



English Year 7	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
<p><b>Autumn / Spring:</b></p> <p>Telling Stories</p> <p>Modern Novel – <i>Coram Boy</i> – Jamila Gavin</p> <p><b>Spring / Summer</b></p> <p><i>A Midsummer Night's Dream</i> – William Shakespeare</p> <p>Poetry</p>	<p>Students working <b>towards</b> expected outcomes in Year 7 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarise key events, sometimes using supporting textual evidence</li> <li>Infer some meanings including character's thoughts and feelings</li> <li>Explain simply how literary devices might make readers respond to characters</li> <li>Identify similarities and differences between texts with some explanation of why these occur in <i>Telling Stories</i> unit</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Communicate ideas clearly with some material developed in detail</li> <li>Choose an appropriate style although this is not always sustained</li> </ul>	<p>Students working <b>at</b> expected in Year 7 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarise key ideas including synthesising from across a text, using apt quotations to support</li> <li>Identify how themes e.g. friendship, justice are developed, explain with supporting examples</li> <li>Explain clearly how writers' choices affect the way readers respond to characters and ideas using subject terminology e.g. <i>simile, pathetic fallacy</i></li> <li>Make connections between texts and the influences on them e.g. <i>the cultural values of the time a text is produced / received / set</i></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Communicate with some imaginative detail and develop ideas</li> <li>Consistently maintain the style of writing according to purpose and to interest readers</li> </ul>	<p>Students working <b>beyond</b> expected in Year 7 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Select and interpret textual reference with increasing precision to form critical views about ideas and characters</li> <li>Make connections across the novel to explain how themes have been explored</li> <li>Explain in depth Use a range of subject terminology with accuracy using glossaries in booklets</li> <li>Make connections between texts from different historical periods and track the influence of literary heritage texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write imaginatively in a variety of forms convincingly</li> <li>Use formal standard English appropriately</li> </ul>



	<ul style="list-style-type: none"><li>• Generally order ideas logically but not always clearly signalled</li><li>• Use paragraphs but with limited connections between</li><li>• Choose vocabulary for effect</li><li>• Use some appropriate linguistic devices but with some cliché</li><li>• Use some variety of sentences accurately</li><li>• Spell most regular words accurately with errors likely in homophones</li><li>• Use punctuation accurately, including for dialogue.</li><li>• Proofread their own work and correct some errors</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Speak with clarity</li><li>• Express and explain straightforward relevant ideas</li><li>• Organise talk</li><li>• Incorporate some devices to engage listeners e.g. <i>questions, intonation</i></li></ul>	<ul style="list-style-type: none"><li>• Structure and develop material clearly with clear links between paragraphs</li><li>• Choose varied and ambitious vocabulary for effect, mainly successfully</li><li>• Use a variety of language devices with a consciousness of effect</li><li>• Use a variety of sentences for clarity and effect</li><li>• Spell almost all words accurately with only occasional errors</li><li>• Use a full range of punctuation accurately</li><li>• Proofread their own work and correct most errors</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Speak clearly and confidently</li><li>• Explain some complex ideas and elaborate on details</li><li>• Organise talk thoughtfully to engage audiences and guide listeners through ideas</li></ul>	<ul style="list-style-type: none"><li>• Organise ideas thoughtfully with a reader in mind, signposting the direction of ideas</li><li>• Structure paragraphs for clarity and for effect making links thematically</li><li>• Choose ambitious vocabulary imaginatively and successfully for effect</li><li>• Use a wide range of linguistic devices successfully for effect</li><li>• Construct a wide range of sentences with an awareness of the effect these can have on readers and to emphasise meanings</li><li>• Spell a wide range of vocabulary accurately with rare inaccuracies where complex words are used</li><li>• Use a full range of punctuation accurately</li><li>• Proofread and edit their own work successfully</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Confidently lead talk</li><li>• Explain challenging ideas in a developed and detailed way</li><li>• Organise talk in a creative and imaginative way for clarity and engagement</li></ul>
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