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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 confidently  I 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 the  writer’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. |