

Year 7 AWOL Targets English

	Advanced	Intermediate	Foundation	Nurture
Autumn Interim – War horse	<ul style="list-style-type: none"> • I confidently understand all elements of the story. • I can demonstrate a perceptive and insightful knowledge of character and discuss the impact they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using correct subject terminology and PEE paragraphs • I can articulate my personal and critical responses. • I use a range of punctuation accurately and consistently check my work to eliminate errors. 	<ul style="list-style-type: none"> • I can confidently understand the plot including some of the sub-plots. • I can demonstrate the ability to analyse the use of characters and the impact that they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using correct subject terminology and PEE paragraphs • I can articulate my personal and critical responses. • I use a range of punctuation accurately and consistently check my work to eliminate errors. 	<ul style="list-style-type: none"> • I understand the plot of the story and can confidently discuss what happens. • I can demonstrate knowledge of the characters within the story and begin to analyse why they have been written in this way. • I can support this with relevant textual evidence for the text. • I can begin to analyse the effects of some language choices and PEE paragraphs • I can express my opinions about the text. • I use basic punctuation accurately – full stops and capital letters. • I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks, exclamation points. 	<ul style="list-style-type: none"> • I can understand the key events in the story. • I understand the main characters and their role in the story. • I can write in role as a character with an understanding of what happens to them. • With support, I can identify quotations from the text. • I can write in full sentences with correct sentence punctuation.
Autumn Interim – Myths and legends	<ul style="list-style-type: none"> • My writing is confident and creative, with control, originality and imagination. • I show an excellent understanding of the conventions of a myth or a legend • My writing is fully coherent, engaging the reader in its sophistication and precision. • I use a wide variety of sentence starters 	<ul style="list-style-type: none"> • My writing is, varied and engaging, with some originality. • My narratives are clearly controlled and coherent, with detail, development and direction. • I understand the conventions of a myth or legend • I can vary my sentence starters 	<ul style="list-style-type: none"> • My writing is organised, thoughtful, and imaginative, with some control and coherence. • The structure of my work is controlled and has some shape and development. • I am aware of some of the key features of a myth or legend • I am beginning to vary my sentence starters 	<ul style="list-style-type: none"> • I can write simple stories with basic control, coherence and organisation. • My work shows some awareness of the reader when writing. • My sentences are constructed with an attempt at basic, accurate punctuation.

	<ul style="list-style-type: none"> • I can develop and control character, setting and events within clearly organised structure. • My writing uses structure, grammatical features and vocabulary accurately, ambitiously and for effect. • My tense is secure throughout. • My spelling is virtually faultless, even of complex, irregular words. • My paragraphs include top sentences and discourse markers. • They clearly add logical structure to my work. • I use a range of ambitious punctuation and spelling accurately in my work. 	<ul style="list-style-type: none"> • My sentence structures are varied and controlled. • My vocabulary choices are generally thoughtful and engaging with some ambition. • Most spelling is accurate, even of irregular words. • Tenses are used consistently and securely. • I always use paragraphs to structure my work. • I can use a range of punctuation including some ambitious spelling with accuracy. 	<ul style="list-style-type: none"> • My vocabulary is sometimes used for variety and interest. It is occasionally ambitious and chosen for effect. • I can use a variety of simple, compound and complex sentences to convey meaning. • My spelling of high-frequency and simpler words is sometimes accurate. • I can use paragraphs in my work. • I am beginning to use a range of punctuation with some accuracy. 	<ul style="list-style-type: none"> • My spelling of short, simple words is usually correct. • I use paragraphs in my work. • I am beginning to use capital letters and full stops correctly.
<p>Spring term – crime and punishment</p>	<ul style="list-style-type: none"> • When studying an extract from an ambitious text, I can demonstrate a perceptive and insightful knowledge of character and the events in the text. • I can support this with relevant textual evidence. • I can make clear and relevant inferences about what happens in the text. <ul style="list-style-type: none"> • I can analyse the effects of language choices, using correct subject terminology. • I can articulate my personal and critical responses. 	<ul style="list-style-type: none"> • When studying an extract from an ambitious text, I can demonstrate detailed knowledge of a character. • I can support this with relevant textual evidence. • I am beginning to be able to make my own inferences about the text. • I can analyse the effects of some language choices, using correct subject terminology. • I can articulate my personal and critical responses. • I understand some of the ways in which contextual 	<ul style="list-style-type: none"> • When studying an extract from an ambitious text, I can demonstrate knowledge of character and the main events. • I can support this with relevant textual evidence. • With support, I can make inferences about the text. • I can begin to analyse the effects of some language choices, using some correct subject terminology. • I can express my opinions about the text. • I am beginning to understand some of the 	<ul style="list-style-type: none"> • When studying an extract from a text, I can demonstrate some knowledge of character and the main events in the extract. • I can pick the correct inferences from a list the teacher provides me with. • With support, I am able to choose quotations from the text to support my answers. • With support, I can identify some language choices.

