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| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| Animal Farm | I can make simple comments about the main ideas in the text.I can use the text to support my ideas. | I understand the main ideas in the text, and I can explain them, sometimes using quotes as evidence.I can make basic comments on how the writer uses language. | I have a secure understanding of the main ideas in the text, and I can clearly explain them making reference to the text and including quotations.I am beginning to analyse how the writer uses language and I can make basic comments about the meanings and the effects. | I can confidently demonstrate that I understand key ideas in the text, and I can justify my points by using well-chosen references from the text, including relevant quotations.I can confidently analyse and explain the writer’s use of language using some subject terminology.I show some understanding of social and historical context where relevant. | I can demonstrate an assured understanding of key ideas in the text, and I can use sustained embedded quotes to support my explanations.I can thoughtfully analyse, evaluate and explain the writer’s use of language using subject terminology confidentlyI can demonstrate an understanding of social and historical context where relevant. |
| 1. World War I Poetry
 | I can read the poems.I can make basic comments on the content. | I can identify the main points of the poem.I can show that I have learnt about the writer’s viewpoint and their use of language. | I can begin to explain and use evidence to support my ideas.I can understand some language choices and their effect. | I can make clear comments and pick relevant quotations to support points.I can explain the effect of language choices on the reader. I can use some subject terminology. | I can analyse how the writer uses language for effect and I can select relevant quotes as evidence.I can confidently analyse and explain the writer’s use of language, form and structure, using some subject terminology.I can show that I understand thewriter’s viewpoint.  |
| Non-fiction Writing | I can write some simple sentences.I show some awareness of audience.I can use some punctuation in my writing. | I can organise my ideas into a basic structure.I can write in a style that is appropriate for the purpose, showing an awareness of the audience. | I can clearly organise and link my ideas. I can adapt my writing to suit style and purpose, showing a clear awareness of audience. | I can write in a convincing, and appropriate style, to suit audience and purpose.I can use structural and language devices for effect.I can use a range of well- chosen vocabulary and spell most words, including irregular ones correctly. | I can confidently use a range of devices, structural and grammatical features to sustain the reader’s interest.I can use a range of ambitious vocabulary and spell virtually all words, including more complex ones, correctly. |

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| 1. Shakespeare – Much Ado About Nothing
 | I can pick out important words written by Shakespeare.I can explain what the different characters say and do. | I can use quotations to support points about character.I can demonstrate a straight forward understanding and give my own views.I understand the basic story and who the characters are. | I can use quotations about character and I can explain them.I can explain the main points of the text and how it is organised.I can comment on the effect that language choices have on the audience. | I can make references to the text, including short well selected quotations to support the point I want to explain.I can demonstrate an inferred understanding of the text and support this with evidence.I can identify the features of language and comment on the effect of the reader. | I can make references and short well selected quotations from different places in the text.I can explore layers of meaning and consider the social context when interpreting text.I can demonstrate analysis of language features confidently exploring the effect |
| 1. Narrative Writing
 | I can organise my writing into a beginning, middle and end.I can write basic sentences. | I can organise my writing to show a clear beginning, middle and end, and I am beginning to develop character.I can vary the length and structure of my sentences. | I can write an organised plotline with developed characters.I can use a variety of sentence structures in my writing to show clear meaning. | I can write a clear, controlled and structured plot with detailed characterisation. I can demonstrate a controlled use of sentence structure and language devices to make my writing engaging. | I can confidently use character, structure and plot to add interest to my writing.I can confidently use a range of sentence structures and language devices to enhance meaning and interest for the reader. |
| 1. Language and Public Speaking
 | I can organise my ideas in a basic way.I can use simple vocabulary.I am aware of the purpose of the task. | I can use connectives to link ideas.I write and speak in a style that is fit for purpose.I can make deliberate vocabulary choices. | I can link ideas clearly.I can maintain a clear style and purpose throughout my speech.I am beginning to use a broader vocabulary.I can use some non-verbal features. | I can organise my ideas into paragraphs for effect.I can use a range of language devices to persuade and engage my audience.I can use non- verbal features for effect. | I can confidently organise my ideas using structure for effect.I can use sophisticated vocabulary, and effective persuasive and stylistic devices to engage my audience.I can confidently use non-verbal features for effect. |