Year 7 English	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
Attainment Target 1 (AT1) Comprehension: Read, understand andrespond to texts	Word connotations and associations begin to be explored. Word connotation is reliant on experience	*Increasing ability to accept that different connotations can co-exist.* Layers of meaning are explored with confidence	*Responses treat words and phrases as symbolic codes with different possible connotations and resonances*	*Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary*
Attainment target 2 (AT2) Contextual understanding	Explain and justify how texts relate to audience, purpose time and culture, differentiating between writers' use of fact and opinion and recognise them as language used by writers to influence readers Identify some conventions of form and genre, recognising texts that contain features from more than one genre	Explore how the context in which texts are set and written can alter meaning,	Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning.	*Explore how the context in which texts are set,* **written** *and read can bias and influence an audience's understanding of its meaning.*
Attainment target 3 (AT3) Summary, synthesis and comparison of content	Recall, skim and scan to extract and present information, organising notes of the main ideas (using quotation, reference to the text, own words) Comments begin to reason/argue why these variables are used and how they relate to a writer's purpose and viewpoint	Recall ideas, and skim and scan to extract information about a given focus, making choices about content, presentation and organisation of notes Comments reason/argue why these variables are used and how they relate to a writer's purpose and viewpoint	Recall ideas, and skim and scan to extract information about a chosen focus, including abstract themes, making choices about content, presentation and organisation of notes Comparison recognises multiple variables (e.g. form, content, mood, viewpoint) and analyses how they are linked to purpose, viewpoint and context (credible links)	Recall ideas, and skim and scan to extract information to **justify** and evidence an argument, making choices about content, presentation and organisation of notes. Comparison selects the variables (e.g. content and form) that are most enlightening to explore how they convey writers' purposes, viewpoints and contexts (convincing and apt links)
Attainment target 4 (AT4) Commenting on language and structure	Discuss how writers use language, including figurative language, considering the impact on the reader. Read books that are structured in different ways and identify how structure, and presentation contribute to meaning Discuss how the organisation of a text supports the writer's purpose . Identify and discuss themes in a wide range of writing	Discuss how writers use language, including figurative language at word and phrase level, explaining the impact on the reader including the cumulative use of figurative language. Recognise and comment on a writer's presentation, organisation of a text and use of main structural features and how these guide the reader Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these	Discuss and analyse, how the writer uses language to build meaning across a text, explaining the effect on the reader, and what this suggests about writer's intentions Recognise and explain how the presentation, organisation of the text/s and specific structural features affect the reader Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop	Discuss and analyse, how the writer uses language, including the cumulative use of figurative language (e.g. extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions
Attainment target 5 (AT5) Comparison and evaluation of methods	Discuss how authors use presentation and language, including figurative language, considering the impact on the reader Make comparisons between information, characters or events within and between texts, giving examples	Discuss and compare writers' methods and choices (e.g. use of character viewpoint, dialogue, structural features, presentation, choice of vocabulary), considering the impact on the reader	Discuss and compare the impact of writers' methods within and across texts, considering the intended impact on the reader	Compare and evaluate a self-selected range of writers' methods, arguing for or against possible reader responses/writers' intentions
Attainment target 6 (AT6) Spelling, punctuation and grammar	Managing style matched to purpose, context, audience Selection and sequencing of ideas Punctuating sentences Spelling is irregular.	Purpose established, attempts to adopt appropriate style Ideas are sequenced Sentences not always demarcated with capital and end stop Mainly speech like vocabulary used with some relevance	Purpose of writing is clear. Style range limited (e.g. formal registers less successful) Ideas are relevant and generally clustered More limited range of punctuation. End stop, commas in lists and speech punctuation likely. Use familiar vocabulary with some effect Some knowledge of homophones, commonly mis-spelt words and word roots with affixes	Selects features matched to purpose, appropriate to context and audience Sequencing of relevant ideas is clear and appropriate Punctuation generally accurate Varied vocabulary with some complex words spelled accurately

Year 8 English	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
Attainment Target 1 (AT1) Comprehension: Read, understand and respond to texts	Infers based on personal experience or straightforward response. Inferences become more empathetic to the situation in the text and refer to evidence	Inferences begin to take account of the writer's intention and are made using an increasing evidence base.	Inferences build a cohesive view of writer's intentions, ideas and viewpoint Evidence for inferences is selected to build a response	Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary Show understanding by reading aloud/performing texts using intonation, volume, paceand movement to make meaning clear (including my own written compositions)
Attainment target 2 (AT2) Contextual understanding	Explore how the context in which texts are set and written can alter meaning, Differentiate between writers' use of fact and opinion to influence readers	Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning Differentiate between writers' use of fact and opinion to influence readers	Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader	Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning. Analyse why a writer has chosen to use certain forms, genres or levels of formality within a text.
