

YEAR 7

READING

READING FOR MEANING

READING SKILLS

Reference	Summary	Objective	Guidance
R7.1A	Reading accurately with understanding and developing skills to counter misunderstanding.	Use strategies to decode unfamiliar words.	The student is able to decode and understand age-appropriate texts, identifying their lapses in comprehension.
		Read largely accurately and with understanding.	The student is able to use immediate context to clarify an unfamiliar word's meaning and is able to use a dictionary.

KEY POINTS

Reference	Summary	Objective	Guidance
R7.1B	Identifying and retrieving significant ideas and information.	Identify and retrieve key points of information in a text or in spoken language.	The student is able to retrieve key information from a text in response to specific questioning.
R7.1C	Summarising.	Identify and paraphrase key information in a text or in spoken language.	The student is able to respond to specific questioning, accurately expressing key information in their own words.
R7.1D	Linking significant ideas and points of information, in order to compare, contrast and/or combine them and form a coherent idea.	Compare, contrast and/or combine key points of information within a text or in spoken language.	The student is able, with some guidance, to select and compare, contrast and/or combine related ideas or points of information within a text, e.g. descriptions of a product in an advertisement that all describe the advantages of the product, points that support the writer's argument, features that develop characterisation or establish setting and points that contradict one another.

INFERENCE

Reference	Summary	Objective	Guidance
R7.1E	Reading beyond literal and explicit meaning.	Make broad inferences from a text or spoken language, supporting them with a range of evidence.	The student is able to identify two or three examples in which the writer implies a negative opinion of their subject.

ENJOYMENT

Reference	Summary	Objective	Guidance
R7.1F	Reading often for pleasure and developing preferences.	Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.	The student is able to read and enjoy non-fiction texts and plays in addition to stories and express opinions about the different forms.

RESPONDING TO TEXTS

IDEAS AND PERSPECTIVES

Reference	Summary	Objective	Guidance
R7.2A	Identifying and exploring the writer's intention and viewpoint.	Identify a writer's or speaker's intention and viewpoint.	The student is able to discern the writer's opinion and the intended impact of the text on the reader.

CRITICAL RESPONSE

Reference	Summary	Objective	Guidance
R7.2B	Developing a critical response to texts and skills in expressing them.	Express a personal response to a text through writing, discussion or presentation, supported with some objective statements.	The student is beginning to show awareness of how the writer has tried to create or manipulate the reader's response.

EVIDENCE

Reference	Summary	Objective	Guidance
R7.2C	Selecting relevant textual evidence to support a critical response.	Support ideas with relevant evidence.	The student is able to support ideas broadly with quotations from, or reference to, the text.

COMPARISON

Reference	Summary	Objective	Guidance
R7.2D	Comparing writers' ideas and perspectives and how they are conveyed in two or more texts.	Make simple comparisons between two texts.	The student is able to compare key information, identifying simple similarities and differences between two texts.

EXPRESSION OF RESPONSES

Reference	Summary	Objective	Guidance
R7.2E	Expressing responses to texts in a variety of forms.	Express responses to questions in both formal written answers and considerate discussion.	The student is able to discuss a question informally in a group and then to compose a formal written answer.

TEXT STRUCTURE

STRUCTURE AND ORGANISATION

Reference	Summary	Objective	Guidance
R7.3A	Exploring the writer's selection, structure and organisation of ideas.	Identify some of the writer's key structural or organisational choices.	The student shows awareness of the function of an introductory or concluding paragraph to a text and understands the purpose of headlines, bullet points, subheadings, etc.

LANGUAGE USE

SENTENCES

Reference	Summary	Objective	Guidance
R7.4A	Exploring the impact of the writer's choices of sentence structure.	Identify some of a writer's or speaker's choices of grammatical features and sentence structure.	The student shows awareness of, for example, sentence length and is able to make some comment on its impact.

VOCABULARY

Reference	Summary	Objective	Guidance
R7.4B	Exploring the impact of the writer's choices of vocabulary.	Identify some of a writer's or speaker's significant vocabulary choices.	The student shows awareness of the effect of specific vocabulary choices, such as verbs that suggest a character's mood or motivation.

WRITING

WRITING PROCESSES

PLANNING

Reference	Summary	Objective	Guidance
W7.1A	Gathering and sequencing ideas for writing.	Gather some relevant ideas before writing.	The student is able to gather ideas and make some attempt to sequence them logically.

