



## English Language progression framework

The following statements indicate the expected standard of progression within each strand of the Assessment Objectives. Each statement builds on the achievement shown in the lower row(s).

	AO1.1 Identify and interpret	AO1.2 Select and synthesise	AO2.1 Writer's use of language	AO2.2 Writer's use of structure	AO3.1 Compare perspectives	AO3.2 Compare how perspectives are conveyed	AO4 Critical evaluation	AO5.1 Writing communication	AO5.2 Writing organisation	AO6.1 Writing range	AO6.2 Technical writing accuracy
	Identify and interpret explicit and implicit information and ideas.	Select and synthesise evidence from different texts (using the skills in AO1.1).	Explain, comment on and analyse how writers use <b>language</b> to achieve effects and influence readers, using relevant subject terminology to support personal views.	Explain, comment on and analyse how writers use <b>structure</b> to achieve effects and influence readers, using relevant subject terminology to support personal views.	Compare writers' ideas and perspectives across two or more texts.	Compare <b>how</b> writers' ideas and perspectives are conveyed across two or more texts.	Evaluate texts critically and support this with appropriate textual references.	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Use a range of vocabulary and sentence structures for clarity, purpose and effect.	Use a range of vocabulary and sentence structures with accurate spelling and punctuation.
<b>Exceeding</b>	1. Insightfully identifies ideas/details of sophisticated texts. 2. Makes detailed and thoughtful responses to explicit information/ideas of sophisticated texts. 3. Makes detailed and thoughtful responses to implicit information/ideas of sophisticated texts. 4. Identifies and understands bias in texts.	1. Shows an insightful understanding. 2. Synthesises main evidence/ideas/details across two sophisticated texts, with insight into similarities/differences. 3. Uses thoughtful, well-balanced evidence across texts.	1. Examines a writer's use of language in sophisticated texts. 2. Examines the effects of language choices in sophisticated texts. 3. Gives an insightful, thorough response about the different influences on the reader created by a variety of language use in sophisticated texts. 4. Uses a thoughtful range of evidence. 5. Uses terminology thoughtfully and appropriately.	1. Examines a writer's use of structure in sophisticated texts. 2. Examines the effects of structural choices in sophisticated texts. 3. Gives an insightful, thorough response about the different influences on the reader created by a variety of structures in sophisticated texts. 4. Uses a thoughtful range of evidence. 5. Uses terminology thoughtfully and appropriately.	1. Shows an insightful understanding of the ideas and perspectives for two sophisticated texts. 2. Gives insightful, thorough comparisons of the two texts. 3. Uses thoughtful, well-balanced evidence across texts.	1. Examines the different effects of a range of writers' techniques in sophisticated texts thoroughly and insightfully. 2. Examines the different effects of techniques used by a writer. 3. Uses a thoughtful range of evidence. 4. Responds in a believable, critical, detailed way.	1. Evaluates sophisticated texts thoroughly and insightfully. 2. Examines the different effects of techniques used by a writer. 3. Uses a thoughtful range of evidence. 4. Responds in a believable, critical, detailed way.	1. Writes in a highly believable way to suit the form and purpose. 2. Uses a believable and engaging tone and register for the reader. 3. Has a sophisticated writing style; uses wide-ranging, successful phrasing and creative use of linguistic devices consistently.	1. Effectively orders developed, complex content. 2. Uses a range of structural and grammatical features creatively. 3. Uses fluent paragraphs and successful discourse markers.	1. Uses a conscious variety of relevant sentence forms. 2. Uses Standard English relevantly and in a sustained way, with accurate use of complex grammar. 3. Uses wide-ranging and creative vocabulary.	1. Uses an accurate variety of effective punctuation in a sustained way. 2. Has mostly faultless spelling, including the spelling of more complex vocabulary.
