

What skills will I be developing through year 7 in English?



	WT	WA	EX	EP
Understanding Content	I can begin to identify and retrieve key details from a range of age-appropriate texts. I can begin to make inferences and identify a writer's intention. I begin to show an awareness of context.	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.	I can identify themes or central ideas from a range of challenging texts. I can identify how the content of a text changes or develops across a whole piece of writing, I can explore a writer's intention and viewpoint, linked to the context of the text.
Using Evidence	I can begin to support my ideas using relevant textual details or other forms of evidence.	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas.	I can draw upon well-chosen and precise references from a text to support my ideas, including patterns of language.
Analysing Technique	I can begin to identify language and structural features and comment on how they have been used to create an effect. I can begin to make some comparisons within a text.	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.	I can clearly explain how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can find appropriate similarities and differences within and across texts.
Structure and Coherence	I can write in an appropriate way, showing some understanding of the intended purpose and audience of my writing. I can use simple, compound and complex sentence structures and some paragraphing.	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.	I can show a full range of sentence styles, grammatical features and structural techniques within and across different text types.
SPAG	I write in clear sentences and I can use commas accurately. I can use other forms of punctuation. I can spell most of the year 5/6 spelling list accurately. I can vary my use of tense accurately.	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.	I can use a wide range of punctuation accurately to achieve a range of effects within and across different text types. I can spell a wide range of words with accuracy, including more complex vocabulary.
Awareness of Impact	I can plan, proof read and edit my work to improve its quality and accuracy. I can use a range of appropriate vocabulary and techniques to create an intended impact on my reader.	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.	I can make effective use of a wide range of planning and editing strategies. I think carefully about the language choices, language techniques (including themes and motifs), tone and other stylistic features used in my writing to achieve a wide range of effects within and across texts.
Oracy	I can choose words that are appropriate to the purpose of my spoken language and articulate these accurately. I can listen carefully to questions and contribute responses with relevant and varied details.	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.	I can use a wide range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen carefully to others and can develop or challenge what they say in an appropriate manner.

What skills will I be developing through year 6 in English?



Understanding Content	I can read a range of age-appropriate texts and show literal understanding. I can use a dictionary to check the meaning of unfamiliar words.	I can begin to identify and retrieve key details from a range of age-appropriate texts. I can begin to make inferences and identify a writer's intention. I begin to show an awareness of context.	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.
Using Evidence	I can at times support and justify my views through appropriate explanation.	I can begin to support my ideas using relevant textual details or other forms of evidence.	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas.
Analysing Technique	I can sometimes identify and discuss the language a writer has used to have an impact on the reader. I can identify figurative language, such as simile, metaphor and personification.	I can begin to identify language and structural features and comment on how they have been used to create an effect. I can begin to make some comparisons within a text.	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.
Structure and Coherence	I can show an awareness of the text type I am writing for, using an appropriate structure and some appropriate layout features, such as bullet points or sub-headings.	I can write in an appropriate way, showing some understanding of the intended purpose and audience of my writing. I can use simple, compound and complex sentence structures and some paragraphing.	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.
SPAG	I can usually write in clear sentences and with some use of commas. I can spell most of the year 3/4 spelling list accurately and some of the year 5/6 spelling list. My tenses are usually consistent.	I write in clear sentences and I can use commas accurately. I can use other forms of punctuation. I can spell most of the year 5/6 spelling list accurately. I can vary my use of tense accurately.	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.
Awareness of Impact	I can plan, proof read and edit my work to ensure meaning is clear. I make sure my handwriting is legible and fluently joined where appropriate.	I can plan, proof read and edit my work to improve its quality and accuracy. I can use a range of appropriate vocabulary and techniques to create an intended impact on my reader.	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.
Oracy	I can speak audibly and fluently with an increasing command of standard English. I listen carefully to others.	I can choose words that are appropriate to the purpose of my spoken language and articulate these accurately. I can listen carefully to questions and contribute responses with relevant and varied details.	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.

What skills will I be developing through year 8 in English?



	WT	WA	EX	EP
Understanding Content	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.	I can identify themes or central ideas from a range of challenging texts. I can identify how the content of a text changes or develops across a whole piece of writing, I can explore a writer's intention and viewpoint, linked to the context of the text.	I can track themes or central ideas from a range of challenging texts. I can explore how and why the content of a text changes or develops across a whole piece of writing. I can analyse and evaluate a writer's intention and viewpoint, exploring how context has shaped the content.
Using Evidence	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas.	I can draw upon well-chosen and precise references from a text to support my ideas, including patterns of language.	I can use effective, precise references from a text to support my ideas and link these ideas carefully back to the question set, including patterns of language.
Analysing Technique	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.	I can clearly explain how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can find appropriate similarities and differences within and across texts.	I can clearly explore alternative interpretations of how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can compare within and across texts with confidence.
Structure and Coherence	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.	I can show a full range of sentence styles, grammatical features and structural techniques within and across different text types.	I can take risks to achieve sophisticated effects when using sentences, paragraphs and other structural techniques across different text types.
SPAG	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.	I can use a wide range of punctuation accurately to achieve a range of effects within and across different text types. I can spell a wide range of words with accuracy, including more complex vocabulary.	I can take risks with my punctuation to achieve a wide range of effects within and across different text types. I am a confident, ambitious speller.
Awareness of Impact	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.	I can make effective use of a wide range of planning and editing strategies. I think carefully about the language choices, language techniques (including themes and motifs), tone and other stylistic features used in my writing to achieve a wide range of effects within and across texts.	I can evaluate my writing through effective planning, revising, editing and rewriting phases. I can use appropriate, ambitious vocabulary and varied language techniques specific to my text type to achieve a range of sophisticated effects.
Oracy	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.	I can use a wide range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen carefully to others and can develop or challenge what they say in an appropriate manner.	I can use a mature and sophisticated range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen sensitively to others, using their ideas and my own to explore and evaluate.

