

# Year 7 Progress in English



This ladder shows you how to make good progress in English over the course of Year 7.

## READING SKILLS

	<b>Understanding and Response - (Ideas, Evidence, Evaluation)</b>	<b>Analysis of Language and Structure (Techniques, Terms, Comments)</b>	<b>Connections (Context, Comparisons)</b>
<b>WT9</b>	Build consistently developed ideas, starting to evaluate different meanings, Embed and link/cluster precise and apt evidence to support interpretations in open book exercises. In closed book exercise, Use apt and precise quotations.	Discuss a wide range of writers' choices within texts, consistently Apply accurate terminology at word, sentence and text level when discussing texts and sometimes evaluate, offering multiple ideas about how writers' choices in a text might affect the reader and start to look at how parts of a text work together.	Explore how different aspect of context, such as: biographical, cultural, political, have influenced the text and reactions to it. Develop thoughtful comparisons with cross-referencing, analysing the different effects created.
<b>WT8</b>	Explain ideas with thoughtful detail. Show some awareness of patterns, links and/or different interpretations. Use a range of the most apt and precise quotations to support ideas.	Consistently identify and comment on a wide range of features, patterns and details within texts. Consistently apply mostly accurate terminology at word, sentence and text level when discussing texts. Consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered.	Develop relevant links between the text and contextual factors/ reactions. Draw out a range of relevant precise comparisons with specific examples.
<b>WT7</b>	Clearly explain a range of ideas. Understand less obvious meanings. Use a range of relevant quotations to support ideas.	Consistently identify and comment on a range of writers' choices within texts. Apply a range of accurate terminology at word, sentence and text level when discussing texts. Often offer specific comments about how writer's choices in a text might affect the reader	Make some specific links between the text and its historical context. Draw out some relevant specific similarities and differences with specific examples.
<b>WT6</b>	Start to explain my ideas. Understand implicit information. Use some quotations to support my ideas.	Identify and sometimes comment on a range of writers' choices within texts. Apply a range of terminology at word, sentence or text level when discussing texts. Sometimes offer specific comments about how writer's choices in a text might affect the reader, but a lot of my responses to writer's choices are general.	Link general historical knowledge to the text. Make clear links with general examples.
<b>WT5</b>	Give a number of relevant ideas. Make some clear references to the text.	Identify and sometimes comment on a range of writers' choices within texts. Apply some terminology, sometimes insecurely, at word, sentence or text level when discussing texts. Offer general comments about how writer's choices in a text might affect a reader.	Show some historical knowledge about the time the text was written or implicit contextual knowledge. Make straightforward links between texts.
<b>WT4</b>	Give some relevant ideas. Refer to general things that happened in the text to support my ideas.	Identify a range of simple features that a writer has used within texts. Occasionally use accurate terminology to describe texts. Sometimes offer general comments about how writer's choices in a text might affect a reader.	Say who wrote the text and when or show some awareness of the time period. Write about more than one text in my work when I am asked to.
<b>WT3</b>	Pick out information. Give some simple ideas related to explicit information. Talk about the text, even if it's not always relevant.	Identify one or two simple features that a writer has used within texts. Occasionally use simple terminology to describe texts. Offer simple opinions on the effectiveness of writer's choices.	
<b>WT2</b>	Give/find some facts about what happened in the text.	Identify words and phrases that capture the reader's interest, Use one or two items of subject terminology to describe texts with support and sometimes offer opinions on the effectiveness of writer's choices	
<b>WT1</b>	Give some basic facts about the text.	Identify favourite words and phrases from what I read, recognise some patterns and details in the texts I encounter and show my understanding of what words mean in texts	

