Year 7 English	YELLOW	PINK	BLUE
1: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	• Can identify the main points from the text and copy out relevant quotations. • With guidance can show some understanding of the language used. • With guidance can re-tell key events and describe characters in the text. • With guidance can give basic opinions on some structural features.	• Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. • Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. • Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. • Can make some comments on the way a writer has structured the text to affect a reader.	• The ability to select short, relevant quotations to support key ideas in a text. • Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. • Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. • Can refer to some examples of how structural features are used to impact a reader.
2: To be able to write creatively and accurately for a specific purpose and audience.	• With guidance can select vocabulary and imagery appropriate to style and purpose. • Can use simple sentences and paragraphs to organise ideas in creative tasks with some accuracy. • Can spell short, simple words accurately. • Can write with some basic evidence of creativity using simple punctuation.	• With limited guidance, can select vocabulary and imagery appropriate to style and purpose. • Can use paragraphs and a range of sentence structures in creative tasks with accuracy. • Can spell simple and most complex words accurately. • Can write with a good level of creativity with varied use of punctuation.	• With increasing independence, can select distinctive vocabulary and imagery appropriate to style and purpose. • Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy. • Can spell more complex words and homophones accurately. • Can write with a sophisticated level of creativity using a range of punctuation.
3: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	• Can identify the main points from the text and copy out relevant quotations. • With guidance can show some understanding of the language used. • With guidance can re-tell key events and describe characters in the text. • With guidance can give basic opinions on some structural features.	• Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. • Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. • Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. • Can make some comments on the way a writer has structured the text to affect a reader.	• The ability to select short, relevant quotations to support key ideas in a text. • Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. • Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. • Can refer to some examples of how structural features are used to impact a reader.
4: To be able to write creatively and accurately for a specific purpose and audience.	• With guidance can select vocabulary and imagery appropriate to style and purpose. • Can use simple sentences and paragraphs to organise ideas in creative tasks with some accuracy. • Can spell short, simple words accurately. • Can write with some basic evidence of creativity using simple punctuation.	• With limited guidance, can select vocabulary and imagery appropriate to style and purpose. • Can use paragraphs and a range of sentence structures in creative tasks with accuracy. • Can spell simple and most complex words accurately. • Can write with a good level of creativity with varied use of punctuation.	• With increasing independence, can select distinctive vocabulary and imagery appropriate to style and purpose. • Can use a confident range of sentence structures and discourse markers effectively within paragraphs and with a good degree of accuracy. • Can spell more complex words and homophones accurately. • Can write with a sophisticated level of creativity using a range of punctuation.
5: To be able to explore how a writer has used language and structure to create meaning and how context affects the impact on a reader.	• Can identify the main points from the text and copy out relevant quotations. • With guidance can show some understanding of the language used. • With guidance can re-tell key events and describe characters in the text. • With guidance can give basic opinions on some structural features.	• Shows some understanding of relevant extracts from the text and is often able to select relevant quotations, although they may be too long. • Shows some ability to explain key events, characters and themes in the text but might re-tell in own voice. • Shows some understanding of the meaning created by writer's language choices, with some reference to how historical context might affect the reader. • Can make some comments on the way a writer has structured the text to affect a reader.	• The ability to select short, relevant quotations to support key ideas in a text. • Shows an understanding of the messages in a text and can comment on what a writer was attempting to communicate. • Can refer to quotations and comment on language features used (using some terminology), including how readers in different time periods might have responded to it. • Can refer to some examples of how structural features are used to impact a reader.