	<ul style="list-style-type: none"> I understand the ways in which contextual factors may have influenced the text. 	<p>factors may have influenced the text.</p>	<p>ways in which contextual factors may have influenced the text.</p>	<ul style="list-style-type: none"> I can express my opinions about the text.
<p>Spring Interim – courage</p>	<ul style="list-style-type: none"> I can confidently understand the purpose, audience and format of a article and I choose words and techniques which support this. I understand the audience, purpose and format of a task. I can understand and appreciate the ways in which meaning and information are conveyed in a range of challenging texts. I can show awareness and appreciation of the thematic, structural and linguistic features of a range of texts. I understand why some texts are particularly valued and influential. I can select, synthesise, compare and analyse information from a variety of sources and comment on how these are conveyed in different texts. I can explore some of the ways in which texts from different times and cultures have influenced literature and society. I use a range of punctuation accurately and consistently check my work to eliminate errors. 	<ul style="list-style-type: none"> I understand the purpose, audience and format of an article ensuring my writing shows that. I understand the audience, purpose and format of a task. I am able to confidently choose vocabulary and writers’ techniques which are appropriate to the task. I am able, where appropriate, to deduce and infer information and layers of meaning from these texts, commenting on their significance and effect. I can identify and respond to key features, themes, characters and aspects of language. I can retrieve, collate and summarise information from a range of sources and give my personal and critical opinions on it. I can understand that texts fit into the historical and literary traditions of the time they were written, making connections between these texts and linking them to own experiences where relevant I use a range of punctuation accurately and consistently check my work to eliminate errors. 	<ul style="list-style-type: none"> I have understood the format and purpose of an article. I understand the audience, purpose and format of a task. I have specifically chosen vocabulary and some writer’s techniques which are appropriate to the task. I have read a range of texts independently, showing some understanding of the main ideas, themes, events and characters. I can formulate my own ideas and opinions and clearly express these in a piece of writing. I understand how texts reflect the time and culture in which they were written. I use basic punctuation accurately – full stops, apostrophes, capital letters. I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks, exclamation points. 	<ul style="list-style-type: none"> I have understood the format of a article. I have attempted to choose vocabulary which is appropriate to the task. I understand the audience, purpose and format of a task. I can give my views and opinions clearly. I am beginning to understand the historical or social influences of the texts I read. I can write in full sentences with correct sentence punctuation.

Summer Interim – I am Malala

- I understand and can use the features of creating an argument- use of opinions, facts, personal anecdotes
- I can understand and appreciate the ways in which meaning and information are conveyed
- I understand why some texts are particularly valued and influential.
- I can explore some of the ways in which a text can influence the opinions and beliefs of the reader
- I can develop my own opinions and express them with confidence and maturity
- I can respect the views of others
- I use a range of punctuation accurately and consistently check my work to eliminate errors.

- I understand and can use most of the features of creating an argument- use of opinions, facts, personal anecdotes
- I can understand and appreciate the ways in which meaning and information are conveyed
- I understand why some texts are particularly valued and influential.
- I can explore some of the ways in which a text can influence the opinions and beliefs of the reader
- I can develop my own opinions and express them with clarity and maturity
- I can respect the views of others
- I use a range of punctuation mostly accurately and check my work to eliminate errors.

