting them

- I can lead a larger group in a task

- I can understand influences on healthy lifestyles

U

- I can consistently perform a skill with control and fluency in a competitive environment

- I can independently identify points of improvement in previous performances and enact them

- I can confidently lead a larger group in a task

- I understand the influences on healthy lifestyles

V

- I can confidently perform a skill fluently and with control in a competitive environment

- I can consistently identify points of improvement from previous performances, and enact them

- I can confidently lead a larger group with a task and adapt accordingly

- I consistently understand the influences on healthy lifestyles and how it impacts the body

BTEC Level 1

PERFORMING ARTS



Level 1 PASS P1	<ul style="list-style-type: none">• I can demonstrate a limited development of performance and interpretative skills for performance during the rehearsal process• I can apply limited technical skills during a piece of theatre as a performer• I can identify my own application of skills and techniques in performance with limited examples
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Level 1 MERIT M1	<ul style="list-style-type: none">• I can demonstrate basic development of performance and interpretative skills during the rehearsal process• I can apply basic technical skills when performing a piece of theatre• I can identify my own development of skills and techniques using strengths and weaknesses with basic examples linked to genre/ practitioner
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Level 1 DISTINCTION D1	<ul style="list-style-type: none">• I can completely demonstrate basic development of performance and interpretative skills during the rehearsal process• I can completely apply basic technical skills when performing a piece of theatre• I can completely identify my own development of skills and techniques using strengths and weaknesses with basic examples linked to genre/ practitioner
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Level 2 PASS P2	<ul style="list-style-type: none">• I can demonstrate an appropriate development of performance and interpretative skills during the rehearsal process• I can select and apply relevant technical skills during a performance as a performer• I can describe my own development of skills and techniques in performance using relevant examples
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Level 2 MERIT M2	<ul style="list-style-type: none">• I can demonstrate an appropriate selection, application and use of technical and stylistic skills during the rehearsal process• I can demonstrate an appropriate selection, application and creative use of skills during a performance• I can explain my own development and application of skills and techniques with considered examples
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Level 2 DISTINCTION D2	<ul style="list-style-type: none">• I can mostly create disciplined and well developed performance skills during the rehearsal process• I can mostly demonstrate a considered selection, application and assured use of interpretative skills during a performance• I can mostly analyse my own development and application of skills and techniques with considered examples
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Level 2 DISTINCTION D2	<ul style="list-style-type: none">• I can completely create disciplined and well developed performance skills during the rehearsal process• I can completely demonstrate a considered selection, application and assured use of interpretative skills during a performance• I can completely analyse my own development and application of skills and techniques with considered examples
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PERSONAL GROWTH & WELLBEING Units

UNIT 7: EXPLORING RESILIENCE

**PASS
P1**

- I can recognise how resilient behaviour may support decision making
- I can respond to challenging situations using resilient behaviour
- I know the impact of resilient behaviour on my personal health and wellbeing
- I can make decisions on how to express my resilience

UNIT 12: PLANNING YOUR PERSONAL PROGRESSION

**PASS
P1**

- I can explore progression opportunities
- I can list my current skills, experiences and interests
- I can list my education, wider skills and work/life experience to date
- I can outline the potential progression opportunities that would suit my skills and experiences
- I can include information on personal skills, experience and interests
- I can show evidence of a plan with appropriate timelines and achievable targets

PSHE Stages

COMMUNICATION

LISTENING

WORKING TOGETHER

WELLBEING

A

- With support, I can communicate to a familiar peer or adult

- I can respond to options and choices with actions or gestures

B

- I can communicate to a familiar peer or adult

- I can respond appropriately to simple questions, which contain one key word, sign or symbol

C

- I can confidently communicate to a familiar peer or adult

- I can follow requests or instructions containing at least two key words, signs or symbols

D

- With support, I can communicate to a small group of familiar peers

- I can follow requests or instructions containing at least three key words, signs or symbols

