



# English - Age Related Expectations Year 7 Pathways



		In reading	In writing
P a t h w a y  1 - 3	1	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recall key literal information from a text</li> <li><input type="checkbox"/> demonstrate understanding of where meaning comes from</li> <li><input type="checkbox"/> name some basic word classes</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use some suitable ideas and stylistic features</li> <li><input type="checkbox"/> write in a logical order</li> <li><input type="checkbox"/> control simple sentences with accurate basic punctuation</li> <li><input type="checkbox"/> use suitable vocabulary</li> <li><input type="checkbox"/> spell common words accurately</li> </ul>
	2	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce key meanings in a text</li> <li><input type="checkbox"/> make occasional relevant reference to the text; using paraphrase and sometimes quotations</li> <li><input type="checkbox"/> identify some basic word classes</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use some detail with appropriate stylistic features</li> <li><input type="checkbox"/> use a logical order with a clear start and end</li> <li><input type="checkbox"/> control simple and compound sentences with accurate basic punctuation</li> <li><input type="checkbox"/> use well chosen vocabulary</li> <li><input type="checkbox"/> spell common words accurately and show awareness of some spelling rules</li> </ul>
	3	<p><b>In reading either</b> creative prose, non fiction <b>or</b> Shakespeare, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce information from a text with increasing confidence</li> <li><input type="checkbox"/> use quotations to show understanding</li> <li><input type="checkbox"/> show increasing confidence when explaining how evidence supports points made</li> <li><input type="checkbox"/> attempt to comment on the use of particular word choices</li> </ul>	<p><b>In writing</b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use some detail and some of the main features of the genre</li> <li><input type="checkbox"/> use a logical order with a clear start and end</li> <li><input type="checkbox"/> control simple and compound sentences with accurate basic punctuation</li> <li><input type="checkbox"/> use well chosen vocabulary</li> <li><input type="checkbox"/> follow most spelling rules</li> </ul>
	4	<p><b>In reading either</b> creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce information from a text with confidence</li> <li><input type="checkbox"/> use quotations to show understanding</li> <li><input type="checkbox"/> show increasing confidence when explaining how evidence supports points made</li> <li><input type="checkbox"/> note some interesting use of language</li> </ul>	<p><b>In writing both</b> creative prose <b>and</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use detail and some of the main stylistic features with increasing confidence</li> <li><input type="checkbox"/> use paragraphs to organise writing</li> <li><input type="checkbox"/> use some sentence variety with attempted complex sentences and increasing accuracy of punctuation</li> <li><input type="checkbox"/> use well chosen vocabulary</li> <li><input type="checkbox"/> follow most spelling rules</li> </ul>

		In reading	In writing
P a t h w a y  4 - 6	1	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce key meanings in a text</li> <li><input type="checkbox"/> make occasional relevant reference to the text; using paraphrase and sometimes quotations</li> <li><input type="checkbox"/> identify word classes with increasing confidence</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use some detail with appropriate stylistic features</li> <li><input type="checkbox"/> use a logical order with a clear start and end</li> <li><input type="checkbox"/> use some sentence variety with attempted complex sentences and increasing variety of punctuation</li> <li><input type="checkbox"/> use deliberately chosen vocabulary</li> <li><input type="checkbox"/> follow most spelling rules</li> </ul>
	2	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce information from a text with confidence</li> <li><input type="checkbox"/> use quotations to show understanding</li> <li><input type="checkbox"/> comment on the effect of word choice with increasing confidence</li> </ul>	<p><b>In writing creative prose</b> students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use style and detail to engage the reader</li> <li><input type="checkbox"/> structure writing with paragraphs</li> <li><input type="checkbox"/> use increasing sentence variety with confident control of complex sentences and attempted range of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including basic homophones</li> </ul>
	3	<p><b>In reading either</b> creative prose, non fiction <b>or</b> Shakespeare, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its significance with increasing confidence</li> <li><input type="checkbox"/> explain how evidence supports points made</li> <li><input type="checkbox"/> make some comment on language choices, including word and grammar choices, with increasing confidence</li> </ul>	<p><b>In writing</b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use detail and the main features of the genre</li> <li><input type="checkbox"/> structure writing with paragraphs</li> <li><input type="checkbox"/> use varied sentences and use a range of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including common homophones</li> </ul>
	4	<p><b>In reading either</b> creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its significance with confidence</li> <li><input type="checkbox"/> explain how occasionally embedded evidence supports points made</li> <li><input type="checkbox"/> make some comment on the effect of particular language choices with attempts to use subject specific terminology</li> </ul>	<p><b>In writing both</b> creative prose <b>and</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use detail and generic features with increasing confidence</li> <li><input type="checkbox"/> structure writing with paragraphs, using topic sentences to guide the reader</li> <li><input type="checkbox"/> use increasing sentence variety and accurate range of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including most homophones</li> </ul>

