

| English Year 7 | Understanding and interpreting texts (Reading) | Analysing language and structure (Reading) | Considering contextual details (Reading) | Planning and organising ideas (Writing) | Having an impact on the reader (Writing) | Technical accuracy (Writing) | Speaking and Listening |
|----------------|--|--|--|--|---|---|---|
| Developing | <ul style="list-style-type: none"> I make sense about purpose and writers' viewpoint. I know how to support comments with some generally relevant references. | <ul style="list-style-type: none"> I know and can identify some effective language choices or methods used by writers. I make simple comments about how these choices may affect a reader. | <ul style="list-style-type: none"> I can show some understanding of how context impacts a writer's viewpoint and purpose. I have an awareness of how connections are made between texts. I can spot similarities and differences. | <ul style="list-style-type: none"> I can plan and organise my ideas. I use clear paragraphs with links between paragraphs. | <ul style="list-style-type: none"> I know how to match my writing to purpose, audience and form. I can choose some vocabulary for effect. I can use simple linguistic devices. | <ul style="list-style-type: none"> I use clearly marked sentences. I attempt to use a range of punctuation with some success. I show some accurate spelling across a mixture of vocabulary, with attempts to use more complex words. | <ul style="list-style-type: none"> I can clearly explain my ideas. I can speak clearly with expression. I can use eye contact and gesture. I can listen with interest and respect when others are presenting. |
| Securing | <ul style="list-style-type: none"> I can identify explicit and implicit meanings. I can make secure inferences. I can use evidence from different places in a text to prove my ideas. | <ul style="list-style-type: none"> I can make clear comments on a writer's use of language. I can explain the effect of particular words or images. I can make clear comments about the organisation of a text and the use of structural features. I can use some subject terminology. | <ul style="list-style-type: none"> I know how context influences the writer and reader and can make some comments. I can make clear comparisons. | <ul style="list-style-type: none"> I can demonstrate clear and effective planning. I can structure my writing into paragraphs using topic sentences or connectives. | <ul style="list-style-type: none"> Most of my writing is matched to purpose, audience and form. I can use vocabulary that is varied and sometimes adventurous. I can use a range of techniques to engage the audience. | <ul style="list-style-type: none"> My sentence demarcation is secure and generally accurate. I use a range of punctuation though not always accurately. I have generally accurate spelling across a variety of vocabulary. | <ul style="list-style-type: none"> I can explain thoughtful ideas with clarity. I can vary the pace, tone and volume of my voice for effect. I can use eye contact gesture and body language effectively. I can listen with sensitivity and understanding to the ideas of others. |
| Extending | <ul style="list-style-type: none"> I can clearly identify explicit and implicit ideas in texts. I can develop the use of inference by exploring meaning, using well-chosen evidence. | <ul style="list-style-type: none"> I can make detailed comments about the effect of a writer's language choices. I can make detailed comments about the organisation of texts and the effects of structural features. I can use a range of subject terminology. | <ul style="list-style-type: none"> I can explore the significance of context and the impact it has on how texts are written and received. I make clear comments about links within and between texts. | <ul style="list-style-type: none"> I can shape my writing with a well-structured approach. I can link my ideas through varied paragraphing and the use of discourse markers. | <ul style="list-style-type: none"> I make obvious attempts to engage the reader or audience throughout the piece. I can use ambitious vocabulary for effect. I can craft engaging writing using a variety of techniques. | <ul style="list-style-type: none"> My sentence demarcation is consistently accurate. I can use a variety of well punctuated sentences for effect. I have accurate spelling across an increasingly sophisticated use of vocabulary. | <ul style="list-style-type: none"> I can present my ideas in a way that encourages discussion. I can make deliberate choices about speech, movement and gesture to match the task. I show perceptive listening skills and can ask thoughtful questions. |



| English Year 8 | Understanding and interpreting texts (Reading) | Analysing language and structure (Reading) | Considering contextual details (Reading) | Planning and organising ideas (Writing) | Having an impact on the reader (Writing) | Technical accuracy (Writing) | Speaking and Listening |
|----------------|---|--|---|--|---|--|---|
| Developing | <ul style="list-style-type: none"> I can identify explicit and implicit meanings. I can make secure inferences. I can use evidence from different places in a text to prove my ideas. | <ul style="list-style-type: none"> I can make clear comments on a writer's use of language. I can explain the effect of particular words or images. I can make clear comments about the organisation of a text and the use of structural features. I can use some subject terminology. | <ul style="list-style-type: none"> I know how context influences the writer and reader and can make some comments. I can make simple comparisons. | <ul style="list-style-type: none"> I can demonstrate clear and effective planning. I can structure my writing into paragraphs using topic sentence is or connectives. | <ul style="list-style-type: none"> Most of my writing is matched to purpose, audience and form. I can use vocabulary that is varied and sometimes adventurous. I can use a range of techniques to engage the audience. | <ul style="list-style-type: none"> My sentence demarcation is secure and generally accurate. I use a range of punctuation though not always accurately. I have generally accurate spelling across a variety of vocabulary. | <ul style="list-style-type: none"> I can explain thoughtful ideas with clarity. I can vary the pace, tone and volume of my voice for effect. I can use eye contact gesture and body language effectively. I can listen with sensitivity and understanding to the ideas of others. |
| Securing | <ul style="list-style-type: none"> I can clearly identify explicit and implicit ideas in texts. I can develop the use of inference by exploring meaning using well-chosen evidence. | <ul style="list-style-type: none"> I can make detailed comments about the effect of a writer's language choices. I can make detailed comments about the organisation of texts and the effects of structural features. I can use some subject terminology accurately | <ul style="list-style-type: none"> I can explore the significance of context and the impact it has on how texts are written and received. I make clear comments about links within and between texts. | <ul style="list-style-type: none"> I can shape my writing with a well-structured approach. I can link my ideas through varied paragraphing and the use of discourse markers. | <ul style="list-style-type: none"> I make obvious attempts to engage the reader or audience throughout the piece. I can use ambitious vocabulary for effect. I can craft engaging writing using a variety of techniques. | <ul style="list-style-type: none"> My sentence demarcation is consistently accurate. I can use a variety of well punctuated sentences for effect. I have accurate spelling across an increasingly sophisticated use of vocabulary. | <ul style="list-style-type: none"> I can present my ideas in a way that encourages discussion. I can make deliberate choices about speech, movement and gesture to match the task. I show perceptive listening skills and can ask thoughtful questions. |
| Extending | <ul style="list-style-type: none"> I can clearly interpret texts using precise evidence to support my ideas. I can consider different interpretations based on aptly selected textual evidence. | <ul style="list-style-type: none"> I can make developed and thoughtful comments on a writer's use of language. I can begin to consider different interpretations. I can use subject terminology confidently. | <ul style="list-style-type: none"> I can analyse meaning in relation to the context of when the text was written or received. I make detailed comments about links within and between texts. | <ul style="list-style-type: none"> I can organise and manage thoughtful and developed ideas. I can shape paragraphs for effect and use discourse markers effectively. | <ul style="list-style-type: none"> I can convincingly match content to purpose and audience. I can write with a distinctive personal voice and style. I can use sophisticated phrasing, vocabulary and techniques. | <ul style="list-style-type: none"> My sentence demarcation is always accurate. I use a wide range of punctuation with a high level of accuracy. I have a high level of accuracy in spelling across an extensive and ambitious vocabulary. | <ul style="list-style-type: none"> I can present challenging ideas and encourage discussion and debate. I can use a wide range of presentation techniques. I can engage with the ideas of others and can build and expand on ideas. |

