

MUSIC

Learning Ladder

Key

Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



Music: Year 7

Playing Techniques and Performance	<p>The learner can play a simple rhythm that lasts 4 - 8 beats, over a slow tempo and is 'counted in' by the teacher. Physical/motor skills may require specific intervention from teaching/support staff to enable students to create a combination of very basic note values.</p>	<p>A short pattern of notes can be performed on basic hand percussion instruments and keyboard. The performer is able to reference elements of music such as dynamics/volume, with support from the teacher. The performer participates in singing activities, and may be able to play a simple chord on a ukulele.</p>	<p>The learner can play a short melody on a keyboard with shape and rhythm and with reference to a simple key. They can play basic rhythms with some variation. The learner is able to perform from some basic musical notation. The learner can control some references to elements when playing, such as tempo and dynamics. They are able to play two or three chords on a ukulele.</p>	<p>A student has the ability to play chords or melodies in time to a pulse, including a metronome or back-beat. Correct playing technique will be not yet be at an advanced stage, for example, playing with 2 hands, therefore hindering the development of the music. They may be able to play a chord sequence on a ukulele fluently.</p>	<p>Students have the ability to overlap one with the other, without an audible pulse, whilst still maintaining a balanced and well-timed piece of music. For example, in pairs, 1 person plays the chords and another person plays the melody. Both areas will advance with a better understanding of chord technique, such as broken chords, and instrument technique, such as playing with 1 hand. Students have a wider understanding of performance skills, including group communication and presentation to an audience.</p>	<p>Students can use more than one playing technique simultaneously, showing a wider understanding of performance. For example, playing chords and melody on the keyboard at the same time, or singing / strumming. Music performances have good timing and are of a high standard.</p>	<p>Other instruments are used by students who have a wider skill base, particularly those learning outside of lessons. Students are able to show dextrous technique, such as playing and singing at the same time, or even switching instruments in a performance. Students are able to play a wider range of chords, melodies in different keys, and have a more advanced understanding of rhythm (e.g. using syncopation).</p>	<p>The learner can play/sing a short solo piece accurately with expression, referencing a range of musical elements, for example, the ability to speed up and slow down or intermittent changes in dynamics. The difficulty of music played is comparable to Grade 1 standard.</p>	<p>The learner can play/sing a more complex piece of music requiring a number of techniques specific to different genres of music, ranging from Classical to Popular Music. Music can be performed to an audience with few mistakes, showing confidence throughout and from memory. Music is comparable to Grade 2/3 standard.</p>	<p>The learner has exceptional performance skills. They are able to play or sing accurately and expressively with confident presentation skills. The student is able to perform complex music to a high standard on one instrument or voice, and has a more basic knowledge of other instruments. They are comfortable with a wide variety of instrument-specific playing techniques, such as string bending on the electric guitars or ornaments on the piano. Music is comparable to a grade 4 standard or above.</p>
Composition Progression	<p>The learner requires specific support from teaching / support staff to create a short rhythmic pattern or row of notes and remember it or write it down.</p>	<p>The learner can compose and write down a short pattern of notes. The learner can compose and write down a short rhythm using basic note values.</p>	<p>The learner can compose and notate a musical sounding melody with a sense of line and phrasing, showing understanding of basic keys and using a structure.</p>	<p>The learner can make up and write down a chord sequence in a simple key and fit a sequence of melody notes to the chords. They understand how to use different types of scales in order to compose a melody. They are able to improvise a simple melody using different kinds of scales. They are able to compose using keyboards but may have an ability to use another instrument as part of their composition.</p>	<p>The learner can compose a sequence of chords and compose a melody that has shape, with rhythm and phrasing, which matches the chords. The learner may do this alone or as part of a pair or group. There is a simple structure to the composition. The learner is willing to contribute to the composition using a variety of instruments or singing. They are able to write down their composition.</p>	<p>The learner is able to write a piece of music using two or three of chord sequences and melodies to compose a longer and more structured composition with a beginning, middle and ending. They can compose alone or have contributed significant amount to a pair or group composition on their own. Melodies have shape and there are a range of appropriate chords used. The composition is written down. The learner is able to improvise using a set of notes from a scale or key.</p>	<p>The learner is able to write a piece of music that displays a few different musical ideas. It is mostly well written for the chosen instrument (s). It is based within a simple key with a possible modulation to a nearby key for contrast. The melodies have shape and are memorable and there are a range of chords, showing different accompaniment styles. The piece has a clear structure with a sense of direction and some variety. The composition is written down. The learner is able to create an improvisation. They can use musical elements to create a mood or character to their piece.</p>	<p>The learner can write a piece of music that displays and develops several musical ideas. It is well written for the chosen instrument (s) and it has a clear structure. Melodies are musical with a sense of shape and there are a range of chords and harmonies used. There is a clear understanding of key. The composition is written down to communicate it to others. The learner is able to produce a musical improvisation based on a particular key.</p>	<p>The learner can compose an imaginative and highly original piece of music that contains stylish melodies with character, a range of chords, harmonies and accompaniments and shows a clear awareness of texture and sensitive use of dynamics. The learner can use a range of keys and is able to handle changes of within a piece of music successfully. The composition is written down clearly. The learner is able to create a varied musical improvisation based on a particular key.</p>	<p>The learner is able to create stylish, imaginative ideas and develop them, using a detailed knowledge of music theory and harmony. The learner uses the elements of music to significantly enhance their composition. They have the ability to write their music down clearly to communicate it to others. The learner has internalised key musical skills and can apply them to create an interesting and musical improvisation.</p>

