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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 textI 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. |