		In reading	In writing
P a t h w a y  7 - 9	1	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce information from a text with confidence</li> <li><input type="checkbox"/> use quotations to show understanding</li> <li><input type="checkbox"/> identify word classes with confidence</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use style and detail to engage the reader</li> <li><input type="checkbox"/> structure writing with paragraphs</li> <li><input type="checkbox"/> use varied sentences and use a range of punctuation</li> <li><input type="checkbox"/> control tense and agreement with increasing confidence</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including basic homophones</li> </ul>
	2	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its significance with confidence</li> <li><input type="checkbox"/> explain how evidence supports points made</li> <li><input type="checkbox"/> use subject specific terminology in analysing word choice with increasing confidence</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use imaginative and original detail</li> <li><input type="checkbox"/> control writing and content through accurate paragraphing</li> <li><input type="checkbox"/> use complex structures confidently with some other sentence variety (including punctuation)</li> <li><input type="checkbox"/> use a varied and purposeful vocabulary</li> <li><input type="checkbox"/> show increasing confidence in spelling ambitious words and those with complex grapheme/ phoneme correspondence</li> </ul>
	3	<p><b>In reading either</b> creative prose, non fiction <b>or</b> Shakespeare, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its significance with confidence</li> <li><input type="checkbox"/> explain how occasionally embedded evidence supports points made</li> <li><input type="checkbox"/> make some comment on the effect of language choice including word and grammatical choices with some confident subject specific terminology</li> </ul>	<p><b>In writing</b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use imaginative detail and generic features with increasing confidence</li> <li><input type="checkbox"/> control writing and content through accurate paragraphing, using topic sentences to guide the reader</li> <li><input type="checkbox"/> use complex structures confidently with some other sentence variety (including punctuation)</li> <li><input type="checkbox"/> use increasingly ambitious vocabulary</li> <li><input type="checkbox"/> spell ambitious words and those with complex grapheme/ phoneme correspondence</li> </ul>
	4	<p><b>In reading either</b> creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its deeper significance with confidence</li> <li><input type="checkbox"/> embed evidence with increasing confidence</li> <li><input type="checkbox"/> offer some analysis of effects of significant language features with appropriate subject specific terminology</li> </ul>	<p><b>In writing both</b> creative prose <b>and</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use imaginative detail and generic features with confidence</li> <li><input type="checkbox"/> control writing and content through accurate paragraphing, using topic sentences confidently to guide the reader</li> <li><input type="checkbox"/> use a variety of sentences and punctuation with accuracy and control</li> <li><input type="checkbox"/> use ambitious vocabulary</li> <li><input type="checkbox"/> spell ambitious words and those with complex grapheme/ phoneme correspondence</li> </ul>