PROOFREADING

Reference	Summary	Objective	Guidance
W7.1B	Identifying and correcting errors in spelling, punctuation and grammar.	Identify errors in spelling, punctuation and grammar when prompted to re-read own work.	When asked to proofread for incorrect use of speech marks, for example, the student can locate and correct mistakes in their use.

REVIEWING AND REVISING

Reference	Summary	Objective	Guidance
W7.1C	Reflecting on and developing choices for clarity and impact.	Review and revise vocabulary choice when prompted.	The student is able to identify potential improvements within clearly defined elements of text, e.g. using more powerful adjectives in a description or in the introduction to an argument.

WHOLE TEXT

FORM

Reference	Summary	Objective	Guidance
W7.2A	Organising/writing texts according to form and purpose.	Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations).	The student can use, for example, appropriate greetings and closings in letters and write headlines for newspaper articles.

LANGUAGE AND PURPOSE

Reference	Summary	Objective	Guidance
W7.2B	Organising/writing texts according to form and purpose.	Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.	The student is aware of the need to select, for example, largely third-person narration and present tense in an academic essay or informative text, or first-person narration and past tense in a character's recount.

STRUCTURE AND PURPOSE

Reference	Summary	Objective	Guidance
W7.2C	Organising/writing texts according to form and purpose.	Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.	The student is aware of organisational conventions, for example, numbered commands in instruction texts, or an introduction, problem and solution in stories.

TEXTUAL COHESION

Reference	Summary	Objective	Guidance
W7.2D	Guiding and positioning the reader with clarity.	Link paragraphs using a limited range of adverbials.	The student is able to achieve rudimentary cohesion using adverbials such as 'firstly', 'secondly' and 'later'.

LANGUAGE USE

REGISTER AND STANDARD ENGLISH

Reference	Summary	Objective	Guidance
W7.3A	Selecting and maintaining an appropriate register using Standard English.	Understand that different contexts require different registers, and that Standard English is dependant on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.	The student is able to recognise the elements of Standard English and any inappropriate elements in a formal register.

PARAGRAPHS

Reference	Summary	Objective	Guidance
W7.3B	Constructing paragraphs for clarity and for impact.	Understand the reasons for starting a new paragraph.	The student is able to use paragraphs with only occasional lapses in accuracy.

SENTENCE STRUCTURE

Reference	Summary	Objective	Guidance
W7.3C	Constructing sentences for clarity and for impact.	Use a variety of subordinating conjunctions with clarity and precision.	The student is able to select from a variety of subordinating conjunctions of time, cause/effect, condition, concession, etc.

SENTENCE OPENINGS

Reference	Summary	Objective	Guidance
W7.3D	Constructing sentences for clarity and for impact.	Use a variety of subject-verb sentence openings.	The student is aware of, and is able to use, a variety of noun phrases (fronted with pronouns, determiners, adjectives and nouns) to agree with verbs that they may precede or follow, to develop variety in sentence openings.

SENTENCE LENGTH

Reference	Summary	Objective	Guidance
W7.3E	Constructing sentences for clarity and for impact.	Use a range of sentence lengths for clarity and variety.	The student is aware of, and is able to structure, longer and shorter sentences accurately and with clarity.

SENTENCE COHESION

Reference	Summary	Objective	Guidance
W7.3F	Linking ideas within and between sentences.	Use pronouns to achieve cohesion and clarity.	The student is able to recognise opportunities to use pronouns to refer back and forth within and between sentences, to avoid repetition.

VOCABULARY

Reference	Summary	Objective	Guidance
W7.3G	Selecting vocabulary for clarity and impact.	Select vocabulary appropriate to purpose in text and spoken language.	The student can use, for example, positive or negative modification to influence the reader's opinion, or descriptive language to create settings.

SPELLING

Reference	Summary	Objective	Guidance
W7.3H	Spelling accurately, identifying and correcting errors.	Spell high-frequency words and regular inflections accurately.	The student is able to spell words with regular high-frequency suffixes such as 'ed', 'ing' and 'ly'.