Music: Year 7 continued

Listening and Analysing Progression	<p>The listener is able to describe music and answer simple questions without using musical technical vocabulary. They may know one or two elements such as pitch and tempo. They can make basic observations such as 'it's fast' and recognise a few common instruments such as violin, piano, drums.</p> <p>The learner is able to communicate some basic listening skills with the aid of multiple choice questions and specific help from a member of teaching / support staff.</p>	<p>The learner is able to understand and use basic musical vocabulary appropriately, such as 'the pitch is high' 'the dynamics are loud' etc. They are able to recognise a range of instruments.</p>	<p>The learner is able to use more advanced musical vocabulary to describe music. E.g. the dynamics are forte, the duration of the notes are staccato, the tempo gets faster, and they can recognise quite a wide range of instruments. They are able to write a few sentences to describe a piece of music.</p>	<p>The learner can recognise musical elements such as dynamics, texture, tempo and tonality and can explain how the different elements affect music. E.g. the forte section grabs the listeners attention, the fast repeated notes create excitement, the minor key creates a mysterious mood. They are able to write a paragraph to describe a piece of music.</p>	<p>The learner can recognise a variety of different elements and devices such as tonality, instrumentation, structure and texture used in a range of different styles and pieces of music. They are able to answer several questions relating to the styles and pieces of music that they have studied.</p>	<p>The learner can recognise, analyse and describe what one particular instrument is doing amongst a variety of others. They have a basic knowledge of Italian terms and can use these in written and verbal descriptions of music.</p>	<p>The learner can pick out what a range of different instruments are doing in more detail, or can recognise more complex musical devices such as the time signature, tonality, types of rhythm and accompaniment, structure and texture used in a piece of music. They are able to use a wider variety of simple Italian terms to describe music.</p>	<p>The learner can say how different elements have been used to create a particular style or mood. They are able to use detail in their descriptions of music and use musical vocabulary appropriately and accurately. They can describe a piece of music that they have studied, explaining a few key features of that piece accurately.</p>	<p>The learner is able to recognise the musical features of a set piece of music and is able to answer questions relating to that piece of music accurately using technical vocabulary. They confidently understand and explain the musical structure and features of a set work and are able to articulate their understanding in a fluently written short essay. They can correlate different features from one style to another and have a wide background knowledge of a variety of different styles of music.</p>	<p>The learner has a confident knowledge of musical styles and an excellent understanding of musical theory which is used to break down and analyse musical pieces. They can identify tonal qualities confidently. The learner uses technical language in exam questions and essay writing. There is an excellent understanding of exam questions and the ability to use good grammar, spelling and sentence structure to produce detailed written descriptions of all set works and genres studied.</p> <p>The learner is able to use the skills heard and analysed in professional works and transfer them into his or her own compositions and performances.</p>
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Music: Year 8