- I understand some of the features of creating an argument- use of opinions, facts, personal anecdotes
- I can understand and appreciate the ways in which meaning and information are conveyed
- I understand why some texts are particularly valued and influential.
- I can explore some of the ways in which a text can influence the opinions and beliefs of the reader
- I can develop my own opinions and express them with confidence and maturity
- I can respect the views of others
- I use basic punctuation accurately – full stops, apostrophes, capital letters.
- I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks, exclamation points.

- I have attempted to choose vocabulary which is appropriate to the task.
- I understand the audience, purpose and format of a task.
- I can give my views and opinions clearly.
- I am beginning to write in full sentences with correct sentence punctuation.

Year 8 AWOL Targets English

	Advanced	Intermediate	Foundation	Nurture
Autumn term – Gothic horror.	<ul style="list-style-type: none"> • My writing is confident and creative, with control, originality and imagination. • I show an excellent understanding of gothic conventions • My writing is fully coherent, engaging the reader in its sophistication and precision. • I can develop and control character, setting and events within clearly organised structure. • My writing uses structure, grammatical features and vocabulary accurately, ambitiously and for effect. • My tense is secure throughout. • My spelling is virtually faultless, even of complex, irregular words. • My paragraphs include top sentences and discourse markers. • They clearly add logical structure to my work. • I use a range of ambitious punctuation and spelling accurately in my work. 	<ul style="list-style-type: none"> • My writing is, varied, fluent and engaging, with some originality. • My narratives are clearly controlled and coherent, with detail, development and direction. • I understand gothic conventions • The form and content are appropriate for purpose and audience. • My sentence structures are varied and controlled. • My vocabulary choices are generally thoughtful and engaging with some ambition. • Most spelling is accurate, even of irregular words. • Tenses are used consistently and securely. • I always use paragraphs to structure my work. • I can use a range of punctuation including some ambitious spelling with accuracy. 	<ul style="list-style-type: none"> • My writing is organised, thoughtful, and imaginative, with control and coherence. • The structure of my work is controlled and has some shape and development. • I am aware of some of the key features of gothic fiction • My writing is adapted to suit purpose and audience. • My vocabulary is sometimes used for variety and interest. It is occasionally ambitious and chosen for effect. • I can use a variety of simple, compound and complex sentences to convey meaning. • My spelling of high-frequency and simpler words is usually accurate. I always use paragraphs in my work. • I can use a range of punctuation with some accuracy. 	<ul style="list-style-type: none"> • I can write simple stories with basic control, coherence and organisation. • My work shows some awareness of the reader when writing. • My sentences are constructed with an attempt at basic, accurate punctuation. • My spelling of short, simple words is usually correct. • I use paragraphs in my work. • I can use capital letters and full stops correctly.
Autumn Interim The Secrets Act	<ul style="list-style-type: none"> • I confidently understand all elements of the story and can discuss the writers' choices. 	<ul style="list-style-type: none"> • I understand all elements of the story. • I can demonstrate an insightful knowledge of 	<ul style="list-style-type: none"> • I can understand the plot including some of the sub-plots. 	<ul style="list-style-type: none"> • I understand the plot of the story and I am beginning to discuss