E

- I can communicate to a small group of familiar peers

- I can listen, attend to and follow stories for short stretches of time

F

- I can express myself to the rest of my tutor group

- I can respond appropriately to why or how questions

G

- I can communicate with unfamiliar peers and adults

- I can start and continue a short conversation with an adult or friend

H

- With support, I can stay on task when communicating about a topic at length

- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

I

- I can stay on task when communicating about a topic at length

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during group or class discussions

J

- I can use subject-specific terminology when communicating about a topic

- I can listen to others in a range of situations and usually respond appropriately

K

- With support, I can make points in a logical order when communicating

- I can listen carefully and respond with increasing appropriateness to what has been said e.g. make a helpful contribution when speaking in a small group

L

- I can make points in a logical order when communicating

- I am beginning to follow instructions in a range of unfamiliar situations

M

- I can communicate effectively by thinking about what my listeners already know

- I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

N

- I can communicate effectively by using appropriate, tone, expression and gesture

- I am beginning to ask for specific additional information or viewpoints from other participants during a discussion

O

**Entry Level 1
E1**

- With support, I can use facts and examples to support my opinions

- I can consistently listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

P

**Entry Level 1
E1**

- I can use facts and examples to support my opinions

- I can listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views e.g. participate in a collaborative project

- With significant adult support, I can work with one other pupil on a short task

- With support, I can point to a picture that matches my emotion, when given two choices

- With adult support, I can work with one other pupil on a short task

- When given a choice of pictures, I can choose the picture which shows my emotion

- With minimal adult support, I can work with one other pupil on a short task

- I can name the emotion I am feeling at a specific moment

- With visual prompts, I can work with one other pupil on a short task

- I can recognise the signs of the five main emotions in someone's face and body

- With significant adult support, I can work with one other pupil on an extended task

- I can identify strategies to help me emotionally regulate, from a list

- With adult support, I can work with one other pupil on an extended task

- With support, I can select a strategy to help me regulate when I am feeling unsettled

- With minimal adult support, I can work with one other pupil on an extended task

- With support, I can use a self-regulation strategy and then return to an activity

- With visual prompts, I can work with one other pupil on an extended task

- With prompting, I can use a self-regulation strategy and then return to an activity

- I can work with one other pupil on an extended task

- I can manage my emotions with support - I can keep trying and stay calm

- With adult support, I can work with two other pupils on a short task

- I can manage my emotions - I can keep trying and stay calm

- With visual prompts, I can work with two other pupils on a short task

- I can manage my emotions and think about what happened with support

- With adult support, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened

- With visual prompts, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened
- I can keep trying and support others to feel calm

- I am beginning to contribute to group decision making, when working in a group of four or above

- I can manage my emotions and think about what happened
- I can keep trying and encourage others to keep trying too

- I can contribute my ideas to group activities, when working in a group of four or above

- I am beginning to look for opportunities in difficult situations

- I can contribute ideas to group work and encourage others to share my views

- I can look for opportunities in difficult situations

PSHE Stages

COMMUNICATION

LISTENING

WORKING TOGETHER

WELLBEING

Q
BTEC
Level 1 PASS
Emerging

- I can use facts and examples to help support my points and engage listeners

- I can consistently listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project

- I can support peers in a group by getting help to resolve disagreements or differing opinions

- With support, I can share opportunities that arise from difficult situations with others

R
BTEC
Level 1 PASS
Emerging

- With support, I can use visuals to enhance my communication, when speaking at length

- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by leading discussions to resolve group conflicts

- I can share opportunities that arise from difficult situations with others

S
BTEC
Level 1 PASS
Developing

- I can use visuals to enhance my communication, when speaking at length

- I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by reflecting on progress and suggesting how to improve

- With prompts, I can support others to stay positive by managing my responses

T
BTEC
Level 1 PASS
Developing

- I can speak engagingly by using tone and expression, in small groups

- I can actively listen with confidence and concentration for longer periods in an increasing range of contexts, some of which are unfamiliar, even when of little personal interest

