

		Year 7	Curriculum Checkpoints: What do students know and what can they do?			
English		Summative Content	Developing	Securing	Flourishing	Excelling
Writing	WAF1	Produce texts which are appropriate to genre.	<b>Occasional</b> use of conventions of genre.	<b>Some</b> evidence of conventions of genre being met.	<b>Clear</b> understanding of genre and clear use of conventions.	<b>Controlled</b> use of conventions of genre, used for effect.
	WAF2	Organise and present whole texts effectively.	<b>Basic</b> sequencing of ideas. Openings and closings <b>occasionally</b> signalled.	<b>Some</b> order established. Paragraphs <b>sometimes</b> link together. Piece has beginning, middle and end.	Structure of text seen <b>clearly</b> . Sequence of text supported by <b>clear</b> use of markers.	<b>Developed, engaging</b> writing with ideas effectively sequenced.
	WAF3	Vary sentences for clarity, purpose and effect.	<b>Occasional</b> variation in sentences starters. Use of conjunction ‘and’. Past and present tense <b>occasionally</b> consistent.	<b>Some</b> use of grammatically complex sentences. Basic structure of sentences is correct. ‘ <i>And, but so</i> ’ <b>sometimes</b> used effectively.	Simple and complex sentences used <b>clearly</b> . <b>Mostly</b> accurate use of subordinate conjunctions. Variety of sentence starters accurately used. <b>Clear</b> use of prepositional phrases where appropriate.	<b>Range</b> of simple and complex sentences contribute to the effectiveness of the writing. <b>Apt</b> use of prepositional phrases throughout.
	WAF4	Write with technical accuracy of syntax and punctuation.	Sentence demarcation <b>occasionally</b> correct, with <b>occasionally</b> correct use of capital letters and full stops. <b>Beginning</b> to use question marks, exclamation marks and list commas	Punctuation to mark boundaries is <b>sometimes</b> used accurately. Expression is <b>sometimes</b> correct. <b>Some</b> use of question marks, exclamation marks and list commas. <b>Simple</b> use of capital letters and full stops.	A range of punctuation is <b>usually</b> used with success and to add to meaning.	A <b>full range</b> of punctuation is used correctly to clarify meaning and express ideas <b>accurately</b> .
	WAF5	Select appropriate and effective vocabulary.	<b>Straightforward</b> use of <b>basic</b> vocabulary with <b>occasional</b> use of adventurous words.	Use of <b>some</b> adventurous vocabulary accurately and appropriately.	Vocabulary <b>reasonably</b> wide with most words used precisely.	<b>Varied</b> vocabulary contributes to the <b>effectiveness</b> of writing. Extended vocabulary seen throughout.
	WAF6	Use correct spelling.	Common, single morpheme words <b>sometimes</b> spelt correctly.	Spelling of <b>simple</b> words is usually accurate. <b>Some</b> multiple morpheme words spelt correctly.	Spelling is <b>usually</b> accurate, including words with complex regular patterns.	Spelling is <b>consistently</b> accurate, although there may be errors in more irregular words.
	WAF7	Crafting of literary techniques for effect.	<b>Starting</b> to craft literary techniques. <b>Occasional</b> use of adjectives for effect.	Beginning to use <b>some</b> literary techniques, such as similes, throughout writing for effect. Using <b>simple</b> adjectives throughout.	<b>Clear</b> use of literary techniques for effect, such as similes, personification and metaphors.	Effective use of a <b>range</b> of literary techniques with conscious crafting for effect.
Reading	RAF1	Understand, describe, select or retrieve information.	<b>Simple, limited understanding</b> with occasional or obvious points identified though there may also be some misunderstanding.	<b>Some</b> relevant points identified. Comments supported by <b>some relevant</b> reference or quotation.	<b>Relevant</b> points <b>clearly</b> identified, including those selected from different places in the text. <b>Comments</b> generally supported by relevant reference or quotation. There may be an attempt to embed <b>some</b> quotations.	<b>Relevant</b> points <b>clearly</b> identified, including summary and synthesis of information from different places in the same text. Identification of <b>apt</b> text references and quotations to <b>effectively</b> support main ideas or argument. <b>Most</b> quotes will be embedded <b>effectively</b>
	RAF2	deduce, infer or interpret information or ideas from texts.	<b>Straightforward</b> or <b>simple</b> inferences made based on a <b>single</b> point of reference in the text. Responses to text show meaning established at a literal level.	<b>Some simple</b> inferences based on evidence from different points in the text. Inferences <b>often accurate</b> , but comments are not always rooted securely in the text or repeat narrative or content.	<b>Most</b> comments are <b>accurately</b> based on inferred meanings. Some evidence of development of ideas with <b>some</b> moving beyond the literal level. Evidence is <b>relevant</b> and taken from across the text/source.	Comments are <b>securely</b> based in textual evidence and identify different layers of meaning, with some attempt at <b>detailed exploration</b> of them. Comments consider wider implications or significant of information, events, or ideas in the text. Some <b>development</b> and discussion of connotations to offer more insight of understanding.
