

# English curriculum overview – Year 7 (KS3)

Topic	Conflict (A Monster Calls)	Earth (Strangeworld's Travel Agency)	Dickens's London (Oliver Twist)
Length of topic (in weeks)	15- weeks September-December AUTUMN HT 1&2	12 weeks January- April SPRING HT 3&4	13 weeks April- July SUMMER HT 5&6
Links to national curriculum	<p><b>RAO1:</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>RAO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p><b>RAO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>RAO4:</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>WRAO5:</b> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>WRAO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effects, with accurate spelling and punctuation.</p> <p><b>SPA07:</b> Demonstrate presentation skills in a formal setting</p> <p><b>SPA08:</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> <p><b>SPA09:</b> use spoken Standard English effectively in speeches and presentations.</p>		
Assessment Task(s) <i>Progress is checked at the end of each block of learning.</i>  <b>Main assessed tasks are identified in bold.</b>	1: Poetry- response to a theme (Poetry) <b>2: Personal response/evaluation (Fiction)</b> 3- Writers' craft questions (non-fiction reading) 4: informal letter (transactional writing) <b>5: Memories (creative writing)</b> 6: Extract questions- character presented (drama)	<b>1- Comparison of texts (non-fiction reading)</b> 2-speak and behave ? (Drama) 3- Article (transactional writing) <b>4- poetry response – single poem (poetry)</b> 5- How does the writer...? (Fiction reading) 6- The Storm (creative writing)	1: Writer's craft question e.g. How does the writer... (non-fiction reading) <b>2: formal letter (Transactional writing)</b> 3- response to a poem (poetry) <b>4: How does the writer create mood and atmosphere for an audience (drama)</b> 5: The worst day of my life (creative writing) 6: Impressions questions (fiction)
Key Knowledge	Analysis of texts (fiction and non-fiction) Responding to poetry (single poem) Annotating texts Writing in the first person informal letter writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience Exploring writers' craft	Analysis of texts (fiction and non-fiction) Responding to unseen poetry Annotating texts Writing in the first person Article writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience Comparing texts Exploring how characters are presented Exploring writers' craft	Poetry response Creative writing Formal letter writing Analysis of texts (fiction and non-fiction) Annotating texts Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience Exploring writers' craft

Year 7  
Reading

	<b>Understanding and interpretation of texts</b>	<b>Exploring how writers use language, structure, and form</b>	<b>Comparison</b>	<b>Context</b>
<b>Above</b>	<ul style="list-style-type: none"> <li>- You show a secure understanding, through interpretation, of ideas within a text.</li> <li>- You show a secure understanding and interpretation of explicit and implicit ideas.</li> <li>- You can support your ideas with a range of relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify a range of specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show a secure understanding of the effects writers are trying to achieve.</li> <li>- You can use some subject terminology accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify the main, and more subtle, similarities and differences between texts.</li> <li>- You can support your ideas with a range of relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You can show a secure understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show secure understanding of context.</li> </ul>
<b>Expected</b>	<ul style="list-style-type: none"> <li>- You can understand and interpret the main ideas within a text.</li> <li>- You can understand and interpret explicit ideas and some implicit ideas.</li> <li>- You can support your ideas with relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show a general understanding of the effects writers are trying to achieve.</li> <li>- You can use some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify the main similarities and differences between texts.</li> <li>- You can support your ideas with relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You can show a general understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show general understanding of context.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>- You are beginning to understand and interpret the main ideas within a text.</li> <li>- You are beginning to understand and interpret explicit ideas and some implicit ideas.</li> <li>- You are beginning to support your ideas with some relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to identify specific words, phrases, or techniques from some relevant quotations.</li> <li>- Your explanations are beginning to show understanding of the effects writers are trying to achieve.</li> <li>- You are beginning to use some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to identify the main similarities and differences between texts.</li> <li>- You are beginning to support your ideas with some relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to show some understanding of context within a text.</li> <li>- You are beginning to make links using your wider knowledge to show some understanding of context.</li> </ul>

