

Year 7 English Progress Criteria 2015

	Emerging	Expected	Exceeding	Excellent
Reading	<p>Some attempt to respond to whole texts using evidence to support comments. Clear understanding of narrative and/or characterisation.</p> <p>Recognition of some underlying subtext however comments lack detail or development particularly when referencing language or structure choices.</p> <p>Aware of contextual events but understanding of impact is limited. May identify similarities and differences between texts but discussion is underdeveloped.</p>	<p>Main ideas and themes clearly identified from across the whole text and comments supported by relevant textual reference/quotation.</p> <p>Ability to understand and discuss sub-text shown but explanation may be underdeveloped.</p> <p>Comments on structural/language choices show some general awareness of writer's craft moving towards specific discussion of effects on audience.</p> <p>Various features, including writer's use of language, relating to organisation at text level are clearly identified with some explanation.</p> <p>Viewpoint and purpose of text clearly identified with some explanation sometimes through a general overview.</p> <p>Consider wider implications or significance of information, events or ideas in the text.</p> <p>Set texts in context securely; Have a grasp of social/cultural and historical context;</p> <p>Begin to relate texts to own and other's experience.</p>	<p>Understand and demonstrate how meaning and information are conveyed in texts by using textual references confidently.</p> <p>Evaluate and discuss effects of language choice on audience.</p> <p>Commentary incorporates apt textual reference and quotation to support main ideas or argument.</p> <p>Make personal and critical responses to the whole text referring to specific aspects of language, grammar and structure to justify their views.</p> <p>Draw together comments on how writer's language choices contribute to the overall effect on the reader.</p> <p>Set texts in context securely.</p> <p>Have a clear grasp of social/cultural and historical context.</p> <p>Relate texts to own and other's experience and comment on how contextual aspects may affect writer and audience.</p>	<p>Make cogent and critical responses. Choose textual references carefully and are able to comment fully on the significance of particular words, phrases and stylistic features.</p> <p>Make subtle, discriminating and insightful links and telling comparisons between whole texts.</p> <p>Show originality of analysis and interpretation when evaluating patterns and details of words and images in texts.</p> <p>Are able to evaluate and comment in detail on characters/relationships and attitudes/motives.</p> <p>Consistently handle texts with confidence, have an overview and convey ideas cogently and make assured analysis of stylistic features.</p> <p>Show a perceptive understanding of social/cultural and historical contexts and ability to identify and comment on their importance.</p> <p>Are able to relate to own and other's experience</p> <p>Awareness of literary tradition shown.</p> <p>Are able to relate details of texts to literary background and evaluate how texts have been/are influential at different times.</p>

Year 7 English Progress Criteria 2015

<p>Writing</p> <p>Some appropriate content and awareness of audience.</p> <p>Sequencing of ideas provides varying coherence to the response.</p> <p>Some internal structure with attempts at paragraphing and some with topic sentences.</p> <p>Simple vocabulary with connectives mainly being and/or but.</p>	<p>A sense of purpose is used with some imagination to maintain readers' interest and demonstrate some awareness of audience.</p> <p>Sequencing of ideas is clear and provides coherence across the text. Paragraphs are used consciously to structure ideas using topic sentences.</p> <p>Appropriate, use of vocabulary demonstrating some ambition.</p>	<p>Clear awareness of purpose, audience and format with appropriate use of formality and tone maintained throughout.</p> <p>Imaginative treatment of appropriate subject matters with a convincing individual voice.</p> <p>Paragraphing and organisation are clearly controlled and sequences to support meaning and purpose.</p> <p>A range of ambitious vocabulary is used to convey a precise meaning.</p>	<p>A well-judged understanding of purpose and audience with the consistent use of the appropriate use of formality and tone.</p> <p>Imaginative treatment of materials with a convincing individual voice.</p> <p>Successfully controlled use of structure and paragraphs with a range of features to signal direction and give a sophisticated effect.</p> <p>A range of vocabulary, chosen with imagination and precision, is used ambitiously to convey precise meaning and create effect.</p>
--	--	--	---

Year 7 English Progress Criteria 2015

Spelling, punctuation and grammar	<p>Response written using simple sentences with accurate usage of capital letters and full stops.</p> <p>Accurate usage of speech/quote marks, and question mark.</p> <p>Spelling of simple words and homophones is generally accurate.</p>	<p>Sentences are linked by a wider variety of connectives. Introductory words or phrases are used to vary sentence starters.</p> <p>Some complex sentences are being used.</p> <p>Generally there is no comma splicing or 'run on' sentences.</p> <p>Commas and other punctuation are beginning to be used accurately including parenthesis.</p> <p>Spelling is generally secure including more ambitious vocabulary.</p>	<p>Expression is fluent and language choice is deliberate to ensure clarity.</p> <p>A wide range of sentence structures are used including the use of subordinate clauses.</p> <p>Technical language is used confidently and aids coherence.</p> <p>Virtually all spelling is accurate.</p> <p>All punctuation is accurately used, including the semi colon.</p>	<p>Expression is mature and accurate.</p> <p>Extensive, well-judged vocabulary is used.</p> <p>All spelling is accurate.</p>
-----------------------------------	---	---	--	--