# English - Age Related Expectations Year 8 Pathways



		In reading	In writing
P a t h w a y  1 - 3	1	<p><b>In reading</b> either fiction or non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce information from a text with confidence</li> <li><input type="checkbox"/> use quotations from different places within the text to show understanding</li> <li><input type="checkbox"/> show increasing confidence when explaining how evidence supports points made</li> <li><input type="checkbox"/> note some interesting use of language with attempt to use appropriate subject specific terminology</li> <li><input type="checkbox"/> Identify some simple connections between texts</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use increasing detail and stylistic features</li> <li><input type="checkbox"/> use a logical order with a clear start and end</li> <li><input type="checkbox"/> use some sentence variety with attempted complex sentences and increasing accuracy of punctuation</li> <li><input type="checkbox"/> use well chosen vocabulary</li> <li><input type="checkbox"/> follow most spelling rules</li> </ul>
	2	<p><b>In reading</b> either creative prose, non fiction, Shakespeare or poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning with increasing confidence</li> <li><input type="checkbox"/> explain how evidence supports points made with increasing confidence</li> <li><input type="checkbox"/> note some interesting use of language, using appropriate subject specific terminology with increasing confidence</li> <li><input type="checkbox"/> Make simple comments about similarities between texts</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use style and detail to engage the reader</li> <li><input type="checkbox"/> structure writing with paragraphs</li> <li><input type="checkbox"/> show increasing confidence in the use of complex sentences and accuracy of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words</li> </ul>
	3	<p><b>In reading</b> either creative prose, non fiction, Shakespeare or poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning with confidence</li> <li><input type="checkbox"/> explain how evidence from different places in text supports points made</li> <li><input type="checkbox"/> offer some analysis of significant language features with increasing confidence</li> <li><input type="checkbox"/> make simple comments about similarities and differences between texts</li> </ul>	<p><b>In writing</b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use detail and the main features of the genre</li> <li><input type="checkbox"/> structure writing with paragraphs</li> <li><input type="checkbox"/> use increasing sentence variety and attempted range of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including common homophones</li> </ul>
	4	<p><b>In reading</b> a range of texts, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain different layers of meaning with increasing confidence</li> <li><input type="checkbox"/> explain how occasionally embedded evidence supports points made</li> <li><input type="checkbox"/> offer some analysis of significant language features with increasing confidence</li> <li><input type="checkbox"/> show increasing confidence when making links between texts which include similarities and differences</li> </ul>	<p><b>In writing</b> that is suitable for context, audience and purpose, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> show awareness of the correct tone and register</li> <li><input type="checkbox"/> use detail and the main features of the genre</li> <li><input type="checkbox"/> structure writing with paragraphs with some topic sentences used appropriately</li> <li><input type="checkbox"/> use increasing sentence variety and attempted range of punctuation</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including common homophones</li> </ul>

		<b>In reading</b>	<b>In writing</b>
<b>P a t h w a y  4 - 6</b>	<b>1</b>	<p><b><u>In reading</u></b> either creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain meaning and its deeper significance with confidence</li> <li><input type="checkbox"/> embed evidence with increasing confidence</li> <li><input type="checkbox"/> offer some analysis of effects of language use including word choice</li> <li><input type="checkbox"/> show increasing confidence when making links between texts which include similarities and differences</li> </ul>	<p><b><u>In writing</u></b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use style and detail to engage the reader</li> <li><input type="checkbox"/> show clear structure and progression through paragraphing</li> <li><input type="checkbox"/> use varied sentences and a range of punctuation with control and accuracy</li> <li><input type="checkbox"/> choose words for effect</li> <li><input type="checkbox"/> show increasing confidence in spelling complex words including homophones</li> </ul>
	<b>2</b>	<p><b><u>In reading</u></b> either creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consider different layers of meaning, explaining deeper significance</li> <li><input type="checkbox"/> embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> offer some analysis of effects of language use including structural features</li> <li><input type="checkbox"/> make links between texts using some comparative vocabulary</li> </ul>	<p><b><u>In writing</u></b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use imaginative detail including some figurative devices</li> <li><input type="checkbox"/> show clear structure and progression through paragraphing</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including punctuation) confidently</li> <li><input type="checkbox"/> use a varied and ambitious vocabulary</li> <li><input type="checkbox"/> spell ambitious words and homophones accurately</li> </ul>
	<b>3</b>	<p><b><u>In reading</u></b> either creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce implicit meaning using a range of evidence</li> <li><input type="checkbox"/> group and embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> analyse writer technique and effects of significant language features with increasing confidence</li> <li><input type="checkbox"/> use comparative vocabulary to make accurate links within and between texts</li> </ul>	<p><b><u>In writing</u></b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a suitable tone and level of formality</li> <li><input type="checkbox"/> use detail and generic features with increasing confidence</li> <li><input type="checkbox"/> structure writing with paragraphs, using topic sentences to guide the reader</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including punctuation) confidently</li> <li><input type="checkbox"/> use a varied and ambitious vocabulary</li> <li><input type="checkbox"/> spell most ambitious words and those with complex grapheme/phoneme correspondence</li> </ul>
	<b>4</b>	<p><b><u>In reading</u></b> a range of texts, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce implicit meaning using a range of evidence</li> <li><input type="checkbox"/> group and embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> analyse writer technique and effects of language with appropriate subject specific terminology</li> <li><input type="checkbox"/> explore a range of similarities and differences within and between texts with increasing confidence</li> </ul>	<p><b><u>In writing</u></b> that is suitable for context, audience and purpose, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> control a suitable tone and register throughout</li> <li><input type="checkbox"/> use detail and generic features with confidence</li> <li><input type="checkbox"/> use paragraphs for effect</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including punctuation) confidently</li> <li><input type="checkbox"/> use a varied and ambitious vocabulary</li> <li><input type="checkbox"/> spell most ambitious words and those with complex grapheme/phoneme correspondence</li> </ul>

