

# All Years- Key Performance Indicators- Writing- SPAG

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

	Novice	Emerging	Developing	Secure	Mastered
Spelling	<ul style="list-style-type: none"> <li>I write the correct letter when sounding out words.</li> <li>I break spellings up into sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I spell common words correctly.</li> <li>I spell some words with contracted forms (I'm, they're.)</li> </ul>	<ul style="list-style-type: none"> <li>I spell most words correctly, particularly those which are seen regularly.</li> </ul>	<ul style="list-style-type: none"> <li>I spell with accuracy, including uncommon vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I spell common and uncommon words with consistent accuracy.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>I start most sentences with a capital letter. Tt</li> <li>I use full stops to end sentences and sometimes use exclamation marks and question marks. . ? !</li> </ul>	<ul style="list-style-type: none"> <li>I use exclamation marks and question marks appropriately. ! ?</li> <li>I use commas to separate clauses.</li> </ul>	<ul style="list-style-type: none"> <li>I use dashes and brackets to add additional information to my sentences. ( ) -</li> <li>I use apostrophes to show possession and contraction. 's They're</li> </ul>	<ul style="list-style-type: none"> <li>I use semicolons to separate related sentences, or to list. ;</li> <li>I use colons to separate related sentences, or to introduce a list. :</li> </ul>	<ul style="list-style-type: none"> <li>I consistently use a range of punctuation accurately, which helps to clarify meaning and adds to the tone that I am trying to create.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>I write simple sentences accurately.</li> <li>I use coordinating conjunctions in my sentences (for, and, nor, but, or, yet, so)</li> </ul>	<ul style="list-style-type: none"> <li>I use complex sentences in my writing. This means that my sentence contains a subordinate clause.</li> </ul> <p>If the sun hadn't been shining, he may have been miserable.</p>	<ul style="list-style-type: none"> <li>I use adverbs and connectives in my sentences.</li> </ul> <p>Adverb= interestingly, regularly.</p> <p>Connectives= firstly, furthermore, to illustrate this, equally, consequently,</p>	<ul style="list-style-type: none"> <li>My choice of grammatical structures usually reflects the formality of the task.</li> </ul>	<ul style="list-style-type: none"> <li>I use my grammatical structures to reflect the formality of my writing and change levels of formality in a piece of writing where appropriate.</li> </ul>

# Year 7- Key Performance Indicators- English (Reading)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E7.1: To identify and interpret information and find evidence.

Emerging	Developing	Secure	Mastering
With support, I can identify information from a text and sometimes give evidence.	I can identify information from a text and give accurate evidence to support my ideas. I begin to explain my evidence.	I identify information from a text, providing evidence to support my ideas. I begin to make inferences.	I consistently identify and make inferences on a range of information from a text and give detailed explanations of my evidence.

## E7.2: To identify, explain and analyse the writer's use of language and structure.

Emerging	Developing	Secure	Mastering
With support, I can identify devices that a writer uses in a text, and I begin to explain why they've been used.	I can independently identify devices used in a text, and explain why they've been used.	I can identify a range of devices used in a text, and explain why they've been used in some detail.	I consistently appreciate how the writer's choice of devices impact on the reader, and explain the purpose of the devices in detail.

## E7.3: To compare texts.

Emerging	Developing	Secure	Mastering
With support, I can find some similarities and differences between texts. I begin to explain my ideas.	I can independently find the similarities and differences between texts and explain my ideas on them.	I can find a range of similarities and differences between texts and explain (in some detail) my ideas on them.	I consistently identify a range of thoughtful comparisons between texts. I explain the purpose of the compared features.

## E7.4: To evaluate texts.

Emerging	Developing	Secure	Mastering
With support, I can make comments on whether a text is successful.	I can independently give my opinion on whether a text is successful and begin to explain why it is successful with support.	I begin to independently explain whether a text is successful and why it is successful.	I can consistently give my judgements on whether a text is successful and explain my ideas in detail.

## E7.5: To identify and comment on the effect of social and historical context.

Emerging	Developing	Secure	Mastering
With support, I show an understanding of social and historical context.	I can link my understanding of context to the text I am reading.	I can independently explain how the context has had an effect on the text.	I can consistently explain how the context has had an effect on the text.

# Year 7- Key Performance Indicators- English (Writing)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E7.6: Using interesting vocabulary and language devices.

<b>Emerging</b> With support, I can use some interesting adjectives and devices to describe.	<b>Developing</b> I can use similes and metaphors. I use CASSIE and FEARRS to make my work more engaging.	<b>Secure</b> I can use a range of exciting vocabulary in my writing. I can use some developed devices such as personification.	<b>Mastering</b> I consistently use a range of exciting vocabulary and begin to use language to create atmosphere in my writing.
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## E7.7: Paragraphing your writing.

