

Subject: English

These are the objectives a student on each Pathway needs to achieve by the end of year 7, to ensure they are making expected progress:

	Reading	Writing
Exceptional performance	<ul style="list-style-type: none"> • Read between the lines and offer clear explanation about what the writer is really saying – sometimes adding more than one interpretation • Use evidence from a text to support my ideas • Zoom in (ZI) and make clear comments about the words a writer has used (and structural features) and I go into more detail about some words • In some cases, embed my quotes into my answer • Mostly identify and label the techniques used by a writer • Make some clear comments about the similarities/differences between two texts • Read two texts and make a clear comment on the different ideas and opinions of the two writers • Make clear comments about how the period of time a text was written in is shown through the ideas in the text (social, cultural, historical context) 	<ul style="list-style-type: none"> • Communicate in a clear and effective way throughout a text • Use language which matches purpose, audience and form throughout a text • Use ambitious language from outside my own vocabulary to affect the reader by implying meaning • Use a wide range of language features which match the purpose, audience and form of a text • Organise the structure of a text to make my writing effective • Organise my ideas within and across carefully constructed paragraphs • Use sentence punctuation accurately at all times • Use a wider range of punctuation with increasing accuracy • Use punctuation to make meaning clearer and to emphasise key parts of a text • Use a wider range of sentence structures and use the word order within sentences to emphasise key points • Write fluently using Standard English (correct grammar and vocabulary) with more consistency • Spell accurately, including complex words, throughout a detailed piece of writing
Pathway 1	<ul style="list-style-type: none"> • Read between the lines and offer clear explanation about what the writer is really saying • Mostly use evidence from a text to support my ideas • Zoom in (ZI) and make clear comments about the words a writer has used (and structural features) and I go into more detail about 	<ul style="list-style-type: none"> • Communicate in a clear and effective way • Use language which matches purpose, audience and form • Use ambitious vocabulary from outside my own vocabulary some of the time • Use an increasing range of language features which match the
Pathway 2	<ul style="list-style-type: none"> • Read texts and make simple comments about the writer was really hinting at • Use some evidence from the texts to support my ideas but not all of my ideas are backed up with evidence and sometimes my evidence may not be relevant • Make simple comments about the effect of language and I have started to explain the effect of some words in a bit more detail • Choose appropriate words to comment on and I occasionally identify and label the techniques used correctly 	<ul style="list-style-type: none"> • Communicate in a logical way most of the time • Attempt to use language, which matches purpose, audience and form • Think about the words I use, and I have started to choose more adventurous vocabulary • Link ideas together into paragraphs • Write in paragraphs using topic sentences to help the reader understand what the paragraph will be about • Use sentence punctuation correctly most of the time

KS3 Assessment – Year 7 Progress Grid

Pathway 3

- Make simple statements about the difference or similarities between texts
- Read two texts and make simple comments about what the two writers think and I can make a simple comment about how their ideas and opinions are different
- Show some understanding of the period of time in which the text was written (social, cultural, historical context)

- Attempt to make some simple and limited comments about what the writer is suggesting
- Pick out some details from the text but they may not always support my ideas or be relevant
- Make simple and limited comments about the effect of language and I have started to explain the effect of some words in a bit of detail
- Choose a word to comment on but I am not yet able to correctly identify the technique used
- Make simple statements about the difference or similarities between texts
- Read two texts and make a simple limited comment about what the two writers think and make a simple comment about why their ideas and opinions are different
- Show limited, simple understanding of the period of time in which the text was written (social, cultural, historical context)

- Use a variety of punctuation correctly, most of the time, (with some occasional slips)
- Show I understand the need to vary sentence length
- Use a wider range of connectives (*although, on the other hand*).
- Use Standard English (correct grammar and vocabulary) with occasional slips
- Spell most words correctly, but sometimes I spell more complex (longer) words incorrectly

- Communicate in a simple way by joining ideas together
- Sometimes choose words to match the audience I am writing for and the type of writing I am doing Use simple words to communicate my ideas
- Use a simple range of connectives *e.g. and, when, but, because*
- Sometime use full stops and capital letters
- Use a simple range of sentence forms
- Spell basic words accurately