Attainment target 3 (AT3) Summary, synthesis and comparison of content	Recall ideas, and skim and scan to extract information about a given focus, making choices about content, presentation and organisation of notes Select and summarise the main similarities and/or differences between texts in their own words	Recall ideas, and skim and scan to extract information about a chosen focus, including abstract themes, making choices about content, presentation and organisation of notes Select and summarise information and abstract themes, (e.g. love, friendship, truth)	Recall ideas, and skim and scan to extract information to justify and evidence an argument, making choices about content, presentation and organisation of notes Select, summarise and compare the presentation of information, ideas and/or abstract themes (e.g. the theme of love, in contrasting poems)	Recall ideas, and skim and scan to extract information to justify and evidence an argument, making choices about content, presentation and organisation of notes Clear line of argument as to how well a writer's intentions have been met with reference to aspects of style.
Attainment target 4 (AT4) Commenting on language and structure	Discuss how writers use language, including figurative language at word and phrase level, explaining the impact on the reader including the cumulative use of figurative language Recognise and comment on a writer's presentation, organisation of a text and use of main structural features and how these guide the reader Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these	Discuss and analyse, how the writer uses language to build meaning across a text, explaining the effect on the reader, and what this suggests about writer's intentions Recognise and explain how the presentation, organisation of the text/s and specific structural features affect the reader Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop	Discuss and analyse, how the writer uses language, including the cumulative use of figurative language (e.g. extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions Analyse how writers' presentation, organisation of texts and structural features affect the reader and reflect writer's purpose	Discuss and analyse, how the writer uses language, including the cumulative use of figurative language (e.g. extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions Analyse how writers' presentation, organisation of texts and structural features affect the reader and reflect writer's purpose Explore the ways the writer has developed a character, key theme or argument throughout the text, using evidence to explain
Attainment target 5 (AT5) Comparison and evaluation of methods	Discuss and compare writers' methods and choices (e.g. use of character viewpoint, dialogue, structural features, presentation, choice of vocabulary), considering the impact on the reader	Discuss and compare the impact of writers' methods within and across texts, considering the intended impact on the reader	Compare and evaluate a self-selected range of writers' methods, arguing for or against possible reader responses/writers' intentions	Draw together evidence from a range of places to back up ideas about explicit and implicit meaning and synthesise into an integrated response
Attainment target 6 (AT6) Spelling, punctuation and grammar	Purpose established, attempts to adopt appropriate style Ideas are sequenced Sentences not always demarcated with capital and end stop Mainly speech like vocabulary used with some relevance	Purpose of writing is clear. Style range limited (e.g. formal registers less successful) Ideas are relevant and generally clustered More limited range of punctuation. End stop, commas in lists and speech punctuation likely. Use familiar vocabulary with some effect Some knowledge of homophones, commonly mis-spelt words and word roots with affixes	Selects features matched to purpose, appropriate to context and audience Sequencing of relevant ideas is clear and appropriate Punctuation generally accurate Varied vocabulary with some complex words spelled accurately	Tone, style and register generally matched to the task Selection and sequencing of ideas begins to be used for effect (e.g. emphasis, bias, pace) Range of punctuation used, mostly with success Vocabulary is chosen for effect

Year 9 English	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
Attainment Target 1 (AT1) Comprehension: Read, understand and respond to texts	Begins to explore how knowledge of setting and writing contexts can alter meaning Uses understanding of context to inform response Comments on the effect of genre conventions on the reader	Explores how knowledge of setting and writing context can alter meaning Uses understanding of context to inform different possible responses Comments on the possible effects of genre conventions on the reader	An understanding of setting and writing context is used to inform responses. Clear awareness that different responses are possible. Choice of genre conventions is identified and linked to a writer's purpose and intentions.	Show understanding by reading aloud/performing texts using intonation, volume, pace and movement to make meaning clear (including my own written compositions) Check the text makes sense and build a coherent interpretation of explicit and implied meanings by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring alternative perspectives Evaluate texts, justifying opinions and considering writers' intentions, making clear reference to specific elements of the text and connections with other texts and experiences
