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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 |
| 1. Narrative Writing | I can use simple sentences.  I can use capital letters and full stops. | I am beginning to use commas and I can use straight forward punctuation such as full stops and question marks.  I can use simple sentences with the words ‘and’ or ‘but’.  I can attempt to vary length and structure of sentences | I can attempt to vary length and structure sentences.  Use punctuation accurately including question marks, speech marks and commas. | I can demonstrate a controlled use of simple and complex sentences for emphasis.  I can use all punctuation accurately including semi colons and ellipsis and clauses within sentences. | I am confident in the use of a range of sentences to enhance meaning and interest the reader.  I can use all punctuation accurately including apostrophes with no errors. |
| 1. Non-fiction: Keeping it Green | I can identify some features of different types of non-fiction (leaflets and speeches).  I can respond generally to the ideas in my group. | I can write in a style that is suitable to the task and the reader.  I can show understanding and introduce some ideas in the group. | I can write in a style that is suitable to the task and the reader using a clear style and purpose.  Respond to and interrogate what is said in the group. | I can maintain the reader’s interest by using a clear style and purpose throughout a piece of writing.  Draw ideas together and promote effective discussion. | I can explain characters actions and motives.  I can use initiative and lead in a group managing discussion sensitively. |
| 1. A Christmas Carol | I can make simple comments on the main points 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 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 use a convincing formal style of writing. I can demonstrate an assured understanding of key ideas in the text, and I can use sustained embedded quotes and paraphrases to fully support my explanations. |

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| 1. Shakespeare Taster (Reading close analysis of language and effect) | 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. Poetry: Pre 19th century and modern | I can read the poems.  I can make basic comments on the content. | I can identify the main points of the poem.  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 quotations to support points.  I can explain the effect of language choices on the reader. | I can analyse how the writer uses language for effect.  I have a clear understanding of poet’s viewpoint.  I can embed my quotes. |
| 1. Non-fiction: Forensic Linguist   AF7, AF2, AF3 | 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 in a style that is fit for purpose.  I can make deliberate vocabulary choices. | I can link paragraphs clearly.  I can maintain a clear style and purpose throughout my writing.  I am beginning to use a broader vocabulary. | I can organise paragraphs for effect.  I can use imaginative language to persuade.  I write in a convincing style. | I can confidently control my paragraphs.  I can use sophisticated vocabulary, using a convincing formal style.  I can use a range of techniques to sustain reader interest. |