

KS3 Baseline English Core Scales Checklist

Strand: Oracy

Speaking

Expresses issues and ideas clearly, using specialist vocabulary and examples

Speaks clearly, using formal language, varying expression, tone and volume, to keep listeners interested

Extends their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately

Listening

Listens carefully to presentations and show understanding of the speakers' conclusions or opinions

Respond to others with questions and comments which focus on reasons, implications and next steps

Collaboration and discussion

Contributes purposefully to group discussion to achieve agreed outcomes

Expresses opinions clearly about topics and written texts and include supporting reasons

Follow up points in group discussions, showing agreement or disagreement giving reasons.

Strand: Reading

Reading Strategies

Uses a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context

Reads complex texts independently for sustained periods

Confidently recognises and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation

Understands how punctuation can vary and so affect sentence structure and meaning, e.g. I had chocolate(,) cake and cheese for tea

Uses a range of strategies for finding information, e.g. skimming for gist, scanning for detail

Reads closely, annotating for specific purposes

Uses internet searches carefully, deciding which sources to read and believe

Comprehension

Shows understanding of main ideas and significant details in different texts on the same topic

Infers ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes making reference to the text

Identifies ideas and information that interest them to develop further understanding

Identifies and begin to comment on similarities and differences- making critical comparisons between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form

Strand: Writing

Meaning, purposes, readers

Adapts writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers

Uses a range of strategies to plan writing, e.g. notes, diagrams, flowcharts

Explores different ways to present work and use them appropriately, e.g. moving image, slides, voice-over

Proofreads their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression

Reflects on, edit and redraft to improve their writing

Structure and organisation

Adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment

use paragraphs making links between them

use features and layout which are constructed to present data and ideas clearly

Language
use language appropriate to writing, including standard forms of English
use varied and appropriate vocabulary, including subject-specific words and phrases
choose and use a wide range of adventurous and imaginative vocabulary with precision
Grammar and Punctuation
Linking ideas using adverbials, ellipsis
Use of the semi-colon, colon and dash to mark the boundary
Independent clauses
Use of the colon to introduce a list and use of semi- colons within lists
Punctuation of bullet points to list information