	RAF3	explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.	A <b>few, basic</b> features of writer's use of language identified but with <b>limited</b> or no comments. Features of language/word classes/ sentence types may be misidentified or incorrectly understood.	<b>Some basic</b> features of writer's use of language identified. <b>Simple</b> comments on writer's choice of language. <b>Some</b> features of language/word classes/ sentence types are accurately identified and understood.	<b>Most</b> features of the writer's use of language are identified <b>accurately</b> , with <b>some</b> development of explanation. Comments begin to show a <b>clear</b> awareness of the effect of writer's language choices.	<b>Some detailed</b> explanation, with appropriate, <b>varied</b> terminology identified to discuss how language is used. Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader.
	RAF4	Identify and comments on writers’ purpose and viewpoints and the overall effect of the text on the reader.	<b>Limited or straightforward</b> comments made about the main purpose of the writing. A <b>simple</b> personal response provided, but with <b>limited</b> awareness of writer's viewpoint. <b>Limited</b> comment on overall effect on reader.	The main purpose is identified. <b>Simple comments</b> show <b>some</b> awareness of writer's viewpoint. <b>Some simple</b> comment on overall effect on reader.	Main purpose <b>clearly</b> identified, often through a general overview. The viewpoint/s in text is <b>clearly</b> identified, with <b>some</b> explanation. General awareness of effect on the reader, with <b>some clear</b> explanation.	Evidence for identifying main purpose is <b>precisely</b> located at word/sentence level or traced through a text. Viewpoint is <b>clearly identified</b> and an explanation of it developed through close reference to the text. The effect on the reader is <b>clearly identified</b> , with <b>some explicit and developed</b> explanation as to how that effect has been created.
	RAF5	Relate text to the social, cultural and historical traditions.	<b>Limited</b> understanding or reflection on the historical context of a text. <b>Limited</b> or misunderstandings surrounding the social/cultural context of a text/s.	<b>Some straightforward</b> understanding or reflection on the historical context of a text. <b>Some simple</b> understanding surrounding the social/cultural context of a text/s.	<b>Some clear</b> understanding or reflection on the historical context of a text. <b>Some clear</b> understanding surrounding the social/cultural context of a text/s. <b>Some clear</b> explanation of how the contexts in which texts are written and read contribute to the meaning.	<b>Effective</b> understanding or reflection on the historical context of a text. <b>Relevant, considered</b> comments made about the social/cultural context of a text/s. <b>Some exploration</b> of textual conventions or features as used by writers from different periods.

Speaking and Listening	AF1	Talking to others. Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.	<b>Beginning to</b> vary talk in simple ways to gain attention of the listener through recounting experiences, express feelings or ideas. <b>Occasional</b> specific vocabulary choices and use non-verbal features that show awareness of different purpose about matters of immediate interest . <b>Limited</b> show of talk in ways that are audible and intelligible to familiar others	<b>Some</b> developed ideas and feelings through sustained speaking in turns. <b>Some</b> organised talk to help the listener, with overall structure evident. <b>Simple</b> adapting of language and non-verbal features to suit content and audience.	<b>Usually</b> speak in extended turns to express straightforward ideas and feelings with some relevant detail. <b>Clear</b> structured talk in ways which support meaning and show attention to the listener. <b>Mostly</b> accurate variety of vocabulary, grammar, and non-verbal features to suit purpose, context and audience.	<b>Control</b> ways to express and explain relevant ideas and feelings with some elaboration to make meaning explicit. <b>Consistent</b> shaping of talk in deliberate ways for clarity and effect to engage the listener. <b>Effective</b> adapting of vocabulary, grammar, and nonverbal features in ways well-matched to purpose, context and audience.
	AF2	Talking with others, listen and respond to others including, in pairs and groups, shaping meanings through suggestions, comments and questions.	<b>Beginning to</b> listen and respond to the speaker, making simple comments and suggestions. <b>Occasional</b> helpful contribution when speaking in turn, in pairs, and in small groups. <b>Beginning</b> to understand and engage with the speaker, demonstrating attentive listening. <b>Limited</b> engagement with others through taking turns in pairs and small groups.	<b>Simple</b> response to the speaker's main ideas, developing them through generally relevant comments and suggestions. <b>Some</b> attempt at different roles and responsibilities in pairs or groups.	<b>Clear</b> understanding of content shown and how it is presented. <b>Some</b> relevant introducing of new material or ideas. <b>Usually</b> takes on straightforward roles and responsibilities in pairs and groups.	<b>Effective</b> recognition of significant details and implicit meanings. <b>Consistent</b> developing of the speaker's ideas in different ways. <b>Control</b> sustaining roles and responsibilities with independence in pairs or groups.
	AF3	Talking within role-play and drama. Create and sustain, different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.	<b>Limited</b> extending of experience and ideas. <b>Occasional</b> adapting speech, gesture or movement to simple roles and different scenarios. <b>Beginning to</b> engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement.	<b>Some</b> understanding of characters or situations shown by adapting speech, gesture, and movement . <b>Simple</b> help in creating roles and scenarios.	<b>Usually</b> convey straightforward ideas about characters and situations. <b>Clear</b> deliberate choices of speech, gesture, and movement in different roles and scenarios.	<b>Effective</b> insight into texts and issues. <b>Control</b> through deliberate choices of speech, gesture and movement. <b>Effectively</b> beginning to sustain and adapt different roles and scenarios.