Year 7  
Writing

	<b>Communication</b>	<b>Structure and Paragraphing</b>	<b>Sentences, Punctuation, and Spelling</b>
Above	<ul style="list-style-type: none"> <li>- You can demonstrate a clear understanding of the purpose and format of the task.</li> <li>- You can show a clear understanding of the reader/ intended audience</li> <li>- You can use content that is developed and in an appropriate style</li> <li>- Your use of ambitious vocabulary is beginning to develop</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a developed and coherent structure that is appropriate for the task</li> <li>- You can link your ideas together in a coherent way throughout your writing</li> <li>- You can use paragraphs for accuracy and effect</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with increasing effect</li> <li>- You can use sentences that are almost always grammatically correct, including tenses.</li> <li>- You can use a wide range of punctuation that is almost always accurate</li> <li>- Your spelling, including that of irregular words, is secure.</li> </ul>
Expected	<ul style="list-style-type: none"> <li>- You can show a general awareness of the purpose and format of the task</li> <li>- You can show general awareness of the reader/ intended audience</li> <li>- You can use relevant content in your writing</li> <li>- You can use vocabulary for effect with general success</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a structure that is appropriate for the task</li> <li>- You can link your ideas together in a connected way</li> <li>- You can use clear and accurate paragraphs</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with some effect</li> <li>- You can use sentences that are mostly grammatically correct, including tenses.</li> <li>- You can use punctuation that is mostly accurate</li> <li>- Your spelling of most regular words is accurate</li> <li>- Your spelling of some irregular or ambitious words is accurate</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>- You are beginning to show an awareness of the purpose and format of the task</li> <li>- You are beginning to show a general awareness of the reader/ intended audience</li> <li>- You are beginning to use relevant content in your writing</li> <li>- You are beginning to use vocabulary to create an effect</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to organise writing in a structure that is appropriate for the task</li> <li>- You are beginning to link your ideas together in a connected way</li> <li>- You are beginning to use clear and accurate paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to use different sentence structures in your writing</li> <li>- You are beginning to use sentences that are grammatically correct, including tenses.</li> <li>- You are beginning to use punctuation that is sometimes accurate</li> <li>- You are beginning to spell most regular words accurately</li> <li>- You are attempting to spell some irregular or ambitious words</li> </ul>

# English curriculum overview – Year 8 (KS3)

Topic	Mystery (Smart or Curious Incident of the Dog in the Nigh Time)	Heritage (The Speckled Band)	Growing up (Imaginary friend play)
Length of topic (in weeks)	15 weeks September-December AUTUMN HT 1&2	12 weeks January- April SPRING HT 3&4	13 weeks April- July SUMMER HT 5&6
Links to national curriculum	<p><b>RAO1:</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>RAO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p><b>RAO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>RAO4:</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>WRAO5:</b> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>WRAO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effects, with accurate spelling and punctuation.</p> <p><b>SPA07:</b> Demonstrate presentation skills in a formal setting</p> <p><b>SPA08:</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> <p><b>SPA09:</b> use spoken Standard English effectively in speeches and presentations.</p>		
<b>Assessment Task(s)</b> <i>Progress is checked at the end of each block of learning.</i> <i>Main assessed tasks are identified in bold.</i>	1. Writer's craft question e.g. (Non-fiction Reading) 2. <b>Poetry comparison (Poetry)</b> 3. Formal letter (Transactional Writing) 4. <b>How does the writer engage/create sympathy/build drama/create tension etc. in this extract? (Fiction)</b> 5. Write the next part of the story (Creative Writing) 6. How does the character speak and behave...(Drama )	1- <b>Article (Transactional writing)</b> 2- Impressions/thoughts and feelings question (Non-fiction reading) 3- How does the writer create a sense of _____ in this extract? (fiction ) 4- Write about the poem and its effect on you (Poetry) 5 Mood and atmosphere question (Drama) 6- <b>Write a story which begins... (creative writing)</b>	1. Impressions question (Fiction) 2. <b>How is the character of _____ presented in this extract? (Drama)</b> 3. The School Trip (Creative Writing) 4. <b>Comparison question (Non-fiction reading )</b> 5. Review (Transactional writing) 6. Response to poetry theme question (Poetry)
Key Knowledge	Analysis of texts (fiction and non-fiction) Responding to poetry (single poem) Annotating texts Developing detail in our writing Formal letter writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience How to answer extract questions (link to GCSE) Exploring writers' craft	Analysis of texts (fiction and non-fiction) Responding to unseen poetry (single poem) Annotating texts Article writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience Developing responses to language questions.	Analysis of texts (fiction and non-fiction) Poetry comparison (linked by theme) Annotating texts Narrative writing Review writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience Developing responses to language questions. Responding to an extract question.