Attainment target 2 (AT2) Contextual understanding	Explore how the context in which texts are set and written can alter meaning, Differentiate between writers' use of fact and opinion to influence readers Comment on form and genre, recognising generic features and shifts in formality	Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader Differentiate between writers' use of fact and opinion to influence readers	Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning Analyse why a writer has chosen to use certain forms, genres or levels of formality within a text and how these affect the reader Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader	Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning. Analyse why a writer has chosen to use certain forms, genres or levels of formality within a text and how these affect the reader
Attainment target 3 (AT3) Summary, synthesis and comparison of content	Recall ideas, and skim and scan to extract information about a given focus, making choices about content, presentation and organisation of notes Select and summarise the main similarities and/or differences between texts in their own words	Recall ideas, and skim and scan to extract information about a chosen focus, including abstract themes, making choices about content, presentation and organisation of notes Select and summarise information and abstract themes, (e.g. love, friendship, truth) and compare similarities and differences in main ideas and information	Recall ideas, and skim and scan to extract information to justify and evidence an argument, making choices about content, presentation and organisation of notes Select, summarise and compare the presentation of information, ideas and/or abstract themes (e.g. the theme of love, in contrasting poems) Discuss and analyse, how the writer uses language, including the cumulative use of figurative language (e.g. extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions	Recall ideas, and skim and scan to justify and evidence an argument, synthesising information through choices about content, presentation and organisation of notes Select and draw together similarities and/or differences of perspective and patterns of ideas, making links within and between texts and synthesising in my own words
Attainment target 4 (AT4) Commenting on language and structure	Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these	Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop	Analyse how writers' presentation, organisation of texts and structural features affect the reader and reflect writer's purpose Explore the ways the writer has developed a character, key theme or argument throughout the text, using evidence to explain	Discuss and analyse patterns in language, pulling different examples together to evaluate how a writer creates meaning Analyse and evaluate how the writer's use of presentation and structure links to language, ideas and themes and the overall effect on the reader Comment on the ways the writer's key purpose or message is developed through smaller details, such as minor characters or a subplot, as well as through larger structural features (main characters/storyline)
Attainment target 5 (AT5) Comparison and evaluation of methods	Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods	Draw together evidence from a range of places to back up my ideas about explicit and implicit meaning Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods	Draw together evidence from a range of places to back up ideas about explicit and implicit meaning and synthesise into an integrated response Use a range of analytical vocabulary, choosing when to use terminology to analyse the writer's/speaker's methods	Discuss, compare and evaluate multiple methods, constructing a robust argument to justify personal opinion Draw together evidence from a range of places to back up ideas about explicit and implicit meaning and synthesise into a convincing argument
Attainment target 6 (AT6) Spelling, punctuation and grammar	Purpose of writing is clear. Style range limited (e.g. formal registers less successful) Ideas are relevant and generally clustered More limited range of punctuation. End stop, commas in lists and speech punctuation likely. Use familiar vocabulary with some effect Some knowledge of homophones, commonly mis-spelt words and word roots with affixes	Selects features matched to purpose, appropriate to context and audience Sequencing of relevant ideas is clear and appropriate Punctuation generally accurate Varied vocabulary with some complex words spelled accurately	Tone, style and register generally matched to the task Selection and sequencing of ideas begins to be used for effect (e.g. emphasis, bias, pace) Range of punctuation used, mostly with success Vocabulary is chosen for effect	Tone, style and register match the task and are sustained Selection and sequencing of ideas is controlled and is used for effect on the reader (e.g. emphasis, bias, pace) Punctuation consistently accurate and effective Vocabulary choices match viewpoint and purpose. Complex and irregular words generally accurate