



Year 7 English

Age Related Expectations

-All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

The curriculum in key stage 3 builds on the knowledge and skills that pupils have been taught at key stage 2. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and pupils' confidence and competence in this area will continue to develop. Pupils are expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They build on their knowledge of grammar and vocabulary through analysing more challenging texts.

	Key Performance Indicators	Age Related Expectations
Speaking and Listening	<ul style="list-style-type: none"> - Talks and listens confidently in many different situations, including some formal situations. - Considers the audience to make sure what is being said is appropriate. - Interests listeners by varying expression and vocabulary. - Listens to others very carefully and ask questions to help develop their ideas. - Can perform a scripted scene making use of some dramatic techniques such as thought tracking and hot seating. use different dramatic techniques to convey action, character, atmosphere and tension - Can devise a performance considering how to adapt the performance for a specific audience. - Reflects on and evaluates their own presentations and those of others. 	<p>A child should speak confidently and effectively through using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>They should give short speeches and presentations, expressing their own ideas and keeping to the point.</p> <p>They are able to improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.</p>
Reading	<ul style="list-style-type: none"> - Maintains a positive attitude to reading and recommends books to their peers, giving reasons for their choice. Identifies and comments on relevant points, information, ideas and events in texts supported by using some quotations. - Makes correct inferences based on evidence from more than one place in the text. - Learns new vocabulary and understands it with the help of context and a dictionary. - Recognises a range of poetic conventions and can comment on how they have been used. 	<p>A child should be able to choose and read books independently for challenge, interest and enjoyment.</p> <p>A child should be able to understand increasingly challenging texts.</p> <p>They should read critically and make comparisons across texts.</p>
Writing (Composition)	<ul style="list-style-type: none"> - Identifies the audience for and purpose of, the writing. - Plans writing by developing initial ideas, drawing on reading and research if needed. - Writes clearly and appropriately for the audience and purpose. - Writes using a variety of sentence lengths, structures and subjects and select the most appropriate type for the task. - Uses a wide range of devices to build cohesion within paragraphs. - Uses expanded phrases and clauses to add detail and precision. - Can make changes to vocabulary and punctuation to enhance effects and clarify meaning. - Can establish and maintain a straightforward viewpoint. - Sequences ideas with direction and control. - Uses figurative language to develop descriptions. 	<p>By the end of year 7 a child should be increasingly able to write accurately, fluently, effectively and at length for pleasure. This will include non-fiction texts, stories and other imaginative writing.</p> <p>A child should understand how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>They should plan, draft, edit and proof-read through considering how their writing reflects the audience and purpose for which it was intended.</p>
Writing (Vocabulary, punctuation and grammar)	<ul style="list-style-type: none"> - Moves between levels of formality through selecting vocabulary precisely. Understands the different situations for using Standard and other varieties of English. - Selects the appropriate vocabulary to change and enhance meaning. - Applies the full range of punctuation taught at key stage 2 including brackets, colons, semi-colons and dashes. - Uses the subjunctive form when writing in a formal style. - Understands the use of the passive to affect the presentation of information in a sentence. 	<p>A child is applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p>
Transcription and Spelling	<ul style="list-style-type: none"> - Can spell words with complex suffix formations (especially, responsible, probably). - Knows the spelling of some words needs to be learnt specifically. - Uses a variety of strategies for spelling that can be applied to previously unseen words. - Can spell high frequency words with unstressed vowels (definitely, interesting, business) - Uses prefixes and suffixes accurately. 	<p>A child is applying the spelling patterns and rules learnt in KS1 & KS2.</p> <p>They maintain legibility, fluency and speed in handwriting.</p>