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| Learners adapt their talk to the demands of different contexts with growing confidence. |  | In reading and discussing a wide range of texts, learners select relevant words, phrases and information in order to comment on their significance and effect. |  | Learners’ writing often engages and sustains the reader’s interest. |
| By varying their vocabulary, expression and tone, they engage the interest of the listener. |  | They are able to identify different layers of meaning in text.. |  | They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. |
| They take an active part in discussion, using evidence to support their views. |  | They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. |  | They present information for various purposes and express opinions, developing some points in support of a point of view. |
| They show understanding of ideas and consider how and when to respond to others. |  | They summarise a range of information from different sources |  | They use a range of sentence structures and varied vocabulary to create effects. |
| They express opinions and can use evidence to support their views. |  |  |  | Spelling is generally accurate, including that of irregular words. |
| They are able to evaluate their own and others’ performance as speakers and can suggest ways to improve. |  |  |  | A range of punctuation is usually used correctly to clarify meaning. |
| They are usually fluent in their use of standard English in formal situation |  | Work is legible and well presented. |  | Ideas are organised into effective paragraphs. |