Playing Techniques and Performance	<p>The learner can play a simple rhythm that lasts 4 - 8 beats, over a slow tempo and is 'counted in' by the teacher. Physical/motor skills may require specific intervention from teaching/support staff to enable students to create a combination of very basic note values.</p>	<p>A short pattern of notes can be performed on basic hand percussion instruments and keyboard. The performer is able to reference elements of music such as dynamics/volume, with support from the teacher. The performer participates in singing activities, and may be able to play a simple chord on a ukulele.</p>	<p>The learner can play a short melody on a keyboard with shape and rhythm and with reference to a simple key. They can play basic rhythms with some variation. The learner is able to perform from some basic musical notation. The learner can control some references to elements when playing, such as tempo and dynamics. They are able to play two or three chords on a ukulele.</p>	<p>A student has the ability to play chords or melodies in time to a pulse, including a metronome or back-beat. Correct playing technique will be not yet be at an advanced stage, for example, playing with 2 hands, therefore hindering the development of the music. They may be able to play a chord sequence on a ukulele fluently.</p>	<p>Students have the ability to overlap one with the other, without an audible pulse, whilst still maintaining a balanced and well-timed piece of music. For example, in pairs, 1 person plays the chords and another person plays the melody. Both areas will advance with a better understanding of chord technique, such as broken chords, and instrument technique, such as playing with 1 hand. Students have a wider understanding of performance skills, including group communication and presentation to an audience.</p>	<p>Students can use more than one playing technique simultaneously, showing a wider understanding of performance. For example, playing chords and melody on the keyboard at the same time, or singing / strumming. Music performances have good timing and are of a high standard.</p>	<p>Other instruments are used by students who have a wider skill base, particularly those learning outside of lessons. Students are able to show dextrous technique, such as playing and singing at the same time, or even switching instruments in a performance. Students are able to play a wider range of chords, melodies in different keys, and have a more advanced understanding of rhythm (e.g. using syncopation).</p>	<p>The learner can play/sing a short solo piece accurately with expression, referencing a range of musical elements, for example, the ability to speed up and slow down or intermittent changes in dynamics. The difficulty of music played is comparable to Grade 1 standard.</p>	<p>The learner can play/sing a more complex piece of music requiring a number of techniques specific to different genres of music, ranging from Classical to Popular Music. Music can be performed to an audience with few mistakes, showing confidence throughout and from memory. Music is comparable to Grade 2/3 standard.</p>	<p>The learner has exceptional performance skills. They are able to play or sing accurately and expressively with confident presentation skills. The student is able to perform complex music to a high standard on one instrument or voice, and has a more basic knowledge of other instruments. They are comfortable with a wide variety of instrument-specific playing techniques, such as string bending on the electric guitars or ornaments on the piano. Music is comparable to a grade 4 standard or above.</p>
Composition Progression	<p>The learner requires specific support from teaching / support staff to create a short rhythmic pattern or row of notes and remember it or write it down.</p>	<p>The learner can compose and write down a short pattern of notes. The learner can compose and write down a short rhythm using basic note values.</p>	<p>The learner can compose and notate a musical sounding melody with a sense of line and phrasing, showing understanding of basic keys and using a structure.</p>	<p>The learner can make up and write down a chord sequence in a simple key and fit a sequence of melody notes to the chords. They understand how to use different types of scales in order to compose a melody. They are able to improvise a simple melody using different kinds of scales. They are able to compose using keyboards but may have an ability to use another instrument as part of their composition.</p>	<p>The learner can compose a sequence of chords and compose a melody that has shape, with rhythm and phrasing, which matches the chords. The learner may do this alone or as part of a pair or group. There is a simple structure to the composition. The learner is willing to contribute to the composition using a variety of instruments or singing. They are able to write down their composition.</p>	<p>The learner is able to write a piece of music using two or three of chord sequences and melodies to compose a longer and more structured composition with a beginning, middle and ending. They can compose alone or have contributed significant amount to a pair or group composition on their own. Melodies have shape and there are a range of appropriate chords used. The composition is written down. The learner is able to improvise using a set of notes from a scale or key.</p>	<p>The learner is able to write a piece of music that displays a few different musical ideas. It is mostly well written for the chosen instrument (s). It is based within a simple key with a possible modulation to a nearby key for contrast. The melodies have shape and are memorable and there are a range of chords, showing different accompaniment styles. The piece has a clear structure with a sense of direction and some variety. The composition is written down. The learner is able to create an improvisation. They can use musical elements to create a mood or character to their piece.</p>	<p>The learner can write a piece of music that displays and develops several musical ideas. It is well written for the chosen instrument (s) and it has a clear structure. Melodies are musical with a sense of shape and there are a range of chords and harmonies used. There is a clear understanding of key. The composition is written down to communicate it to others. The learner is able to produce a musical improvisation based on a particular key.</p>	<p>The learner can compose an imaginative and highly original piece of music that contains stylish melodies with character, a range of chords, harmonies and accompaniments and shows a clear awareness of texture and sensitive use of dynamics. The learner can use a range of keys and is able to handle changes of within a piece of music successfully. The composition is written down clearly. The learner is able to create a varied musical improvisation based on a particular key.</p>	<p>The learner is able to create stylish, imaginative ideas and develop them, using a detailed knowledge of music theory and harmony. The learner uses the elements of music to significantly enhance their composition. They have the ability to write their music down clearly to communicate it to others. The learner has internalised key musical skills and can apply them to create an interesting and musical improvisation.</p>