# Year 8 Reading

	Understanding and interpretation of texts	Exploring how writers use language, structure, and form	Comparison	Context
<b>Above</b>	<ul style="list-style-type: none"> <li>- You show a secure understanding, through interpretation, of ideas within a text.</li> <li>- You show a secure understanding and interpretation of explicit and implicit ideas.</li> <li>- You can support your ideas with a range of relevant quotations from a text and are starting to embed them.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify a range of specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show a secure understanding of the effects writers are trying to achieve.</li> <li>- You can use subject terminology that is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>- You can beginning to explore the main, and more subtle, similarities and differences between texts.</li> <li>- You can support your ideas You can support your ideas with a range of relevant quotations from both texts and are starting to embed them</li> </ul>	<ul style="list-style-type: none"> <li>- You can show a secure understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show secure understanding of context.</li> </ul>
<b>Expected</b>	<ul style="list-style-type: none"> <li>- You can understand and interpret the main, and more subtle, ideas within a text.</li> <li>- You can understand and interpret explicit ideas and implicit ideas.</li> <li>- You can support your ideas with a widening range of relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show an understanding of the effects writers are trying to achieve.</li> <li>- You can use some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify the main similarities and differences between texts.</li> <li>- You can support your ideas with a widening range of relevant quotations from both text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can show understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show understanding of context.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>- You can understand and interpret the main ideas within a text.</li> <li>- You can understand and interpret explicit ideas and some implicit ideas.</li> <li>- You can support your ideas with some relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You are beginning to identify specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations are beginning to show understanding of the effects writers are trying to achieve.</li> <li>- You are beginning to use some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify some similarities and differences between texts.</li> <li>- You can support your ideas with some relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You can some understanding of context within a text.</li> <li>- You can make some links using your wider knowledge to show some understanding of context.</li> </ul>

Year 8  
Writing

	Communication	Structure and Paragraphing	Sentences, Punctuation, and Spelling
Above	<ul style="list-style-type: none"> <li>- You can demonstrate a clear understanding of the purpose and format of the task.</li> <li>- You can show a clear understanding of the reader/ intended audience.</li> <li>- You can use content that is developed and in a more ambitious style.</li> <li>- Your use of vocabulary is becoming more ambitious and precise.</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a developed and coherent structure that is appropriate for the task.</li> <li>- You can link your ideas together in a developed and coherent way throughout your writing.</li> <li>- You can use paragraphs for accuracy and effect.</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with effect.</li> <li>- You can use sentences that are almost always grammatically correct, including tenses.</li> <li>- You can use a wide range of punctuation that is almost always accurate.</li> <li>- Your spelling, including that of irregular words, is secure.</li> </ul>
Expected	<ul style="list-style-type: none"> <li>- You can show an understanding of the purpose and format of the task</li> <li>- You can show an understanding of the reader/ intended audience</li> <li>- You can use relevant content in your writing</li> <li>- You can use vocabulary for effect with increasing success.</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a structure that is appropriate for the task, with detail.</li> <li>- You can link your ideas together in a coherent way</li> <li>- You can use clear and accurate paragraphs with some effect.</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with some effect.</li> <li>- You can use sentences that are mostly grammatically correct, including tenses.</li> <li>- You can use punctuation that is mostly accurate.</li> <li>- Your spelling of most regular words is accurate.</li> <li>- Your spelling of some irregular or ambitious words is accurate.</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>- You show an awareness of the purpose and format of the task.</li> <li>- You show a general awareness of the reader/ intended audience.</li> <li>- You are using mostly relevant content in your writing.</li> <li>- You use vocabulary to create some effect.</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a structure that is appropriate for the task.</li> <li>- You can link your ideas together in a connected way.</li> <li>- You can use clear paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>- You can use different sentence structures in your writing.</li> <li>- You can use sentences that are grammatically correct, including tenses.</li> <li>- You can use punctuation that is sometimes accurate</li> <li>- You can spell most regular words accurately You can spell some irregular or ambitious words</li> </ul>