- I can support others in my group by identifying my strengths and weaknesses

- I can support others to stay positive by managing my responses

U
BTEC
Level 1 PASS
Secure

- I can speak engagingly by using tone and expression, in larger groups

- I can identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers

- I can support others in my group by identifying my strengths and weaknesses and using this to help them

- I can support others to stay positive by helping others to see opportunities

RE Stages

H

- I can use some religious words and phrases
- I can recognise and name some features of religious life and practice
- I can recall some religious stories and recognise some religious symbols

I

- I can recall verbal and visual forms of religious expression
- I can talk about my own experiences regarding religious life
- I can talk about my own feelings towards religious life

J

- I can talk about what I find interesting about religion
- I can talk about what I find puzzling about religion
- I can talk about what I find is of value and concern to myself and others

K

**Entry Level 2
E2**

- I can use religious words and phrases to identify some features of religion
- I can identify the importance of religion for some people
- I am beginning to show awareness of similarities in religions

L

**Entry Level 2
E2**

- I can retell religious stories and suggest meanings for religious actions and symbols
- I can identify how religion is expressed in different ways
- I can ask and respond sensitively to questions about my own and others experiences and feelings
- I recognise that some questions cause people to wonder and are difficult to answer
- In relation to matters of right and wrong I can recognise my own values and those of others

M

**Entry Level 2
E2**

- I can use a developing religious vocabulary to describe some key features of religions recognising similarities and differences
- I can make links between beliefs and sources, including religious stories and texts
- I am beginning to identify the impact religion has on believers' lives

N

**Entry Level 2
E2**

- I can identify what influences me, making links between aspects of my own and others experiences
- I can ask important questions about religion and beliefs, making links between my own and others' responses
- I can make links between values and commitments, and my own attitudes and behaviour

O

**Entry Level 2
E2**

- I can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- I can make links between them and describe some similarities and differences both within and between religions
- I can describe the impact of religion on people's lives and suggest meanings for a range of forms of religious expression

P

**Entry Level 3
E3**

- I can raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments
- I can apply my ideas to my own and other people's lives
- I can describe what inspires and influences myself and others

Q

**Entry Level 3
E3**

- I use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities
- I can describe why people belong to religions
- I understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this

R

**Entry Level 3
E3**

- I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions
- I can ask and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating to my and other's lives
- I can explain what inspires and influences me, expressing my own and others' views on the themes of belonging to a religion

S

**Entry Level 3
E3**

- I can explain how actions, symbols and features demonstrate certain beliefs and values
- I can suggest how these may affect, improve or provide challenge in the lives of believers

T

GCSE 1

- I can show how actions, symbols and features show certain beliefs and values
- I can describe how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values

U

GCSE 1

- I can explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons

V

GCSE 1

- I can explain reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions

W

GCSE 2

- I can explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions

X

GCSE 3

- I can evaluate strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues

Y

GCSE 4

- I can evaluate the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values

SPORT Units

A1 - BEING ORGANISED

PASS P1

- I can demonstrate that I have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and folder management
- I can list the techniques I used and can provide some outline examples of how I may use them again

MERIT M1

- I can demonstrate that I have used a range of mostly suitable techniques for the tasks set, e.g. evidence of to-do lists, basic action planning and ICT features
- I can review and demonstrate reflection of outlines of the techniques used, with examples

DISTINCTION D1

- I can demonstrate that I have tried out a full range of techniques to organise myself, e.g. evidence of prioritising tasks, to-do lists with timings, folder organisation and online calendar alerts
- I can review the success of techniques used and give examples of how I have improved my organisation
- I can make some links on how I could use the techniques again

A2 - DEVELOPING A PERSONAL PROGRESSION PLAN

PASS P1

- I can set a broad progression goal that shows limited evidence of finding out information from sources
- I can produce a basic progression plan that gives broad and unfocused information on how to meet the progression goal