<b>Emerging</b> I begin to use paragraphs in my writing, but sometimes need to be reminded to use them.	<b>Developing</b> I begin to use TiPToP to paragraph my writing, changing paragraph for a change in: <b>time, place, topic</b> or <b>person</b> .	<b>Secure</b> I can paragraph my work using TiPToP. Changing paragraph for a change in: <b>time, place, topic</b> or <b>person</b> .	<b>Mastering</b> I begin to paragraph effectively, opening and closing paragraphs with devices to maintain my reader's interest.
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## E7.8: Communication and stylistic writing.

<b>Emerging</b> I respond to writing tasks with support. I write in the correct form (letter, diary entry etc.). My meaning is usually clear.	<b>Developing</b> I respond to writing tasks independently and in some detail. My meaning is clear and I use devices in my work.	<b>Secure</b> I use devices which reflect the formality of the task. My writing begins to engage my reader, because of the choices I have made.	<b>Mastering</b> I consistently use devices which reflect the formality of the task. I maintain the interest of my reader in my writing.
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Term	KPI Focuses	I am successful in this KPI, because I can already...	In order to further progress this term, I will need to...
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# Year 8- Key Performance Indicators- English (Reading)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E8.1: To identify and interpret information and find evidence.

<p><b>Emerging</b> I can identify information from some challenging texts, and sometimes give evidence.</p>	<p><b>Developing</b> I can identify information from a challenging text and give accurate evidence. I explain my evidence in some detail.</p>	<p><b>Secure</b> I identify information from a challenging text, providing evidence to support my ideas. I make inferences based on my evidence and explain ideas in detail.</p>	<p><b>Mastering</b> I consistently identify and make inferences on range of information from challenging texts and give a range of interpretations of my evidence.</p>
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## E8.2: To identify, explain and analyse the writer's use of language and structure.

<p><b>Emerging</b> I can identify devices that a writer uses in a challenging text and I begin to explain why they've been used.</p>	<p><b>Developing</b> I can independently identify a range of devices used in a challenging text and explain why they've been used.</p>	<p><b>Secure</b> I can consistently identify a range of devices in a challenging text. I begin to analyse my evidence, giving my ideas on why a device has been used and the effect on the reader.</p>	<p><b>Mastering</b> I consistently analyse a range of devices in a text, exploring quotes in detail. I give a range of interpretations on my evidence and explain fully why it has an impact on a reader.</p>
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## E8.3: To compare texts.

<p><b>Emerging</b> I can find some similarities and differences between challenging texts. I explain my ideas.</p>	<p><b>Developing</b> I can independently find the similarities and differences between challenging texts and explain my ideas on them in detail.</p>	<p><b>Secure</b> I can find a range of similarities and differences between challenging texts and begin to analyse the evidence from each text.</p>	<p><b>Mastering</b> I consistently identify a range of thoughtful comparisons between challenging texts. I analyse the purpose and impact of the compared features.</p>
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## E8.4: To evaluate texts.

<p><b>Emerging</b> I can make comments on whether a text is successful and explain why it is successful.</p>	<p><b>Developing</b> I can independently give my opinion on whether a text is successful, finding SITE features. I explain my judgement.</p>	<p><b>Secure</b> I independently make judgements on the success of SITE features in a text. I begin to analyse my evidence.</p>	<p><b>Mastering</b> I can consistently give my judgements on whether a text is successful and my analysis of SITE fully supports my ideas.</p>
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## E8.5: To identify and comment on the effect of social and historical context.

<p><b>Emerging</b> I show an understanding of social and historical context.</p>	<p><b>Developing</b> I can link, in some detail, my understanding of context to a text.</p>	<p><b>Secure</b> I can independently explore how the context has had an effect on the text and the choices made by the writer.</p>	<p><b>Mastering</b> I can consistently explore how the context has had an effect on the text and the choices made by the writer.</p>
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# Year 8- Key Performance Indicators- English (Writing)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E8.6: Using interesting vocabulary and language devices.

<b>Emerging</b> With support, I can use a range of interesting devices to describe. I begin to use exciting language.	<b>Developing</b> I can use a range of devices independently. I use a range of CASSIE and FEARRS to make my work more engaging.	<b>Secure</b> I can use a range of exciting vocabulary in my writing. I consider the impact that my language will have on the reader.	<b>Mastering</b> I consistently use a range of exciting vocabulary, and I use language and devices to create an effect on my reader.
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## E8.7: Paragraphing your writing.

<b>Emerging</b> I use paragraphs in my writing, but they are sometimes incorrect.	<b>Developing</b> I can use TiPToP to paragraph my writing, changing paragraph for a change in: <b>time, place, topic</b> or <b>person</b> .	<b>Secure</b> I open and close paragraphs with devices to maintain my reader's interest.	<b>Mastering</b> I experiment with paragraphing to make my writing more engaging, using one line paragraphs, and dual narratives when appropriate.
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## E8.8: Communication and stylistic writing.