# English curriculum overview – Year 9 (KS3)

Topic	Inequality (Of Mice and Men)	Relationships (An Inspector Calls)	Power Over People (Terraces)
Length of topic (in weeks)	15 weeks September-December AUTUMN HT 1&2	12 weeks January- April SPRING HT 3&4	13 weeks April- July SUMMER HT 5&6
Links to national curriculum	<p><b>RAO1:</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>RAO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p><b>RAO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>RAO4:</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>WRAO5:</b> Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>WRAO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effects, with accurate spelling and punctuation.</p> <p><b>SPA07:</b> Demonstrate presentation skills in a formal setting</p> <p><b>SPA08:</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> <p><b>SP</b></p> <p><b>A09:</b> use spoken Standard English effectively in speeches and presentations.</p>		
<b>Assessment Task(s)</b> <i>Progress is checked at the end of each block of learning.</i>  <i>Main assessed tasks are identified in bold.</i>	1. How does this speech persuade us? (Non-fiction reading) <b>2. How is inequality presented in 'Still I Rise'? Poetry )</b> 3. report (Transactional writing ) <b>4. How does the writer create sympathy for Crooks in this extract? (Fiction)</b> 5. Write about a time when you had to do something you didn't want to do. (Creative writing) 6. Speaks and behaves question (Drama)	1 Personal response/evaluation question (Fiction) <b>2 Write a story which begins... (Creative writing)</b> 3 Extract question: mood and atmosphere (Drama) 4 Speech (transactional writing) <b>5 Poetry comparison (poetry)</b> 6. How does the writer.... (non-fiction reading)	<b>1 Comparison question (Non-fiction reading)</b> 2. Impressions question (Fiction) 3. The Hero (creative writing) <b>4. How is the character presented? (Drama)</b> 5. How is the theme of power presented? (Poetry) 6. leaflet/guide (Transactional writing)
Key Knowledge	Analysis of texts (fiction and non-fiction) Responding to a poem. Annotating texts Developing detail in our writing Report writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience How to answer extract questions	Analysis of texts (fiction and non-fiction) Comparing texts Writing from different perspectives Personal/evaluation responses Poetry comparison Annotating texts Developing detail in our writing Speech writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience How to answer extract questions (link to GCSE)	Analysis of texts (fiction and non-fiction) Writing from different perspectives Responding to poetry Annotating texts Developing detail in our writing Using sentences, vocabulary and punctuation for effect Adapting writing for format, purpose and audience How to answer extract questions (link to GCSE) Leaflet/guide writing