MERIT M1

- I can set a focused progression goal that demonstrates evidence of finding out information from different sources
- I can show some understanding of the skills and behaviours needed to achieve it
- I can produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it

DISTINCTION D1

- I can set a progression goal that demonstrates evidence of focused research from different sources
- I can show clear and detailed understanding of the skills and behaviours needed to achieve the progression goal
- I can produce a focused progression plan that gives details on the required skills, behaviours and qualifications
- I can produce a detailed plan on the next steps needed to meet the progression goal

SP5: HOW EXERCISE AFFECTS THE BODY

PASS P1

- I can follow guidelines or procedures and carry out tests, with some assistance
- I can give instructions, but they may be unclear or ambiguous

MERIT M1

- I can follow guidelines or procedures correctly or with minor error while carrying out tests
- I can give clear instructions
- I can communicate results from a minimum of three tests clearly and results are largely accurate
- I can communicate results using relevant methods that allow interpretation, then show results in a simple way for the audience to understand
- I can identify some key observations

DISTINCTION D1

- I can follow guidelines or procedures confidently while carrying out tests
- I can confidently give clear instructions
- I can communicate results from a minimum of three tests and results are accurate
- I can link results to changes in the body systems
- I can interpret results sufficiently to allow conclusions to be drawn
- I can communicate these using effective presentation methods, identifying key observations and drawing conclusions

SP6: PLAYING SPORT

PASS P1

- I can use skills and techniques relevant to the sport, though these may not necessarily be the most appropriate or may not be executed correctly
- I can identify obvious strengths and areas for my own improvement but with no additional discussion or explanation

MERIT M1

- I can correctly use skills and techniques in sport that are the most appropriate and are executed correctly, bar some minor faults
- I can outline strengths and areas for my own improvement
- I can identify how they affect performance of the skill/technique and give suggestions as to how performance can be improved

DISTINCTION D1

- I can effectively use skills and techniques in sport that are the most appropriate and are executed correctly
- I can describe strengths and areas for own improvement, providing details
- I can draw clear conclusions about performance, describing what changes need to be made and why
- I can give appropriate suggestions to improve specific areas of performance and offer examples of drills or practices

SP7: PLAYING SPORT

PASS P1

- I can assist in the sports activity, with some assistance if necessary
- I can give mostly positive attitude, actions and feedback
- I can meet some of the aims and objectives of the overall session
- I can show limited consideration of key factors, such as equipment and resources needed and available, or participants involved
- I can list my strengths and areas for improvement

MERIT M1

- I can assist in the sports activity and make some modifications where necessary
- I can support the success of the overall session, and give mostly positive attitude, actions and feedback
- I can meet most of the aims and objectives of the overall session
- I can show some consideration of key factors, such as equipment and resources needed and available, or participants involved
- I can give a summary of my own strengths and areas for improvement
- I can include relevant suggestions to improve performance

DISTINCTION D1

- I can assist in the sports activity and make modifications where necessary
- I can contribute to the success of the overall session and give positive feedback to others,
- I can confidently meet the aims and objectives of the overall session
- I can show consideration of key factors, such as equipment and resources needed and available, or participants involved
- I can draw conclusions about my own strengths and areas for improvement
- I can plan ways to improve performance

TEXTILES Stages

Textiles is studied from Year 9 only
Year 9 rotates between DT, FT, ICT & Textiles

MAKING & TECHNICAL KNOWLEDGE

F

- I can select the right piece of equipment, from a choice of two, with support

G

- I can select the right equipment with support

H

- I can select the right equipment with some support

I

- I can select the right equipment with increasing independence
- I can add colour and pattern to fabric through printing and dying with support

J

- I can select the right equipment with increasing independence
- I can add colour and pattern to fabric through printing and dying with support
- I can carry out some practical tasks such as pinning, cutting and threading with some support