Music: Year 8 continued

Listening and Analysing Progression	<p>The listener is able to describe music and answer simple questions without using musical technical vocabulary. They may know one or two elements such as pitch and tempo. They can make basic observations such as 'it's fast' and recognise a few common instruments such as violin, piano, drums.</p> <p>The learner is able to communicate some basic listening skills with the aid of multiple choice questions and specific help from a member of teaching / support staff.</p>	<p>The learner is able to understand and use basic musical vocabulary appropriately, such as 'the pitch is high' 'the dynamics are loud' etc. They are able to recognise a range of instruments.</p>	<p>The learner is able to use more advanced musical vocabulary to describe music. E.g. the dynamics are forte, the duration of the notes are staccato, the tempo gets faster, and they can recognise quite a wide range of instruments. They are able to write a few sentences to describe a piece of music.</p>	<p>The learner can recognise musical elements such as dynamics, texture, tempo and tonality and can explain how the different elements affect music. E.g. the forte section grabs the listeners attention, the fast repeated notes create excitement, the minor key creates a mysterious mood. They are able to write a paragraph to describe a piece of music.</p>	<p>The learner can recognise a variety of different elements and devices such as tonality, instrumentation, structure and texture used in a range of different styles and pieces of music. They are able to answer several questions relating to the styles and pieces of music that they have studied.</p>	<p>The learner can recognise, analyse and describe what one particular instrument is doing amongst a variety of others. They have a basic knowledge of Italian terms and can use these in written and verbal descriptions of music.</p>	<p>The learner can pick out what a range of different instruments are doing in more detail, or can recognise more complex musical devices such as the time signature, tonality, types of rhythm and accompaniment, structure and texture used in a piece of music. They are able to use a wider variety of simple Italian terms to describe music.</p>	<p>The learner can say how different elements have been used to create a particular style or mood. They are able to use detail in their descriptions of music and use musical vocabulary appropriately and accurately. They can describe a piece of music that they have studied, explaining a few key features of that piece accurately.</p>	<p>The learner is able to recognise the musical features of a set piece of music and is able to answer questions relating to that piece of music accurately using technical vocabulary. They confidently understand and explain the musical structure and features of a set work and are able to articulate their understanding in a fluently written short essay. They can correlate different features from one style to another and have a wide background knowledge of a variety of different styles of music.</p>	<p>The learner has a confident knowledge of musical styles and an excellent understanding of musical theory which is used to break down and analyse musical pieces. They can identify tonal qualities confidently. The learner uses technical language in exam questions and essay writing. There is an excellent understanding of exam questions and the ability to use good grammar, spelling and sentence structure to produce detailed written descriptions of all set works and genres studied.</p> <p>The learner is able to use the skills heard and analysed in professional works and transfer them into his or her own compositions and performances.</p>
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Music: Year 9

