

Year 9

PATHWAY	G	R	O	W
Reading	<p>I consistently read for pleasure including challenging texts from different genres, cultures etc.</p> <p>I can use strategies to define unfamiliar and challenging vocabulary encountered when reading and then use the words in my own writing.</p> <p>I can understand, explain and extract explicit and implicit details from a range of challenging texts including prose, plays and poems.</p> <p>I can give sophisticated personal opinions supported with valid and developed justifications and evidence.</p> <p>I can analyse complex similarities and differences between two texts with supporting evidence.</p> <p>I can make relevant comment/s about the text in my own words referring repeatedly to key words from the question showing a depth of understanding.</p> <p>I can select a range of relevant examples/ quotations</p>	<p>I consistently read for pleasure</p> <p>I can use strategies to define unfamiliar and challenging vocabulary encountered when reading</p> <p>I can understand, explain and extract explicit details from a range of challenging texts including prose, plays and poems.</p> <p>I can give personal opinions supported with valid and developed justifications and evidence.</p> <p>I can analyse similarities and differences between two texts with supporting evidence.</p> <p>I can make relevant comment/s about the text in my own words referring repeatedly to key words from the question showing a depth of understanding.</p> <p>I can select a range of relevant examples/ quotations</p> <p>I can explain clearly the effects of the writer's choices of language</p>	<p>I regularly read for pleasure</p> <p>I attempt to 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 refer to the key word from the question followed by a relevant comment/s in my own words</p> <p>I can select some appropriate examples and uses quotation marks correctly where required</p> <p>I can offer simple but relevant comment on the effect of language</p>	<p>I meet the teacher's set expectations of reading each week</p> <p>I 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 followed by a relevant comment/s in my own words</p> <p>I can select some appropriate examples and uses quotation marks correctly where required</p> <p>I can offer simple but relevant comment on the effect of language</p>

	<p>I can explain clearly the effects of the writer's choices of language</p> <p>I can make clear and accurate use of a range of linguistic (language) subject terminology</p> <p>I can show clear awareness of writer's intentions regarding their use of language and consider the impact on the reader</p> <p>I can explain clearly the effects of the writer's choices of structural features</p> <p>I can make clear and accurate use of a range of structural subject terminology</p> <p>I can show clear awareness of writer's intentions regarding their use of structure and consider the impact on the reader</p>	<p>I can make clear and accurate use of a range of linguistic (language) subject terminology</p> <p>I can show clear awareness of writer's intentions regarding language and consider the impact on the reader</p> <p>I can offer 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 make correct use of several examples of basic linguistic (language) subject terminology</p> <p>I can show some awareness of writer's intentions regarding language and consider the impact on the reader</p> <p>I can offer 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 make correct use of several examples of basic linguistic (language) subject terminology</p> <p>I can show some awareness of writer's intentions and consider the impact on the reader</p> <p>I attempt to comment on the effect of structure</p> <p>I can make simple use of structural subject terminology, mostly accurately</p>
Writing	I can generally communicate my ideas clearly. My writing is engaging and tone, style and register are generally matched to purpose and audience.	I can generally communicate my ideas clearly. My writing is engaging and tone, style and register are generally matched to purpose and audience.	I can communicate with some sustained success and with some sustained attempt to match tone, style and register to purpose and audience.	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>I can use Standard English mostly appropriately with no grammatical errors.</p> <p>I can use paragraphs for impact throughout my writing.</p> <p>Wide range of punctuation used accurately and for impact.</p> <p>I can use capital letters accurately in all cases.</p> <p>I can choose vocabulary for effect throughout my writing.</p> <p>I can use linguistic devices throughout my writing.</p> <p>I can spell accurately in all cases.</p>	<p>I can use Standard English mostly appropriately with no grammatical errors.</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 can use capital letters accurately in all cases.</p> <p>I can choose vocabulary for effect in most cases</p> <p>I can use several linguistic devices.</p> <p>I can spell accurately in all cases.</p>	<p>I can show some more successful use of Standard English 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 range of punctuation generally correctly. I can use capital letters accurately in all cases.</p> <p>I am beginning to vary vocabulary more frequently</p> <p>I can use several linguistic devices.</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>	<p>I can show some more successful use of Standard English 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 range of punctuation generally correctly. I can use capital letters accurately in all cases.</p> <p>I am beginning to vary vocabulary more frequently.</p> <p>I can use several linguistic devices.</p> <p>I can spell high frequency words accurately in all cases and make only occasional spelling errors elsewhere.</p>
Spoken Language	<p>I can speak clearly and audibly with expression and intonation.</p> <p>I can present solo to an audience.</p> <p>I can maintain Standard English when appropriate.</p>	<p>I can speak clearly and audibly with some expression</p> <p>I can present solo to an audience.</p> <p>I can mostly maintain Standard English.</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I attempt to maintain Standard English</p>	<p>I can speak clearly and audibly.</p> <p>I can present solo to an audience.</p> <p>I attempt to maintain Standard English</p>

	I can contribute consistently during class discussions.	I can contribute during class discussions.	I can contribute during class discussions.	I can contribute during class discussions.
	I can read aloud confidently and with expression (novels, plays, poems etc.)	I can read aloud with expression (novels, plays, poems etc.)	I can read aloud clearly (novels, plays, poems etc.)	I can read aloud clearly (novels, plays, poems etc.)
Knowledge (all pathways)	<p>I can show cultural awareness by discussing topics including feminism, racism and diversity.</p> <p>I can recognise the social inequalities which exist now and throughout history.</p> <p>I can understand the requirements of oracy and public speaking.</p> <p>I can show that I know the conventions of a range of mixed-media forms.</p> <p>I can structure a letter, speech, article and review.</p> <p>I can provide definitions of all Year 7, 8 and 9 subject terminology.</p>			