# WRITING SKILLS

	Style and Impact	Organisation	Sentences and Punctuation	Vocabulary	Spelling
WT9	Communicate a range of convincing and imaginative ideas. craft stylistic choices to create effects and enhance impact.	Effectively organise detailed connected ideas. Integrate discourse markers and structural choices to create effects.	Construct a wide range of sentence structures, often with effects and sometimes impact. Use the full range of punctuation with consistent accuracy and for a variety of effects.	Choose precise, extensive and ambitious vocabulary to suit my purpose.	Spell with a high level of accuracy, including irregular and polysyllabic vocabulary.
WT8	Effectively communicate developed ideas in a way that would hold the reader's interest. Consistently match stylistic choices to the form, audience and purpose.	Organise my writing in a controlled way to create effects. Paragraphing/structure/linking devices are sometimes used to create effects.	Construct an increasing variety of sentence structures, often with effects. Use a wide range of punctuation mostly with success and for a variety of effects.	Choose extensive and ambitious vocabulary, mostly precisely, to suit my purpose.	Spell generally accurately, including a range of irregular and polysyllabic vocabulary.
WT7	Clearly communicate with imaginative detail. Demonstrate sound awareness of writing for a number of different audiences and styles, both formal and informal. Ideas, tone and language choices are mostly matched to form, audience and purpose.	Organise my writing so that it is well-structured. Consistently Use appropriate paragraphs. Use a range of linking techniques appropriately.	Construct a variety of sentence structures, sometimes for effect. Use a range of punctuation mostly with success and sometimes for effect.	Choose increasingly sophisticated vocabulary to suit my purpose.	Spell generally accurately, including a range of polysyllabic vocabulary.
WT6	Clearly Communicate ideas, developed with some imaginative detail. Demonstrate sound awareness of how to write in a number of different purposes and show some awareness of writing for a particular audience. some selection of sentences and vocabulary attached to form, purpose and/or audience.	Organise ideas clearly, likely with a clear beginning and ending. Consistently Use paragraphs, but not always appropriately. Use more complex connectives, not always appropriately (e.g. subordinating conjunctions).	Construct a variety of sentence structures using more complex connectives (e.g. subordinating conjunctions) Use a range of punctuation mostly with success.	Show a wide range of vocabulary with some complexity in my work, with some effective choices.	Spell most common vocabulary accurately with some polysyllabic vocabulary secured.
WT5	Clearly Communicate relevant ideas developed with some detail. show some awareness of a number of different forms and some purposes. show some control over sentence types.	Put ideas in an order that makes sense. Use some paragraphs. Use a range of simple connectives.	Construct a variety of sentence structures using a range of simple connectives. Show some control of a wider range of punctuation, with assured control of full stops and commas.	Show a range of common vocabulary in my work with some effective choices.	Spell most common vocabulary accurately.
WT4	Communicate a number of simple relevant ideas. show some awareness of the form and purpose of the writing, even if not all the time.	Put ideas in an order that mostly makes sense. Show awareness of paragraphing (one-sentence paragraphs) Use a number of simple connectives within and between paragraphs.	Construct and succeed with a variety of sentence types using a number of simple connectives. show some control of a wider range of punctuation.	Show some range of vocabulary in my work, expanding my choices beyond general words I know.	Usually spell common vocabulary correctly, including words with more than one syllable.
WT3	Produce some simple relevant ideas which someone else could understand. Use the main features of the type of writing (e.g. letter, article)	Loosely organise ideas. Make some links between sentences and ideas. Use some simple connectives between sentences.	Attempt a variety of sentence types with simple connectives. Usually show accurate end of sentence punctuation, with some control of the comma.	Begin to make varied and deliberate word choices in my writing.	Usually spell common vocabulary correctly.
WT2	Produce some simple relevant ideas on my own. Use the main features of stories when writing a narrative.	Loosely organise ideas. Use some connecting words like 'and'.	Use mostly simple sentences with simple connecting words. Display some understanding of full stops, capital letters and commas. Put most of my words in the right order.	Begin to make deliberate word choices in my writing.	Get some of my spellings accurate in my writing.
WT1	Produce some simple relevant ideas with help.	Write ideas in the order I think of them.	Join ideas together with 'and' and sometimes Put these ideas into sentences. Use some full stops and capital letters. Put some of my words in the right order.	Use simple words in my own writing.	Get a few of my spellings accurate in my writing.

*"It's not how high you can climb but how you climb and your attitude that matters"*