Playing Techniques and Performance	<p>The learner can play a simple rhythm that lasts 4 - 8 beats, over a slow tempo and is 'counted in' by the teacher. Physical/motor skills may require specific intervention from teaching/support staff to enable students to create a combination of very basic note values.</p>	<p>A short pattern of notes can be performed on basic hand percussion instruments and keyboard. The performer is able to reference elements of music such as dynamics/volume, with support from the teacher. The performer participates in singing activities, and may be able to play a simple chord on a ukulele.</p>	<p>The learner can play a short melody on a keyboard with shape and rhythm and with reference to a simple key. They can play basic rhythms with some variation. The learner is able to perform from some basic musical notation. The learner can control some references to elements when playing, such as tempo and dynamics. They are able to play two or three chords on a ukulele.</p>	<p>A student has the ability to play chords or melodies in time to a pulse, including a metronome or back-beat. Correct playing technique will be not yet be at an advanced stage, for example, playing with 2 hands, therefore hindering the development of the music. They may be able to play a chord sequence on a ukulele fluently.</p>	<p>Students have the ability to overlap one with the other, without an audible pulse, whilst still maintaining a balanced and well-timed piece of music. For example, in pairs, 1 person plays the chords and another person plays the melody. Both areas will advance with a better understanding of chord technique, such as broken chords, and instrument technique, such as playing with 1 hand. Students have a wider understanding of performance skills, including group communication and presentation to an audience.</p>	<p>Students can use more than one playing technique simultaneously, showing a wider understanding of performance. For example, playing chords and melody on the keyboard at the same time, or singing / strumming. Music performances have good timing and are of a high standard.</p>	<p>Other instruments are used by students who have a wider skill base, particularly those learning outside of lessons. Students are able to show dextrous technique, such as playing and singing at the same time, or even switching instruments in a performance. Students are able to play a wider range of chords, melodies in different keys, and have a more advanced understanding of rhythm (e.g. using syncopation).</p>	<p>The learner can play/sing a short solo piece accurately with expression, referencing a range of musical elements, for example, the ability to speed up and slow down or intermittent changes in dynamics. The difficulty of music played is comparable to Grade 1 standard.</p>	<p>The learner can play/sing a more complex piece of music requiring a number of techniques specific to different genres of music, ranging from Classical to Popular Music. Music can be performed to an audience with few mistakes, showing confidence throughout and from memory. Music is comparable to Grade 2/3 standard.</p>	<p>The learner has exceptional performance skills. They are able to play or sing accurately and expressively with confident presentation skills. The student is able to perform complex music to a high standard on one instrument or voice, and has a more basic knowledge of other instruments. They are comfortable with a wide variety of instrument-specific playing techniques, such as string bending on the electric guitars or ornaments on the piano. Music is comparable to a grade 4 standard or above.</p>
Composition Progression	<p>The learner requires specific support from teaching / support staff to create a short rhythmic pattern or row of notes and remember it or write it down.</p>	<p>The learner can compose and write down a short pattern of notes. The learner can compose and write down a short rhythm using basic note values.</p>	<p>The learner can compose and notate a musical sounding melody with a sense of line and phrasing, showing understanding of basic keys and using a structure.</p>	<p>The learner can make up and write down a chord sequence in a simple key and fit a sequence of melody notes to the chords. They understand how to use different types of scales in order to compose a melody. They are able to improvise a simple melody using different kinds of scales. They are able to compose using keyboards but may have an ability to use another instrument as part of their composition.</p>	<p>The learner can compose a sequence of chords and compose a melody that has shape, with rhythm and phrasing, which matches the chords. The learner may do this alone or as part of a pair or group. There is a simple structure to the composition. The learner is willing to contribute to the composition using a variety of instruments or singing. They are able to write down their composition.</p>	<p>The learner is able to write a piece of music using two or three of chord sequences and melodies to compose a longer and more structured composition with a beginning, middle and ending. They can compose alone or have contributed significant amount to a pair or group composition on their own. Melodies have shape and there are a range of appropriate chords used. The composition is written down. The learner is able to improvise using a set of notes from a scale or key.</p>	<p>The learner is able to write a piece of music that displays a few different musical ideas. It is mostly well written for the chosen instrument (s). It is based within a simple key with a possible modulation to a nearby key for contrast. The melodies have shape and are memorable and there are a range of chords, showing different accompaniment styles. The piece has a clear structure with a sense of direction and some variety. The composition is written down. The learner is able to create an improvisation. They can use musical elements to create a mood or character to their piece.</p>	<p>The learner can write a piece of music that displays and develops several musical ideas. It is well written for the chosen instrument (s) and it has a clear structure. Melodies are musical with a sense of shape and there are a range of chords and harmonies used. There is a clear understanding of key. The composition is written down to communicate it to others. The learner is able to produce a musical improvisation based on a particular key.</p>	<p>The learner can compose an imaginative and highly original piece of music that contains stylish melodies with character, a range of chords, harmonies and accompaniments and shows a clear awareness of texture and sensitive use of dynamics. The learner can use a range of keys and is able to handle changes of within a piece of music successfully. The composition is written down clearly. The learner is able to create a varied musical improvisation based on a particular key.</p>	<p>The learner is able to create stylish, imaginative ideas and develop them, using a detailed knowledge of music theory and harmony. The learner uses the elements of music to significantly enhance their composition. They have the ability to write their music down clearly to communicate it to others. The learner has internalised key musical skills and can apply them to create an interesting and musical improvisation.</p>

