

Year 7 English			
<b>1.</b> <b>To be able to write creatively and accurately for a specific purpose and audience.</b>	<ul style="list-style-type: none"> <li>With guidance can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use simple sentences and paragraphs to organise ideas in creative tasks with some accuracy.</li> <li>Can spell short, simple words accurately.</li> <li>Can write with some basic evidence of creativity using simple punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>With limited guidance, can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use paragraphs and a range of sentence structures in creative tasks with accuracy.</li> <li>Can spell simple and most complex words accurately.</li> <li>Can write with a good level of creativity with varied use of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing independence, can select distinctive vocabulary and imagery appropriate to style and purpose.</li> <li>Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy.</li> <li>Can spell more complex words and homophones accurately.</li> <li>Can write with a sophisticated level of creativity using a range of punctuation.</li> </ul>
<b>2.</b> <b>To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.</b>	<ul style="list-style-type: none"> <li>Can identify the main points from the text and copy out relevant quotations.</li> <li>With guidance can show some understanding of the language used.</li> <li>With guidance can re-tell key events and describe characters in the text.</li> <li>With guidance can give basic opinions on some structural features.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long.</li> <li>Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice.</li> <li>Shows some understanding of the meaning created by writer’s language choices, with some reference to how historical context might affect the reader.</li> <li>Can make some comments on the way a writer has structured the text to affect a reader.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to select short, relevant quotations to support key ideas in a text.</li> <li>Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate.</li> <li>Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it.</li> <li>Can refer to some examples of how structural features are used to impact a reader.</li> </ul>
<b>3.</b> <b>To be able to write creatively and accurately for a specific purpose and audience.</b>	<ul style="list-style-type: none"> <li>With guidance can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use simple sentences and paragraphs to organise ideas in creative tasks with some accuracy.</li> <li>Can spell short, simple words accurately.</li> <li>Can write with some basic evidence of creativity using simple punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>With limited guidance, can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use paragraphs and a range of sentence structures in creative tasks with accuracy.</li> <li>Can spell simple and most complex words accurately.</li> <li>Can write with a good level of creativity with varied use of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing independence, can select distinctive vocabulary and imagery appropriate to style and purpose.</li> <li>Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy.</li> <li>Can spell more complex words and homophones accurately.</li> <li>Can write with a sophisticated level of creativity using a range of punctuation.</li> </ul>
<b>4.</b> <b>To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.</b>	<ul style="list-style-type: none"> <li>Can identify the main points from the text and copy out relevant quotations.</li> <li>With guidance can re-tell key events and describe characters in the text.</li> <li>With guidance can show some understanding of the language used.</li> <li>With guidance can give basic opinions on some structural features.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long.</li> <li>Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice.</li> <li>Shows some understanding of the meaning created by writer’s language choices, with some reference to how historical context might affect the reader.</li> <li>Can make some comments on the way a writer has structured the text to affect a reader.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to select short, relevant quotations to support key ideas in a text.</li> <li>Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate.</li> <li>Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it.</li> <li>Can refer to some examples of how structural features are used to impact a reader.</li> </ul>
<b>5.</b> <b>To be able to write creatively and accurately for a specific purpose and audience.</b>	<ul style="list-style-type: none"> <li>With guidance can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use simple sentences and paragraphs to organise ideas in creative tasks with some accuracy.</li> <li>Can write with some basic evidence of creativity using simple punctuation.</li> <li>Can spell short, simple words accurately.</li> </ul>	<ul style="list-style-type: none"> <li>With limited guidance, can select vocabulary and imagery appropriate to style and purpose.</li> <li>Can use paragraphs and a range of sentence structures in creative tasks with accuracy.</li> <li>Can spell simple and most complex words accurately.</li> <li>Can write with a good level of creativity with varied use of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing independence, can select distinctive vocabulary and imagery appropriate to style and purpose.</li> <li>Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy.</li> <li>Can spell more complex words and homophones accurately.</li> <li>Can write with a sophisticated level of creativity using a range of punctuation.</li> </ul>