	<ul style="list-style-type: none"> • I can demonstrate a perceptive and insightful knowledge of character and discuss the impact they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of a range of different language choices, using correct subject terminology and clear inferences. • I can articulate my personal and critical responses in a range of different ways. • I am able to use my contextual with points about the text to develop stronger arguments about the text. • I use a range of punctuation accurately and consistently check my work to eliminate errors. • My use of punctuation is starting to create meaning. 	<p>character and discuss the impact they have on the story.</p> <ul style="list-style-type: none"> • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using correct subject terminology. • I can articulate my personal and critical responses in both verbal and written forms • I am able to use my contextual understanding to support my discussion of the text. • I use a range of punctuation accurately and consistently to check my work to eliminate errors. 	<ul style="list-style-type: none"> • I can analyse the use of characters and the impact that they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, beginning to use correct subject terminology. • I can articulate my personal and critical responses. • I am beginning to use my contextual understanding to support my discussion of the text. • I use a range of punctuation accurately and consistently to check my work to eliminate errors. 	<p>what happens in the story.</p> <ul style="list-style-type: none"> • I can demonstrate knowledge of the characters within the story and explain why they have been written in this way. • I can support this with relevant textual evidence from the text. • I can begin to analyse the effects of some language choices. • I can express my opinions about the text. • I am beginning to understand some of the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly.
<p>Spring Interim – Speeches and monologues</p>	<ul style="list-style-type: none"> • I can understand the different layouts for speeches and dramatic monologues. • I show some ability to meet the audience of the task. • I show some understanding of the different purposes of writing. • I use paragraphs in my work. • I can use capital letters and full stops correctly. 	<ul style="list-style-type: none"> • I can understand the different layouts for speeches and dramatic monologues. • I show some ability to meet the audience of the task. • I show some understanding of the different purposes of writing. • I use paragraphs in my work. 	<ul style="list-style-type: none"> • I can understand the different layouts for speeches and dramatic monologues. • I show some ability to meet the audience of the task. • I show some understanding of the different purposes of writing. • I use paragraphs in my work. 	<ul style="list-style-type: none"> • I can understand the different layouts for speeches and dramatic monologues. • I show some ability to meet the audience of the task. • I show some understanding of the different purposes of writing.

	<ul style="list-style-type: none"> • I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks and exclamation points. 	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly. • I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks and exclamation points. 	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly. • I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks and exclamation points. 	<ul style="list-style-type: none"> • I use paragraphs in my work. • I can use capital letters and full stops correctly. • I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks and exclamation points.
Spring Interim – poetry	<ul style="list-style-type: none"> • I confidently understand all elements of the poem and can discuss the writers’ choices. • I can demonstrate a perceptive and insightful knowledge of character and discuss the impact they have on the poem. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of a range of different language choices, using correct subject terminology and clear inferences. • I can articulate my personal and critical responses in a range of different ways. • I am able to use my contextual knowledge with points about the text to develop stronger arguments about the text. • I use a range of punctuation accurately and consistently 	<ul style="list-style-type: none"> • I understand all elements of the poem. • I can demonstrate an insightful knowledge of character and discuss the impact they have on the poem. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using correct subject terminology. • I can articulate my personal and critical responses in both verbal and written forms • I am able to use my contextual understanding to support my discussion of the text. • I use a range of punctuation accurately and consistently to check my work to eliminate errors. 	<ul style="list-style-type: none"> • I can understand the meaning including some of the implicit meaning. • I can analyse the use of characters and the impact that they have on the poem. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, beginning to use correct subject terminology. • I can articulate my personal and critical responses. • I am beginning to use my contextual understanding to support my discussion of the text. • I use a range of punctuation accurately and consistently to check my work to eliminate errors. 	<ul style="list-style-type: none"> • I understand the meaning of the poem and I am beginning to discuss what happens in the poem. • I can demonstrate knowledge of the characters within the poem and explain why they have been written in this way. • I can support this with relevant textual evidence from the text. • I can begin to analyse the effects of some language choices. • I can express my opinions about the text. • I am beginning to understand some of the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly.