<b>Mastering Level 3</b>	1. Securely identifies information/more conceptual ideas/details of more challenging texts. 2. Makes relevant responses to explicit information/ideas of more challenging texts. 3. Makes almost always relevant responses to implicit information/ideas of more challenging texts. 4. Identifies and begins to understand bias in texts.	1. Shows relevant understanding. 2. Synthesises main evidence/ideas/details across two more challenging texts, with clear awareness of similarities/differences. 3. Uses relevant evidence, balanced across texts.	1. Gives a relevant explanation with some examination of a writer's use of language in more challenging texts. 2. Gives a relevant explanation of the effects of language choices in more challenging texts. 3. Gives a detailed, relevant response about the different influences on the reader created by some language use in more challenging texts. 4. Uses a good range of relevant evidence. 5. Uses a range of terminology correctly.	1. Gives a relevant explanation with some examination of a writer's use of structure in more challenging texts. 2. Gives a relevant explanation of the effects of structural choices in more challenging texts. 3. Gives a detailed, relevant response about the different influences on the reader created by some structures used in more challenging texts. 4. Uses a good range of relevant evidence. 5. Uses a range of terminology correctly.	1. Shows relevant understanding in an explanation of the ideas and perspectives for two more challenging texts. 2. Gives relevant comparisons of the two texts. 3. Uses relevant evidence, balanced across texts.	1. Gives a relevant explanation of the effects of a range of writers' techniques in more challenging texts. 2. Examines the effects of techniques used by a writer. 3. Uses a good range of relevant evidence. 4. Responds relevantly and with focus.	1. Evaluates relevant points in more challenging texts, showing understanding. 2. Examines the effects of techniques used by a writer. 3. Uses a good range of relevant evidence. 4. Responds relevantly and with focus.	1. Writes in a believable way to suit the form and purpose. 2. Uses a believable tone and register for the reader. 3. Has a believable writing style; uses some wide-ranging phrasing and some creative use of linguistic devices.	1. Orders some developed content. 2. Uses a range of structural and grammatical features mostly successfully. 3. Uses clear paragraphs combined with discourse markers in a mostly sustained way.	1. Uses a conscious variety of sentence forms. 2. Uses Standard English and grammar relevantly, mostly in a sustained way. 3. Uses some thoughtful vocabulary.	1. Uses a variety of punctuation mostly accurately and mostly sustained. 2. Has mostly accurate spelling, including the spelling of complex and irregular vocabulary.
<b>Mastering Level 2</b>	1. Identifies information/ideas/ details of straightforward texts. 2. Understands straightforward explicit information/ideas of texts. 3. Uses some inference to explore information/some conceptual ideas of straightforward texts. 4. Understands differences between more subtle facts and opinions.	1. Shows mostly relevant understanding. 2. Synthesises and makes connections between evidence/ideas/details across two straightforward texts, with mostly relevant understanding of similarities/differences. 3. Uses reasonably balanced and mostly relevant evidence.	1. Shows relevant understanding of a writer's use of language in straightforward texts. 2. Shows some relevant understanding of the specific effects of language choices in straightforward texts. 3. Gives a personal response to language use in straightforward texts, with some awareness of alternative viewpoints. 4. Uses a range of relevant evidence. 5. Uses relevant terminology almost always correctly.	1. Shows relevant understanding of a writer's use of structure in straightforward texts. 2. Shows some relevant understanding of the specific effects of structural choices in straightforward texts. 3. Gives a personal response to use of structure in straightforward texts, with some awareness of alternative viewpoints. 4. Uses a range of relevant evidence. 5. Uses relevant terminology almost always correctly.	1. Shows mostly relevant understanding in comments on the ideas and perspectives for two straightforward texts. 2. Gives mostly relevant comparisons of the two texts. 3. Uses reasonably balanced and mostly relevant evidence.	1. Shows mostly relevant understanding in an explanation of the specific effects of a range of writers' techniques in straightforward texts. 2. Explains the specific effects of a range of techniques used by a writer. 3. Uses a range of relevant evidence. 4. Responds mostly relevantly and is mostly focused.	1. Mostly evaluates some relevant points in quite straightforward texts, showing some understanding. 2. Explains the specific effects of a range of techniques used by a writer. 3. Uses a range of relevant evidence. 4. Responds mostly relevantly and is mostly focused.	1. Writes mainly suiting the form and purpose. 2. Uses tone and register mainly suited to the reader. 3. Shows some writing style; uses mostly effective vocabulary and some suitable linguistic devices.	1. Orders writing with mostly connected content. 2. Uses structural and grammatical features mostly successfully. 3. Uses mostly clear paragraphs with some variety of discourse markers.	1. Uses some variety of sentence forms consciously. 2. Uses Standard English and grammar mostly relevantly. 3. Uses a variety of vocabulary.	1. Uses generally accurate punctuation demonstrating a reasonable variety. 2. Has generally accurate spelling, including of complex vocabulary.