Year 9  
Reading

	<b>Understanding and interpretation of texts</b>	<b>Exploring how writers use language, structure, and form</b>	<b>Comparison</b>	<b>Context</b>
<b>Above</b>	<ul style="list-style-type: none"> <li>- You show some thoughtful understanding, through interpretation, of ideas within a text.</li> <li>- You show some thoughtful understanding and interpretation of explicit and implicit ideas.</li> <li>- You can support your ideas with a range of relevant quotations from a text and are starting to embed them.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify, and are beginning to make links between, a range of specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show some thoughtful understanding of the effects writers are trying to achieve.</li> <li>- You can use subject terminology that is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>- You can explore the main and subtle similarities and differences between texts.</li> <li>- You can support your ideas with a range of relevant quotations from a text and are starting to embed them from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You show some thoughtful understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show some thoughtful understanding of context.</li> </ul>
<b>Expected</b>	<ul style="list-style-type: none"> <li>- You show a secure understanding, through interpretation, of ideas within a text.</li> <li>- You show a secure understanding and interpretation of explicit and implicit ideas.</li> <li>- You can support your ideas with a range of relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify a range of specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show a secure understanding of the effects writers are trying to achieve.</li> <li>- You can use some subject terminology accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify the main, and some subtle, similarities and differences between texts.</li> <li>- You can support your ideas with a range of relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You show a secure understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show secure understanding of context.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>- You can understand and interpret the main ideas within a text.</li> <li>- You can understand and interpret explicit ideas and some implicit ideas.</li> <li>- You can support your ideas with relevant quotations from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify specific words, phrases, or techniques from relevant quotations.</li> <li>- Your explanations show a general understanding of the effects writers are trying to achieve.</li> <li>- You can use some subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- You can identify the main similarities and differences between texts.</li> <li>- You can support your ideas with relevant quotations from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>- You show a general understanding of context within a text.</li> <li>- You can make links using your wider knowledge to show general understanding of context.</li> </ul>

Year 9  
Writing

	<b>Communication</b>	<b>Structure and Paragraphing</b>	<b>Sentences, Punctuation, and Spelling</b>
Above	<ul style="list-style-type: none"> <li>- You can demonstrate a secure understanding of the purpose and format of the task.</li> <li>- You can show a secure understanding of the reader/ intended audience.</li> <li>- You can use content that is developed and ambitious in style.</li> <li>- Your use of vocabulary is ambitious.</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a developed, secure, and coherent structure that is appropriate for the task</li> <li>- You can link your ideas together in a coherent and developed way throughout your writing.</li> <li>- You can use paragraphs for accuracy and effect.</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with deliberate effect</li> <li>- You can use sentences that are almost always grammatically correct, including tenses.</li> <li>- You can use a wide range of punctuation that is almost always accurate</li> <li>- Your spelling, including that of irregular words, is secure.</li> </ul>
Expected	<ul style="list-style-type: none"> <li>- You can demonstrate a clear understanding of the purpose and format of the task.</li> <li>- You can show a clear understanding of the reader/ intended audience.</li> <li>- You can use content that is developed and in an appropriate style.</li> <li>- Your use of ambitious vocabulary is beginning to develop.</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a developed and coherent structure that is appropriate for the task</li> <li>- You can link your ideas together in a coherent way throughout your writing</li> <li>- You can use paragraphs for accuracy and effect</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with increasing effect.</li> <li>- You can use sentences that are usually grammatically correct, including tenses.</li> <li>- You can use a wide range of punctuation that is usually accurate.</li> <li>- Your spelling, including that of irregular words, is increasingly secure.</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>- You can show a general awareness of the purpose and format of the task.</li> <li>- You can show general awareness of the reader/ intended audience.</li> <li>- You can use relevant content in your writing</li> <li>- You can use vocabulary for effect with general success</li> </ul>	<ul style="list-style-type: none"> <li>- You can organise writing in a structure that is appropriate for the task</li> <li>- You can link your ideas together in a connected way</li> <li>- You can use clear and accurate paragraphs</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- You can use a variety of sentence structures with some effect.</li> <li>- You can use sentences that are sometimes grammatically correct, including tenses.</li> <li>- You can use punctuation that is sometimes accurate</li> <li>- Your spelling of most regular words is accurate Your spelling of some irregular or ambitious words is accurate.</li> </ul>