	<p>check my work to eliminate errors.</p> <ul style="list-style-type: none"> • My use of punctuation is starting to create meaning. • 			
<p>Summer Interim – Macbeth</p>	<ul style="list-style-type: none"> • I can read and understand a whole play and can select its essential points and comment on their significance. • I am able to deduce and infer information and layers of meaning, commenting on their significance and effect. • I can understand that texts fit into historical and literary traditions (Shakespearean Tragedy) and comment on why this is relevant to my answer. • I can demonstrate some skills of close textual analysis and begins to relate extract to the play as a whole. • I am aware of the names of key language and structural devices and begin to be able to comment on their significance. • I can use a range of punctuation correctly include sentences with subordinate clauses. 	<ul style="list-style-type: none"> • I can show that understand what has happened in the play including some of the sub-plots. • I can read a part aloud with some attempt to think about how the character would say that part. • I can express personal opinions on the play, referring to specific textual details. • I show understanding of main ideas, themes, events, characters and how they fit within Shakespearean Tragedy. • I can explain how Shakespeare was influenced by his life at the time. • I can begin to demonstrate skills of inference and deduction. • I am aware of the names of key language and structural devices and be able to identify some. • I can use capital letters, full stops and apostrophes correctly. 	<ul style="list-style-type: none"> • I can understand, and re-tell, the main events of the plot. • I can express opinions about major events, ideas and characters in the play. • I am beginning to understand elements of Shakespearean Tragedy • I can choose quotes from the text that are relevant to what I am talking about. • I am starting to discuss key words from the quotes I choose or be able to explain the impact that the quote has. • I can read a part aloud. • I am aware of what life was like when Shakespeare wrote his play. • I can use capital letters and full stops correctly in my answers. I am attempting to use other punctuation correctly. • 	<ul style="list-style-type: none"> • I can understand, and re-tell, the main events of the plot. • I can express opinions about major events, ideas and characters in the play. • I can read a part aloud. • I am aware of what life was like when Shakespeare wrote his play. • I can use capital letters and full stops correctly in my answers.

**Summer term –
Travel writing**

- I can confidently understand the purpose, audience and format of travel writing and I choose words and techniques which support this.
- I can develop my own opinions and views within my writing and can express my thoughts in an engaging and creative way
- I can develop one point per paragraph and express my views in detail
- I am selective in my vocabulary choices and can convey clear meaning as a result
- I can plan my work in detail to allow me to write with ambition and accuracy
- I can create and sustain the right tone (informal) through my choice of language and writers' techniques
- I use a wide range of punctuation accurately and consistently check my work to eliminate errors.
- I use paragraphs effectively

- I can understand the purpose, audience and format of travel writing and I choose words and techniques which support this.
- I can develop my own opinions and views within my writing and can express my thoughts in a creative way
- I can develop one point per paragraph and can express my views clearly
- I am selective in my vocabulary choices and can convey clear meaning as a result
- I can plan my work in detail to allow me to write with ambition and accuracy
- I can create the right tone (informal) through my choice of language and writers' techniques
- I use a range of punctuation accurately and consistently check my work to eliminate errors.
- I use paragraphs effectively

- I have understood the format and purpose of travel writing.
- I can attempt to make my writing interesting for the reader
- I understand the audience, purpose and format of a task.
- I have specifically chosen vocabulary and some writer's techniques which are appropriate to the task.
- I can formulate my own ideas and opinions and clearly express these in a piece of writing.
- I use basic punctuation accurately – full stops, apostrophes, capital letters.
- I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks, exclamation points.

- I have understood the format of travel writing.
- I have attempted to choose vocabulary which is appropriate to the task.
- I understand the audience, purpose and format of a task.
- I can give my views and opinions clearly.
- I can write in full sentences with correct sentence punctuation.

Year 9 AWOL Targets English

	Advanced	Intermediate	Foundation	Nurture
Autumn term – Dystopian Fiction	<ul style="list-style-type: none"> • My writing is confident and creative with control, originality and imagination. • I can confidently use narrative hooks, imagery and create an effective atmosphere in my writing. • I can establish and sustain an effective setting • I show an excellent understanding of dystopian conventions • My writing is fully coherent, engaging the reader in its sophistication and precision. • I can develop and control character, setting and events within clearly organised structure. • My writing uses structure, grammatical features and vocabulary accurately, ambitiously and for effect. • My tense is secure throughout. • My spelling is virtually faultless, even of complex, irregular words. • My paragraphs vary in length and I can use 	<ul style="list-style-type: none"> • My writing is, varied, fluent and engaging, with some originality. • I can use narrative hooks, some examples imagery and create an effective atmosphere in my writing. • I can establish an effective setting • My narratives are clearly controlled and coherent, with detail, development and direction. • I understand dystopian conventions • The form and content are appropriate for purpose and audience. • My sentence structures are varied and controlled. • My vocabulary choices are generally thoughtful and engaging with some ambition. • Most spelling is accurate, even of irregular words. • Tenses are used consistently and securely. • I always use paragraphs to structure my work. 	<ul style="list-style-type: none"> • My writing is organised, thoughtful, and imaginative, with control and coherence. • The structure of my work is controlled and has some shape and development. • I am aware of some of the key features of dystopian fiction • My writing is adapted to suit purpose and audience. • My vocabulary is sometimes used for variety and interest. It is occasionally ambitious and chosen for effect. • I can use a variety of simple, compound and complex sentences to convey meaning. • My spelling of high-frequency and simpler words is usually accurate. • I always use paragraphs in my work. • I can use a range of punctuation with some accuracy. 	<ul style="list-style-type: none"> • I can write simple stories with basic control, coherence and organisation. • My work shows some awareness of the reader when writing. • M sentences are constructed with an attempt at basic, accurate punctuation. • My spelling of short, simple words is usually correct. • I use paragraphs in my work. • I can use capital letters and full stops correctly.