K

- I can select the right equipment independently
- I can add colour and pattern to fabric through printing and dying with increasing independence
- I can carry out some practical tasks such as pinning, cutting and threading with increasing independence

L

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used with some prompting
- I can independently carry out some practical tasks such as pinning, cutting and threading

M

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used with some prompting
- I can independently carry out most practical tasks such as pinning, cutting, threading and basic stitching

N

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used with increasing independence
- I can independently carry out most practical tasks such as pinning, cutting, threading and basic stitching
- I can use a sewing machine after watching a demonstration with support

O

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used
- I can independently carry out practical tasks such as pinning, cutting, threading and stitching
- I can use a sewing machine, after watching a demonstration, with some support

P

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used
- I can accurately carry out practical tasks such as pinning, cutting, threading and a range of hand stitches
- I can use a sewing machine with minimal guidance

Q

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used
- I can accurately carry out practical tasks such as pinning, cutting, threading and a range of hand stitches
- I can use a sewing machine with increasing independence

R

- I can select the right equipment and materials independently
- I can add colour and pattern to fabric through printing and dying
- I can name the different printing and dying techniques I have used
- I can accurately carry out practical tasks such as pinning, cutting, threading and a range of hand stitches
- I can use a sewing machine independently

DESIGNING

- I can sketch ideas with support

- I can sketch ideas with some support

- I can sketch ideas with some support

- I can sketch ideas with minor details with some support
- I can make basic design decisions with some support

- I can sketch ideas with minor details with some support
- I can make basic design decisions with some support

- I can sketch ideas with some detail with increasing independence
- I can make basic design decisions with increasing independence

- I can sketch ideas with some detail
- I can make basic design decisions
- I can base an idea on a desired theme

- I can sketch ideas with detail
- I can make design decisions
- I can base an idea on a desired theme

- I can sketch ideas with detail and make design decisions
- I can base an idea on a desired theme or artist

- I can sketch ideas with detail and make design decisions
- I can base an idea on a desired theme or artist
- I can annotate my ideas

- I can sketch ideas with detail and make design decisions
- I can base an idea on a desired theme or artist
- I can annotate my ideas

- I can sketch ideas with detail and make design decisions
- I can base an idea on a desired theme or artist
- I can annotate my ideas

- I can sketch ideas with detail and make design decisions
- I can base an idea on a desired theme or artist
- I can annotate my ideas

EVALUATING

- I can say one thing I like about my work with support

- I can say one thing I like about my work and explain why, with some support

- I can say one thing I like about my work and explain why, with some support

- I can say one thing I like about my work and explain why, with some support
- I can say one step I took to create a product/outcome with some support

- I can say one thing I like about my work and explain why, with increasing independence
- I can say one step I took to create a product/outcome

- I can say one thing I like about my own work and suggest one improvement explaining the reasons why
- I can say some steps I took to create a product/outcome

- I can describe what I like about my work and suggest improvements explaining the reasons why
- I can say most steps I took to create a product/outcome

- I can describe what I like about my work and suggest improvements explaining the reasons why
- I can say most steps I took to create a product/outcome

- I can describe what I like about my work and suggest improvements explaining the reasons why
- I can say most steps I took to create a product/outcome
- I can write the steps I took to create a product/outcome

- I can describe what I like about my work and suggest improvements explaining the reasons why
- I can say all the steps I took to create a product/outcome
- I can write the steps I took to create a product/outcome

- I can describe what I like about my own and others work and suggest improvements explaining the reasons why
- I can say/write all the steps I took to create a product/outcome

- I can describe what I like about my own and others work and suggest improvements explaining the reasons why
- I can say/write all the steps I took to create a product/outcome including some detail

- I can describe what I like about my own and others work and suggest improvements explaining the reasons why
- I can say/write all the steps I took to create a product/outcome in detail

TEXTILES Stages

Textiles is studied from Year 9 only
Year 9 rotates between DT, FT, ICT & Textiles