<b>Emerging</b> I respond to writing tasks with some support. I write in the correct form (letter, diary entry etc.). My meaning is usually clear.	<b>Developing</b> I respond to writing tasks independently and in detail. My meaning is clear and my writing begins to suit the formality of the task.	<b>Secure</b> I use a range of devices which reflect the formality of the task. My writing engages my reader, because of the choices I have made.	<b>Mastering</b> I use structural and language features which reflect the formality of the task. I maintain the interest of my reader in my writing.
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Term	KPI Focuses	I am successful in this KPI, because I can already...	In order to further progress this term, I will need to...
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# Year 9- Key Performance Indicators- English (Reading)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E9.1: To identify and interpret information and find evidence.

Emerging	Developing	Secure	Mastering
I can identify accurate information from some challenging texts, and give evidence to support my ideas. I begin to explain what evidence implies.	I can identify information from challenging texts with consistent accuracy. I give a clear explanation of my inferences.	I consistently identify and make thoughtful inferences on a range of information from challenging texts and give a range of interpretations of my evidence.	I can read a text critically and explain, in a detailed way, the thoughtful inferences that I have made about challenging texts, consistently supporting ideas with selective references.

## E9.2: To identify, explain and analyse the writer's use of language and structure.

Emerging	Developing	Secure	Mastering
I can identify a range of devices that a writer uses in a challenging text and I explain why they've been used.	I can consistently identify a range of devices used in a in a text. I can explain, in some detail, why they have been used and how they influence the reader.	I can consistently identify a range of devices in a challenging text. I analyse my evidence, giving detailed ideas on why a device has been used and the effect on the reader.	I consistently analyse a range of devices in a text. I give a range of thoughtful interpretations on my evidence. I consider how the device influences the reader.

## E9.3: To compare texts.

Emerging	Developing	Secure	Mastering
I can find the similarities and differences between challenging texts and explain my ideas on them.	I can find a range of similarities and differences between challenging texts and support my explanations with selective evidence.	I consistently identify a range of thoughtful comparisons between challenging texts. I analyse the purpose and impact of the compared features.	I consistently identify a range of thoughtful comparisons between challenging texts. I analyse in detail, the similarities and contrasts between the texts. I consider how the reader would be influenced.

## E9.4: To evaluate texts.

Emerging	Developing	Secure	Mastering
I can give my opinion on whether a text is successful and explain my ideas on why. I can find SITE features.	I can independently give my opinion on whether a text is successful, finding a range of SITE features. I explain my judgement in detail and support my ideas.	I independently make judgements on the success of SITE features in a text. I analyse my evidence.	I can consistently give my judgements on whether a text is successful. My detailed analysis of SITE features fully supports my judgements.

## E9.5: To identify and comment on the effect of social and historical context.

Emerging	Developing	Secure	Mastering
I can link context to a text.	I can link, in detail, my understanding of context to a text.	I explore and explain how the context has had an impact on the text and the choices made by the writer.	I can consistently explore how the context has had an impact on the text and the choices made by the writer. This supports my analysis.

# Year 9- Key Performance Indicators- English (Writing)

Cycle 1- Pink

Cycle 2- Amber

Cycle 3- Green

## E9.6: Using interesting vocabulary and language devices.

<b>Emerging</b> I can use a range of devices in my writing. I use some exciting language. I Begin to use CASSIE and FEARRRS.	<b>Developing</b> I can use a range of devices independently. I use a range of CASSIE and FEARRS appropriately to make my work more engaging.	<b>Secure</b> I can consistently use a range of exciting vocabulary and sophisticated devices in my writing. I consider the impact that my language will have on the reader.	<b>Mastering</b> I consistently use a range of impressive vocabulary and I use language and devices to create and effect on my reader and maintain their engagement.
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## E9.7: Paragraphing your writing.

<b>Emerging</b> I can use TIPToP to paragraph my writing, changing paragraph for a change in: <b>time, place, topic</b> or <b>person</b> .	<b>Developing</b> I paragraph effectively, opening and closing paragraphs with devices to maintain my reader's interest. I link paragraphs where appropriate.	<b>Secure</b> I experiment with paragraphing to make my writing more engaging, using one line paragraphs, and dual narratives when appropriate.	<b>Mastering</b> My paragraphing contributes to the overall effectiveness of my work. I experiment with paragraphing which heightens the impact of my work.
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## E9.8: Communication and stylistic writing.

<b>Emerging</b> I respond to writing tasks in detail. I write in the correct form (letter, diary entry etc.). My meaning is clear.	<b>Developing</b> I respond to writing tasks independently and in detail. My meaning is clear and my writing suits the formality of the task.	<b>Secure</b> I use a range of devices which reflect the formality of the task and contribute to its effectiveness. My writing engages my reader, because of the choices I have made.	<b>Mastering</b> I consistently use structural and language features which reflect the formality of the task. I maintain the interest of my reader in my writing, evoking a reader reaction.
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Term	KPI Focuses	I am successful in this KPI, because I can already...	In order to further progress this term, I will need to...
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