

## Year 7 Spring - Writing

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
<b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</b>	<p>I write using simple vocabulary that shows limited appropriate ideas and content to suit the audience and purpose.</p>	<p>I use a straightforward register, which generally matches purpose and audience and includes appropriate ideas and content.</p> <p>I show an occasional awareness of audience, mostly writing with a straightforward sense of purpose.</p> <p style="text-align: center;"><b>Grade 5/6</b></p> <p>I use relevant ideas, developing my material with some detail, generally matching purpose and audience, and I begin to offer a clear point of view.</p> <p>I establish a clear sense of audience and the purpose of my writing is clear.</p>	<p>Occasionally writing with imaginative ideas and content, material is developed in detail with a sustained register suitable to audience and purpose.</p> <p>My point is consistently sustained throughout and can be adapted accordingly to sure audience, using a range of stylistic devices to achieve effect.</p>
<b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</b>	<p>I organise the points in my writing by relevance and often write openings and closings.</p> <p>Whilst my ideas are in order, I need to work on organising them into paragraphs as sometimes I write one sentence paragraphs and my ideas can be loosely organised.</p>	<p>My ideas are organised into related points or chronological order, with an appropriate opening and closing, which are sometimes linked.</p> <p>My ideas are usually in a logical sequence but they could be organised better so that they have a greater effect on the reader.</p> <p>I use paragraphs to organise my ideas, using discourse markers accurately.</p> <p style="text-align: center;"><b>GRADE 5/6</b></p> <p>My writing is structured clearly with organised sentences and appropriate paragraphs, often successfully linking closings back to openings.</p> <p>Within my paragraphs, I can use a range of devices which support cohesion, e.g. secure use of pronouns, connectives, references back to text, making clear links between paragraphs throughout my writing.</p>	<p>My writing is controlled and sequenced, e.g. differing length paragraphs, use of flashback in narrative, etc., with a range of features to clearly signal the overall direction of the text for the reader.</p> <p>Paragraphs clearly support the meaning and purpose of my writing, e.g. paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs. I use cohesive devices which contribute to the emphasis and effect of my writing and make effective links between paragraphs.</p>

<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (Technical accuracy)</p>	<p>I use mostly simple sentences, often connecting my ideas using words like and, but, so.</p> <p>I regularly use full stops, commas, capital letters, question marks and exclamation marks but not always accurately, and opt for simple, generally appropriate vocabulary but I don't use many different words.</p> <p>Common words are often spelled correctly.</p>	<p>I am beginning to build in complex sentences in my writing, using a range of connectives: e.g. if, when, because.</p> <p>My sentences have mostly secure punctuation, including speech punctuation and commas to mark clauses.</p> <p>I make deliberate vocabulary choices and use new words to match my topic with mostly correct spelling of common words and some complex words. Occasionally I make errors in words such as homophones, adverbs and plurals.</p> <p style="text-align: center;"><b>GRADE 5/6</b></p> <p>I can use a range of sentence types in my writing but sometimes make errors where ambitious structures are attempted.</p> <p>I regularly use connectives to show the relationship between my ideas, e.g. although, on the other hand, meanwhile etc., and opt for a full range of punctuation to demarcate sentences.</p> <p>My vocabulary is chosen to have an effect on the reader and I use a reasonably wide and successful vocabulary.</p> <p>I correctly spell most suffixes and prefixes but I sometimes make errors with words that are not spelt how they sound.</p>	<p>I can use range of sentence structures in my writing to show my purpose and achieve an effect on my reader, including ambitious syntax choices or starting my sentences with -ly and -ing words to emphasise my ideas.</p> <p>My sentences use the full range of punctuation and are consistently accurate with only occasional errors in ambitious structures.</p> <p>Ambitious and varied vocabulary, generally correctly spelled, is used to match purpose and audience, although choices might not always be apt.</p>
--	--	--	--

**Year 7 SPR2 – Reading (Poetry)**

	<i>1-3 I can...</i>	<i>4-6 I can...</i>	<i>7-9 I can...</i>
<b>Lit: Read, understand and respond to texts</b> <b>Use textual references to support interpretations</b>	<p>Identify the most obvious points although there may be some misunderstanding.</p> <p>Paraphrase points from a text.</p> <p>Make some comments that include quotations.</p>	<p>Identify some accurate points.</p> <p>Make interpretations that are supported by some accurate quotes or references, but sometimes they are a bit vague.</p> <p>Occasionally make straightforward, correct inferences on evidence, even if these are sometimes poorly phrased.</p> <p align="center"><b><i>Grade 5/6</i></b></p> <p>Identify almost all accurate points clearly.</p> <p>Make generally accurate inferences/deductions and support them using accurate quotations.</p>	<p>Identify all specific points effectively.</p> <p>Make specific inferences/deductions using apt quotations (sometimes at word level) to support my main argument.</p> <p>Identify different layers of meaning, with some attempt to explore these meanings.</p> <p>Consider wider implications of information, events or ideas in the text and explain how they contribute to the overall meaning.</p>
<b>Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</b>	<p>Identify basic structural and/or language features.</p> <p>Make obvious, limited points that show a straightforward understanding.</p> <p>Use limited subject terminology.</p>	<p>Identify some basic structural and/or language features and make straightforward comments on the effects.</p> <p>Make some use of subject terminology.</p> <p align="center"><b><i>Grade 5/6</i></b></p> <p>Comment on structural choices, showing some awareness of the writer’s craft.</p> <p>Identify various organisational and/or language features at text level, with some explanation showing an awareness of the writer’s choices.</p> <p>I make clear use of subject terminology.</p>	<p>Analyse, by exploring in some detail how structural and/or language choices support the writer’s theme or purpose and are used for specific effect(s).</p> <p>Make links and connections between the writer’s choices of language across the text and how they contribute to the overall effect on the reader.</p> <p>I make accurate use of subject terminology.</p>