<b>In reading</b>	<b>In writing</b>
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1	<p><b>In reading either</b> creative prose <b>or</b> non-fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consider different layers of meaning, explaining deeper significance</li> <li><input type="checkbox"/> embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> analyse writer technique and effects of significant language features with increasing confidence</li> <li><input type="checkbox"/> use comparative vocabulary to make accurate links within and between texts</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use imaginative detail including some figurative devices</li> <li><input type="checkbox"/> show clear structure and progression through paragraphing</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including punctuation) confidently</li> <li><input type="checkbox"/> use a varied and ambitious vocabulary</li> <li><input type="checkbox"/> spell ambitious words and those with complex grapheme/ phoneme correspondence</li> </ul>
2	<p><b>In reading either</b> creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> deduce implicit meaning using a range of evidence</li> <li><input type="checkbox"/> group and embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> analyse writer technique and effects of language with appropriate subject specific terminology</li> <li><input type="checkbox"/> explore a range of similarities and differences within and between texts with increasing confidence</li> </ul>	<p><b>In writing</b> creative prose students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop ideas in detail, controlling appropriate style to engage reader</li> <li><input type="checkbox"/> use paragraphs for effect</li> <li><input type="checkbox"/> manipulate sentence structures to create effect</li> <li><input type="checkbox"/> use imaginative and carefully considered vocabulary</li> <li><input type="checkbox"/> spell accurately with few errors</li> </ul>
3	<p><b>In reading either</b> creative prose, non fiction, Shakespeare <b>or</b> poetry, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain a range of meanings including deeper significance</li> <li><input type="checkbox"/> group and embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> analyse effects of structure and language, using subject specific terminology with confidence and accuracy</li> <li><input type="checkbox"/> begin to explore reasons behind differences and/ or similarities in texts</li> </ul>	<p><b>In writing</b> non fiction, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> control tone and formality with confidence</li> <li><input type="checkbox"/> develop ideas in detail, controlling appropriate style to engage reader</li> <li><input type="checkbox"/> use paragraphs for effect</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including passive forms) and punctuation confidently</li> <li><input type="checkbox"/> use imaginative and carefully considered vocabulary</li> <li><input type="checkbox"/> spell ambitious words and those with complex grapheme/ phoneme correspondence accurately with few errors</li> </ul>
4	<p><b>In reading</b> a range of texts, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain a range of meanings including deeper significance</li> <li><input type="checkbox"/> group and embed evidence into a response with a strong overview</li> <li><input type="checkbox"/> offer a critical analysis of effects of structure and language, using subject specific terminology which illuminates analysis</li> <li><input type="checkbox"/> confidently explore a range of similarities and differences within and between texts with confident exploration of contextual influence and effect</li> </ul>	<p><b>In writing</b> that is suitable for context, audience and purpose, students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manipulate tone, formality and stylistic features with confidence</li> <li><input type="checkbox"/> develop ideas in imaginative detail, including original imagery and figurative devices</li> <li><input type="checkbox"/> use paragraphs to position the reader</li> <li><input type="checkbox"/> vary sentences for effect, using complex structures (including passive forms) and punctuation confidently</li> <li><input type="checkbox"/> use imaginative and carefully considered vocabulary</li> <li><input type="checkbox"/> spell ambitious words and those with complex grapheme/ phoneme correspondence accurately with only occasional minor error</li> </ul>