<b>Mastering Level 1</b>	1. Identifies information/ideas/ details of quite straightforward texts. 2. Understands some straightforward explicit information/ideas of texts. 3. Understands some straightforward implicit information/ideas within quite straightforward texts. 4. Understands differences between many facts and opinions.	1. Shows some reasonable understanding. 2. Selects and makes connections between evidence/ideas/details across two quite straightforward texts, showing some reasonable understanding of similarities/differences. 3. Uses some relevant evidence from one or both texts.	1. Makes some reasonable observations on a writer's use of language in quite straightforward texts. 2. Shows some reasonable understanding in some comments on effects of language choices in quite straightforward texts. 3. Gives a personal response to language use in quite straightforward texts, beginning to be aware of alternative viewpoints. 4. Uses some relevant evidence. 5. Uses some relevant terminology mainly correctly.	1. Makes some reasonable observations on a writer's use of structure in quite straightforward texts. 2. Shows some reasonable understanding in some comments on effects of structural choices in quite straightforward texts. 3. Gives a personal response to use of structure in quite straightforward texts, beginning to be aware of alternative viewpoints. 4. Uses some relevant evidence. 5. Uses some relevant terminology mainly correctly.	1. Shows some reasonable understanding in relevant comments on ideas and perspectives for one or more quite straightforward texts. 2. Gives some comparison of the two texts. 3. Uses some relevant evidence from one or both texts.	1. Shows some reasonable understanding in some comments on the effects of writers' techniques in quite straightforward texts. 2. Shows some consideration of form and purpose. 3. Shows some consideration of tone and register to suit the reader. 4. Responds with some reasonable focus.	1. Gives some basic viewpoints, with some evaluation, on quite straightforward texts, showing some reasonable understanding. 2. Shows some viewpoint in comments on the effects of techniques used by a writer. 3. Uses some relevant evidence. 4. Responds with some reasonable focus.	1. Shows some consideration of form and purpose. 2. Shows some consideration of tone and register to suit the reader. 3. Shows some attempts to be stylish in writing; creates some interest with vocabulary and uses some linguistic devices.	1. Orders some content logically; the writing can mainly be followed. 2. Uses some structural and grammatical features with some success. 3. Uses some paragraphs and discourse markers with some success.	1. Uses some more complex, if somewhat repetitive, sentence forms. 2. Uses some Standard English and some accuracy in grammar. 3. Uses some range of vocabulary.	1. Uses some accurate end-of-sentence and within sentence punctuation. 2. Has some accurate spelling of some complex vocabulary.
<b>Building</b>	1. Identifies main information/ ideas/some basic supporting details of accessible texts. 2. Understands some basic explicit information/ideas of texts. 3. Understands some basic implicit information/ideas of texts, though has a tendency to paraphrase. 4. Understands some basic differences between clear facts and opinions.	1. Summarises evidence/ideas/details from two quite accessible texts and begins to make basic connections. 3. Uses basic evidence from one text mainly.	1. Makes basic observations, with a tendency to description, on a writer's use of language in accessible texts. 2. Begins to understand and describe the general/basic effect of some language choices in accessible texts. 3. Gives some personal response to the use of language in quite accessible texts. 4. Uses basic evidence. 5. Uses basic terminology sometimes correctly.	1. Makes basic observations, with a tendency to description, on a writer's use of structure in accessible texts. 2. Begins to understand and describe the general/basic effect of some structural choices in accessible texts. 3. Gives some personal response to the use of structure in quite accessible texts. 4. Uses basic evidence. 5. Uses basic terminology sometimes correctly.	1. Shows basic understanding in comments on limited ideas and/or perspectives for one or more accessible texts. 2. Gives some basic cross-references for the two texts. 3. Gives some basic evidence from one text mainly.	1. Begins to identify, understand and describe the general/basic effect of writers' techniques in accessible texts. 2. Begins to identify and describe the general/basic effect of a writer's techniques. 3. Uses basic evidence. 4. Responds in a basic way.	1. Begins to give basic opinions on accessible texts, showing a basic understanding. 2. Begins to identify and describe the general/basic effect of a writer's techniques. 3. Uses basic evidence. 4. Responds in a basic way.	1. Shows occasional awareness of form and purpose. 2. Shows occasional awareness of tone or register to suit the reader. 3. Shows a little style in writing; uses basic vocabulary and may use very basic linguistic devices.	1. Shows occasional evidence of ordering content. 2. Uses very basic structural and grammatical features. 3. Writes with some order, but paragraphing and discourse markers are very basic.	1. Uses mainly simple and repetitive sentence forms. 2. Occasionally uses Standard English and correct grammar. 3. Uses basic vocabulary, mostly fit for purpose.	1. Has occasional accurate use of end-of-sentence and within sentence punctuation. 2. Has usually accurate spelling of basic vocabulary, though errors of homophones.