

Year 7

PATHWAY	G	R	O	W
Reading	<p>I regularly read for pleasure</p> <p>I can predict definitions of unfamiliar vocabulary.</p> <p>I can understand, explain and extract explicit details from a range of texts including prose, plays and poems.</p> <p>I can give personal opinions supported with valid and developed justifications.</p> <p>I can explain similarities and differences between two texts with supporting evidence.</p> <p>I can make relevant comment/s about the text in my own words using key words from the question for reference.</p> <p>I can select some appropriate examples and use quotation marks correctly where required</p>	<p>I meet the teacher's set expectations of reading each week</p> <p>I regularly ask for definitions of unfamiliar vocabulary.</p> <p>I can understand, explain and extract explicit details from selected texts including prose and poems.</p> <p>I can give personal opinions supported with valid justifications.</p> <p>I can explain similarities and differences between two texts.</p> <p>I refer to the key word from the question and make a relevant comment/s in my own words</p> <p>I can select some appropriate examples and use quotation marks correctly where required</p> <p>I can make simple but relevant comment/s on the effect of language</p>	<p>I generally meet the teacher's set expectations of reading each week</p> <p>I generally ask for definitions of unfamiliar vocabulary.</p> <p>I can understand and extract explicit details from selected texts including prose and poems.</p> <p>I can give personal opinions supported with straightforward justifications.</p> <p>I can identify similarities and differences between two texts.</p> <p>I refer to the key word from the question.</p> <p>I can select simple examples/quotations</p> <p>I attempt to comment on the effect of language</p> <p>I can sometimes make use of simple linguistic (language)</p>	<p>I generally meet the teacher's set expectations of reading each week</p> <p>I sometimes ask for definitions of unfamiliar vocabulary.</p> <p>I can understand explicit details from prose texts.</p> <p>I can give personal opinions.</p> <p>I can identify similarities between two texts.</p> <p>I can refer to the key word from the question.</p> <p>I can select simple examples/quotations</p> <p>I attempt to comment on the effect of language</p> <p>I make attempts at using simple linguistic (language) subject terminology</p>

	<p>I can make simple but relevant comment/s on the effect of language</p> <p>I can make correct use of several examples of basic linguistic (language) subject terminology</p> <p>I can show some awareness of writer's intentions regarding their use of language and consider their impact on the reader</p> <p>I can select some appropriate examples of structural features and uses quotation marks correctly where required</p> <p>I can make simple but relevant comment on the effect of structure</p> <p>I can make correct use of several examples of basic structural subject terminology</p> <p>I can show some awareness of writer's intentions regarding their use of structural features and consider their impact on the reader</p>	<p>I can make correct use of several examples of basic linguistic (language) subject terminology</p> <p>I can show some awareness of writer's intentions regarding their use of language and consider their impact on the reader</p> <p>I can make some comments on the effect of structure</p> <p>I attempt to use structural subject terminology</p> <p>I can mention the writer's intentions regarding their use of structural features and/or consider their impact on the reader</p>	<p>subject terminology, mostly accurately</p> <p>I can mention the writer's intentions and/or reader</p> <p>I attempt to comment on the effect of structure</p> <p>I can sometimes make use of simple structural subject terminology, mostly accurately</p>	<p>I can mention the writer's intentions and/or reader</p> <p>I attempt to comment on the effect of structure</p>
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<p>Writing</p>	<p>I can communicate with some success; my response is of a reasonable length. I attempt to match tone, style and register to purpose and audience.</p> <p>I can use Standard English mostly successfully with generally correct control of grammatical structures</p> <p>I can use paragraphs appropriately with signs of paragraphing for impact.</p> <p>I can use a wide range of punctuation with only minimal errors. I use capital letters accurately in all cases.</p> <p>I can frequently vary my use of vocabulary</p> <p>I can use several linguistic devices</p> <p>I can spell accurately in all cases</p>	<p>I can communicate with some success; my response is of a reasonable length. I attempt to match tone, style and register to purpose and audience.</p> <p>I can use Standard English mostly successfully with generally correct control of grammatical structures</p> <p>I can sequence ideas logically with evidence of paragraph breaks.</p> <p>I use a range of punctuation generally correctly. I use capital letters accurately in all cases.</p> <p>I am beginning to vary vocabulary more frequently</p> <p>I can use two linguistic devices</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>	<p>I communicate simply though my response is of a reasonable length. I show awareness of matching tone, style and register to purpose and audience.</p> <p>I attempt to use Standard English with sometimes accurate use of grammatical control.</p> <p>I can sequence ideas logically with evidence of paragraph breaks.</p> <p>I can use basic punctuation correctly. I use capital letters mostly correctly.</p> <p>I can make use of simple vocabulary with one or two more ambitious vocabulary choices</p> <p>I can use one linguistic device</p> <p>I can spell high frequency words accurately in all cases</p>	<p>I attempt to communicate my ideas with an occasional sense of matching tone, style and register to purpose and audience.</p> <p>I attempt to use Standard English</p> <p>I can sequence ideas logically.</p> <p>I can use basic punctuation correctly, capitals used mostly correctly.</p> <p>I can use simple vocabulary</p> <p>I can use one linguistic device.</p> <p>I can spell high frequency words accurately in all cases</p>
<p>Spoken Language</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p>	<p>I can speak clearly and audibly.</p> <p>I can resent solo to an audience.</p>	<p>I can speak clearly and audibly.</p>	<p>I can speak clearly and audibly.</p>

	<p>I attempt to maintain Standard English</p> <p>I can contribute during class discussions.</p> <p>I can read aloud clearly (novels, plays, poems etc.)</p>	<p>I attempt to maintain Standard English</p> <p>I can contribute during class discussions.</p> <p>I can read aloud clearly (novels, plays, poems etc.)</p>	<p>I can present in a group to an audience.</p> <p>I attempt to maintain Standard English</p> <p>I can contribute during class discussions.</p> <p>I can read aloud clearly (novels, plays, poems etc.)</p>	<p>I can present in a group to an audience.</p> <p>I attempt to maintain Standard English</p> <p>I can contribute during class discussions.</p> <p>I can read aloud clearly (novels, plays, poems etc.)</p>
Knowledge (all pathways)	<p>I can understand how witches/witchcraft were viewed at different points in history.</p> <p>I can name Aristotle's three pillars of persuasion and recognise each being used within a text.</p> <p>I can list a range of contextual facts about Shakespeare's life and works.</p> <p>I am familiar with the history and structure of the Globe Theatre.</p> <p>I can define the terms 'Standard English' and 'Dialect' and recognise when each is appropriate to use.</p> <p>I can structure a letter and speech.</p> <p>I can provide definitions of all Year 7 subject terminology.</p>			