MAKING & TECHNICAL KNOWLEDGE

S

- I can confidently select the right equipment and materials independently
- I can confidently add colour and pattern to fabric through printing and dying
- I can confidently name the different printing and dying techniques I have used
- I can confidently and accurately carry out practical tasks such as pinning, cutting, threading and a range of hand stitches
- I can confidently use a sewing machine

GCSE

DEVELOP

REFINE

T

**GCSE 1
Emerging**

- I have undefined ideas with limited reference to artists' work
- I have a limited understanding of artists' work

- I have used a limited range of media, materials, techniques and processes with artificial refinement
- I have limited evidence of how I have explored my work as it develops

U

**GCSE 1
Developing**

V

**GCSE 1
Secure**

- I can develop ideas with basic reference to artists work with some evidence of relevant investigation
- I have shown a basic critical understanding of artists work

- I have refined my work using some relevant media, materials, techniques and processes
- I have shown basic evidence of the exploration of how my work develops

W

GCSE 2

X

GCSE 3

- I can develop ideas with competent reference to artists work and other sources, with evidence of informed investigations
- I can show competent critical understanding of artists work

- I can refine my work with an appropriate and relevant selection of media, materials, techniques and processes
- I can show competent evidence of the exploration of work as it develops

Y

GCSE 4

- I can develop ideas with well-informed reference to artists work with evidence of effective investigation
- I can show well-informed critical understanding of artists work and other sources

- I can refine my work with an effective selection of relevant media, materials, techniques and processes
- I can show well-informed evidence of the exploration of work as it develops

Z

GCSE 5

- I can develop ideas with detailed reference to artists work and other sources
- I can show an in-depth critical understanding of artists work and other sources

- I can confidently refine my work with a fully-developed selection of media, materials, techniques and processes
- I can show in-depth evidence of the exploration of work as it develops

ZZ

GCSE 6

- I can develop ideas with sophisticated reference to artists work with evidence of perceptive investigation
- I can show an excellent critical understanding of artists work and other sources

- I can refine my work in a sophisticated way with a perceptive selection of media, materials, techniques and processes
- I can show excellent evidence of the exploration of work as it develops

DESIGNING

- I can sketch ideas with detail and confidently make design decisions
- I can base an idea on a desired theme or artist
- I can annotate my ideas

RECORD

- I have superficial recording of ideas, observations and insights showing minimal links to intention
- I have limited ability to reflect on my work and make progress

- I have recorded my ideas, observations and insights and can show undeveloped links to my intentions
- I can basically reflect on my work and progress

- I can record informed ideas, observations and insights relevant to my intentions
- I can competently reflect on my work and progress

- I can record well-considered ideas, observations and insights showing well-considered links to my intentions
- I can reflect on my work and progress in a well-considered way

- I can confidently record ideas, observations and insights showing fully developed links to intention
- I can confidently reflect on my work and progress

- I can record excellent ideas, observations and insights showing sophisticated links to intention
- I can reflect on my work and progress in an excellent way

EVALUATING

- I can confidently describe what I like about my own and others work and suggest improvements explaining the reasons why
- I can confidently say/write all the steps I took to create a product/outcome in detail

PRESENT

- My personal response shows an undefined realisation of intentions
- I have limited understanding of visual language and applying formal elements is limited and superficial

- My personal response shows a basic realisation of intentions
- I have a basic understanding of visual language and my application of formal elements are basic and undeveloped

- My personal response shows a competent realisation of intentions
- I have a competent understanding of visual language and my application of formal elements is competent

- My personal response shows a confident realisation of intentions
- My understanding of visual language and my application of the formal elements is confident and fully developed

- My personal response shows a confident realisation of intentions
- My understanding of visual language and my application of the formal elements is confident and fully developed

- My personal response shows a sophisticated realisation of intentions
- My understanding of visual language is perceptive and sophisticated