	<p>sentences in isolation (a single sentence between two paragraphs) They clearly add logical structure to my work.</p> <ul style="list-style-type: none"> • I use a range of ambitious punctuation and spelling accurately in my work. 	<ul style="list-style-type: none"> • I can use a range of punctuation including some ambitious spelling with accuracy. 		
<p>Autumn Interim -To Kill a Mockingbird</p>	<ul style="list-style-type: none"> • I can critically evaluate the plot of the novel and discuss reasons for the writer's choices. • I can demonstrate a perceptive and insightful knowledge of character and discuss the impact they have on the story. • I always choose the most appropriate quote to support my argument. • I can discuss the writers' language choices, exploring their meaning with correct subject terminology. • I can articulate my personal and critical responses in a range of different ways and support this with my knowledge from the text. • I am able to use my contextual with points about the text to develop stronger arguments about the text. 	<ul style="list-style-type: none"> • I confidently understand all elements of the story and can discuss the writer's choices. • I can demonstrate an insightful knowledge of character and discuss the impact they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using correct subject terminology and clear inferences. • I can articulate my personal and critical responses both verbally and in written form. Sometimes I can use my knowledge from the text to support this. • I am able to use my contextual understanding 	<p>I understand all elements of the story.</p> <ul style="list-style-type: none"> • I can analyse the use of characters and the impact that they have on the story. • I can support this with relevant textual evidence that I have chosen myself. • I can analyse the effects of language choices, using subject terminology. • I can articulate my personal and critical responses. • I can use my contextual understanding to support my discussion of the text. • I use a range of punctuation accurately and consistently check my work to eliminate errors. 	<ul style="list-style-type: none"> • I can understand the plot including some of the sub-plots. • I can demonstrate knowledge of the characters within the story and begin to analyse why they have been written in this way. • I can support this with relevant textual evidence from the text and I am starting to be able to select this independently. • I can analyse the words in the quotes I choose. • I can express my opinions about the text clearly and using a formal tone. • I can understand the contextual factors for this text.

	<ul style="list-style-type: none"> • I use a range of punctuation accurately and consistently check my work to eliminate errors. • My use of punctuation is starting to create meaning. • My use of punctuation is starting to create meaning. 	<p>to support my discussion of the text</p> <ul style="list-style-type: none"> • I use a range of punctuation accurately and consistently check my work to eliminate errors. 		<ul style="list-style-type: none"> • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly.
Spring Interim – Persuasive writing	<ul style="list-style-type: none"> • I always choose the correct layout for formal letters and use them appropriately in my work. • I carefully choose vocabulary and style, which is appropriate to the target audience of my work. • I show clear understanding of persuasive writing and my work is consistently adapted to suit this. • My paragraphs include top sentences and discourse markers. • They clearly add logical structure to my work. • I use a range of ambitious punctuation and spelling accurately in my work. 	<ul style="list-style-type: none"> • I can understand the layout of formal letters and use them correctly in my work. • I choose a vocabulary and style, which is appropriate to the target audience of my work. • I understand the features of persuasive writing and I can adapt my work to show this. • I always use paragraphs to structure my work. • I can use a range of punctuation including some ambitious spelling with accuracy. 	<ul style="list-style-type: none"> • I can understand the layout for speeches and leaflets and use them correctly in my work. • I can meet the audience of the task. • I show some understanding of the different purposes of persuasive writing and I am beginning to adapt my work to show this. • I always use paragraphs in my work. • I can use a range of punctuation with some accuracy. 	<ul style="list-style-type: none"> • I can understand the different layouts of a formal letter. • I show some ability to meet the audience of the task. • I show some understanding of persuasive writing. • I use paragraphs in my work. • I can use capital letters and full stops correctly.
Spring Interim – poetry	<ul style="list-style-type: none"> • I can understand the meaning of the poems studied. • I can demonstrate knowledge of the language 	<ul style="list-style-type: none"> • I can understand the meaning of the poems studied. • I can demonstrate knowledge of the 	<ul style="list-style-type: none"> • I can understand the meaning of the poems studied. • I can demonstrate knowledge of the 	<ul style="list-style-type: none"> • I can understand the meaning of the poems studied. • I can demonstrate knowledge of the