Music: Year 9 continued

Listening and Analysing Progression	<p>The listener is able to describe music and answer simple questions without using musical technical vocabulary. They may know one or two elements such as pitch and tempo. They can make basic observations such as 'it's fast' and recognise a few common instruments such as violin, piano, drums.</p> <p>The learner is able to communicate some basic listening skills with the aid of multiple choice questions and specific help from a member of teaching / support staff.</p>	<p>The learner is able to understand and use basic musical vocabulary appropriately, such as 'the pitch is high' 'the dynamics are loud' etc. They are able to recognise a range of instruments.</p>	<p>The learner is able to use more advanced musical vocabulary to describe music. E.g. the dynamics are forte, the duration of the notes are staccato, the tempo gets faster, and they can recognise quite a wide range of instruments. They are able to write a few sentences to describe a piece of music.</p>	<p>The learner can recognise musical elements such as dynamics, texture, tempo and tonality and can explain how the different elements affect music. E.g. the forte section grabs the listeners attention, the fast repeated notes create excitement, the minor key creates a mysterious mood. They are able to write a paragraph to describe a piece of music.</p>	<p>The learner can recognise a variety of different elements and devices such as tonality, instrumentation, structure and texture used in a range of different styles and pieces of music. They are able to answer several questions relating to the styles and pieces of music that they have studied.</p>	<p>The learner can recognise, analyse and describe what one particular instrument is doing amongst a variety of others. They have a basic knowledge of Italian terms and can use these in written and verbal descriptions of music.</p>	<p>The learner can pick out what a range of different instruments are doing in more detail, or can recognise more complex musical devices such as the time signature, tonality, types of rhythm and accompaniment, structure and texture used in a piece of music. They are able to use a wider variety of simple Italian terms to describe music.</p>	<p>The learner can say how different elements have been used to create a particular style or mood. They are able to use detail in their descriptions of music and use musical vocabulary appropriately and accurately. They can describe a piece of music that they have studied, explaining a few key features of that piece accurately.</p>	<p>The learner is able to recognise the musical features of a set piece of music and is able to answer questions relating to that piece of music accurately using technical vocabulary. They confidently understand and explain the musical structure and features of a set work and are able to articulate their understanding in a fluently written short essay. They can correlate different features from one style to another and have a wide background knowledge of a variety of different styles of music.</p>	<p>The learner has a confident knowledge of musical styles and an excellent understanding of musical theory which is used to break down and analyse musical pieces. They can identify tonal qualities confidently. The learner uses technical language in exam questions and essay writing. There is an excellent understanding of exam questions and the ability to use good grammar, spelling and sentence structure to produce detailed written descriptions of all set works and genres studied.</p> <p>The learner is able to use the skills heard and analysed in professional works and transfer them into his or her own compositions and performances.</p>
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Learning Ladder: Music

The Music Achievement Ladder

In Music, students work on developing three different aspects of their musical ability and they will be assessed on these three areas.

The three different areas, or strands, are:

Playing Techniques and Performing

Composing

Listening and Analysing.

The student's final report will reflect a combination of the progress achieved in these three strands, however each student and their teacher will keep a record of progress made in each individual strand.

Expected Attainment

By the end of Year 7, most students will reach the last grey box on each ladder, although some students will progress beyond this.

By the end of Year 8, most students will reach the last grey box on the ladder, although some students will progress beyond this.

By the end of Year 9, most students will reach the grey boxes of the ladder, although some students will be producing work of GCSE quality (red boxes).