

	1. Reading	2. Writing	3. Speaking and Listening
Mastered (X)	In addition to all of the points listed below, students will demonstrate skills consistently, judiciously and with a consciousness and conviction in relation to a range of literary and non-literary texts.	In addition to all of the points listed below, students will demonstrate skills consistently, judiciously and with a consciousness and conviction in relation to all writing tasks and approaches.	In addition to all of the points listed below, students will demonstrate skills consistently, judiciously and with a consciousness and conviction in relation to any context or task.
Good (G)	In addition to the points listed below, students will be able to: <input type="checkbox"/> Read increasingly challenging material independently <input type="checkbox"/> Know how to be able to offer evaluative comments in relation to texts <input type="checkbox"/> Know how to interpret implicit information <input type="checkbox"/> Know how to synthesise evidence from texts Explore effects of writer's methods on the reader Read a wide range of fiction and non-fiction – whole texts o Poems – pre-1914 o Magazines – literary <input type="checkbox"/> Make comparisons between texts o Make comparisons in terms of crafting of texts o Make comparisons in terms of intended effects and impact <input type="checkbox"/> Analyse bias <input type="checkbox"/> Know the context of the writing <input type="checkbox"/> Know how to apply critical interpretations <input type="checkbox"/> Make critical comparisons across texts <input type="checkbox"/> Challenge critical interpretations <input type="checkbox"/> Studying a range of authors o Writers from the literary canon <input type="checkbox"/> Evaluate the works of different writers <input type="checkbox"/> Comment on context <input type="checkbox"/> Analyse context Challenge the writer's views	In addition to the points listed below, students will be able to: <input type="checkbox"/> Write with a critical academic style <input type="checkbox"/> Use extensive vocabulary <input type="checkbox"/> Know about when to best use different sentence types <input type="checkbox"/> Know how to write about the effects of different sentence types <input type="checkbox"/> Know how to use sentences for effect <input type="checkbox"/> Know how to use paragraphs for effect <input type="checkbox"/> Know how to use a range of punctuation marks o Semi colons o Dashes o Speech marks <input type="checkbox"/> Have accurate spelling o Know exceptions to spelling rules <input type="checkbox"/> Use a variety of structures o Sentences for effect o Punctuation as structural features	In addition to the points listed below, students will be able to: <input type="checkbox"/> Use an effective range of strategies to engage the audience o Intonation to add impact o Use a range of non-verbal features for effect <input type="checkbox"/> Challenge views presented by others using appropriate verbal and non-verbal approaches
Developing (D)	In addition to the points listed below, students will be able to: <input type="checkbox"/> Read increasingly challenging material independently <input type="checkbox"/> Know how to summarise / offer precis o Know how to select evidence to support comments and interpretations o Know how to identify implicit information o Know how to synthesise evidence from texts <input type="checkbox"/> Read a wide range of fiction and non-fiction – whole texts o Poems – post 1914 o Prose – pre-1914 and post 1914 o Drama – pre-1914 and post 1914 o Newspapers – broadsheets / tabloids o Magazines – lifestyle o E-texts <input type="checkbox"/> Make comparisons between texts o Make comparisons in terms of ideas and attitudes presented o Make comparisons in terms of language techniques <input type="checkbox"/> Make inferences <input type="checkbox"/> Comment on bias <input type="checkbox"/> Studying a range of authors o Critically acclaimed contemporary writers <input type="checkbox"/> Analyse use of word classes <input type="checkbox"/> Analyse use of linguistic devices <input type="checkbox"/> Analyse structure	In addition to the points listed below, students will be able to: <input type="checkbox"/> To be able to write to explore and examine ideas <input type="checkbox"/> Write for a range of purposes o Write to argue, persuade or advise o Write to inform, explain or describe o Write to imagine, explore or entertain <input type="checkbox"/> Write for a range of audiences.	In addition to the points listed below, students will be able to: <input type="checkbox"/> Express information on a specific subject <input type="checkbox"/> Express points using vocabulary appropriate to audience and task <input type="checkbox"/> Respond and develop on questions / challenges made in relation to talk <input type="checkbox"/> Elaborate on talk with further ideas and insights where and when needed and insights where and when needed
Emerging (M)	Read increasingly challenging material independently o Know how to skim and scan for information o Know how to select appropriate aspects of texts for points of information o Know how to identify explicit information o Know how to interpret explicit information <input type="checkbox"/> Express how messages are conveyed in texts <input type="checkbox"/> Read a wide range of fiction and non-fiction – whole texts o Poems – post 1914 o Prose – post 1914 o Drama – post 1914 o Newspapers – tabloids o Magazines – lifestyle <input type="checkbox"/> Make comparisons between texts o Make comparisons in terms of text types o Make comparisons in terms of ideas o Re-read texts in order to make comparisons between them <input type="checkbox"/> Know the purpose of a text <input type="checkbox"/> Know the audience of a text <input type="checkbox"/> Develop a personal response <input type="checkbox"/> Support personal responses <input type="checkbox"/> Studying a range of authors o Writers representing a range of genres <input type="checkbox"/> Comment on word classes <input type="checkbox"/> Comment on linguistic devices <input type="checkbox"/> Comment on use and effect of structure <input type="checkbox"/> Comment on form. Simple use of subject terms. Pick out information.- Give some simple ideas related to explicit information.	<input type="checkbox"/> Write for a range of purposes o Write to inform, explain or describe <input type="checkbox"/> Use appropriate vocabulary <input type="checkbox"/> Know different sentence types <input type="checkbox"/> Know how to use a range of punctuation marks o Full stops o Commas o Exclamation marks <input type="checkbox"/> Have accurate spelling o Know spelling rules o Know strategies for learning spellings Have a sense of FAP (Form, Audience, Purpose). Structure: Write in an ordered way and begin to use paragraphs Use some simple connectives between sentences. Display some understanding of full stops, commas and capital letters.- Spellings: Spell high frequency words	Use Standard English confidently in a range of formal and informal contexts, including classroom discussion <input type="checkbox"/> Express own ideas <input type="checkbox"/> Express feelings <input type="checkbox"/> Organise and structure speech <input type="checkbox"/> Listen to the talk of others <input type="checkbox"/> Respond to the talk of others <input type="checkbox"/> Elaborate on talk with further ideas