	<p>within the poem and begin to analyse why they have been written in this way.</p> <ul style="list-style-type: none"> • I am beginning to make connections between poems • I can support this with relevant textual evidence from the text and I am starting to be able to select this independently. • I can analyse the words in the quotes I choose. • I can express my opinions about the text clearly and using a formal tone. • I can understand the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly. 	<p>language within the poem and begin to analyse why they have been written in this way.</p> <ul style="list-style-type: none"> • I am beginning to make connections between poems • I can demonstrate knowledge of the characters within the story and begin to analyse why they have been written in this way. • I can support this with relevant textual evidence from the text • I can express my opinions about the text clearly and using a formal tone. • I can understand the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly. 	<p>language within the poem and begin to analyse why they have been written in this way.</p> <ul style="list-style-type: none"> • I am beginning to make connections between poems • I can support this with relevant textual evidence from the text and I am starting to be able to select this independently. • I can analyse the words in the quotes I choose. • I can express my opinions about the text clearly and using a formal tone. • I can understand the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly. 	<p>language within the poem and begin to analyse why they have been written in this way.</p> <ul style="list-style-type: none"> • I am beginning to make connections between poems • I can support this with relevant textual evidence from the text and I am starting to be able to select this independently. • I can analyse the words in the quotes I choose. • I can express my opinions about the text clearly and using a formal tone. • I can understand the contextual factors for this text. • I use all capital letters and full stops correctly. • I am now beginning to use more ambitious punctuation correctly.
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**Summer term –
Responsibility**

- I can confidently understand the purpose, audience and format of an informal article (teenage magazine) and I choose words and techniques which support this.
- I can develop my own opinions and views within my writing and can express my thoughts in a respectful way
- I can develop one point per paragraph and express my views in detail
- I am selective in my vocabulary choices and can convey clear meaning as a result
- I can plan my work in detail to allow me to write with ambition and accuracy
- I can create and sustain the right tone (informal) through my choice of language and writers' techniques
- I use a wide range of punctuation accurately and consistently check my work to eliminate errors.
- I use paragraphs effectively

- I can understand the purpose, audience and format of an informal article (teenage magazine) and I choose words and techniques which support this.
- I can develop my own opinions and views within my writing and can express my thoughts in a respectful way
- I can develop one point per paragraph
- I am selective in my vocabulary choices and can convey clear meaning as a result
- I can plan my work in detail to allow me to write with ambition and accuracy
- I can create the right tone (informal) through my choice of language and writers' techniques
- I use a range of punctuation accurately and consistently check my work to eliminate errors.
- I use paragraphs effectively
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- I have understood the format and purpose of an article for a teenage magazine.
- I understand the audience, purpose and format of a task.
- I have specifically chosen vocabulary and some writer's techniques which are appropriate to the task.
- I can formulate my own ideas and opinions and clearly express these in a piece of writing.
- I use basic punctuation accurately – full stops, apostrophes, capital letters.
- I try to use more ambitious types of punctuation as accurately as I can – commas, speech marks, exclamation points.

- I have understood the format of an article.
- I have attempted to choose vocabulary which is appropriate to the task.
- I understand the audience, purpose and format of a task.
- I can give my views and opinions clearly.
- I can write in full sentences with correct sentence punctuation.