PUNCTUATION

Reference	Summary	Objective	Guidance
W7.3I	Using a wide range of punctuation accurately, identifying and correcting errors.	Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses.	The student is able to recognise and correct, for example, where main clauses are divided using commas, or use commas accurately in lists. They are able to write, for example, <i>She picked up a ball: she wanted to play catch</i> , <i>She picked up a ball; the ball felt heavy</i> or <i>She picked up a ball – she ran out of the house!</i>

GRAMMATICAL TERMS

Reference	Summary	Objective	Guidance
W7.3J	Using grammatical terminology correctly to discuss writing and spoken language.	Use grammatical terminology for punctuation marks with some accuracy.	The student is able to recognise and name punctuation marks used in text, e.g. full stops, commas, question marks, exclamation marks and speech marks.

YEAR 8

READING

READING FOR MEANING

READING SKILLS

Reference	Summary	Objective	Guidance
R8.1A	Reading accurately with understanding and developing skills to counter misunderstanding.	Use a range of strategies to decode unfamiliar words.	The student is able to decode and understand age-appropriate texts, with only occasional lapses in comprehension.
		Read largely accurately and with understanding.	The student is able to use immediate context and word families to clarify an unfamiliar word's meaning.

KEY POINTS

Reference	Summary	Objective	Guidance
R8.1B	Identifying and retrieving significant ideas and information.	Identify and retrieve a range of key information in a text or in spoken language.	The student is able to retrieve a range of relevant key information from a text in response to specific questioning.
R8.1C	Summarising.	Summarise a short text or speech effectively, selecting appropriate and relevant detail.	The student is able to select key information from, for example, a narrative extract or newspaper article, or about setting, plot and characterisation in fiction, and summarise it using their own words.
R8.1D	Linking significant ideas and points of information, in order to compare, contrast and/or combine them and form a coherent idea.	Compare, contrast and/or combine key points from within a text or in spoken language, with the context in which it was written or spoken.	The student is able, with some guidance, to select and compare, contrast and/or combine key ideas or points of information from within a text with the author's circumstances, e.g. connecting a theme of oppression with persecution an author suffered in a period before writing the text.

INFERENCE

Reference	Summary	Objective	Guidance
R8.1E	Reading beyond literal and explicit meaning.	Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.	The student makes judgements about a character inferred from their dialogue or their actions, or about a writer's viewpoint with close reference to vocabulary choice.

ENJOYMENT

Reference	Summary	Objective	Guidance
R8.1F	Reading often for pleasure and developing preferences.	Choose age-appropriate texts, considering their genre, form and origin, and basing decisions on books already read.	The student selects and enjoys, for example, a fiction book, based on previous enjoyment of a non-fiction text on the same subject.

RESPONDING TO TEXTS

IDEAS AND PERSPECTIVES

Reference	Summary	Objective	Guidance
R8.2A	Identifying and exploring the writer's intention and viewpoint.	Explore a writer's or speaker's intention and viewpoint.	The student is able to make limited explanations of how the writer's ideas support their intention and viewpoint.

CRITICAL RESPONSE

Reference	Summary	Objective	Guidance
R8.2B	Developing a critical response to texts and skills in expressing them.	Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	The student is able to make specific comments about some of the writer's choices and the impact of these on the reader.

EVIDENCE

Reference	Summary	Objective	Guidance
R8.2C	Selecting relevant textual evidence to support a critical response.	Select relevant, focused evidence to support ideas.	The student is able to support a critical response with specific evidence from the text.

COMPARISON

Reference	Summary	Objective	Guidance
R8.2D	Comparing writers' ideas and perspectives and how they are conveyed in two or more texts.	Make developed comparisons between two texts across different genres.	The student is able to make broad comparisons of the writers' ideas and perspectives in two texts with some reference to each writer's choices of, for example, ideas, language and form.

EXPRESSION OF RESPONSES

Reference	Summary	Objective	Guidance
R8.2E	Expressing responses to texts in a variety of forms.	Express responses to prompts in formal factual writing, imaginative work and presentations, and develop discussion techniques.	The student is able to answer a question by producing a written response or presenting on the subject orally, and can compose creative writing assignments.

TEXT STRUCTURE

STRUCTURE AND ORGANISATION

Reference	Summary	Objective	Guidance
R8.3A	Exploring the writer's selection, structure and organisation of ideas.	Explore the impact of some of the writer's key structural or organisational choices.	The student is able to comment on the impact of, for example, a story opening to engage the reader or an assertive ending to a debate speech.

LANGUAGE USE

SENTENCES

Reference	Summary	Objective	Guidance
R8.4A	Exploring the impact of the writer's choices of sentence structure.	Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.	The student is able to comment on the impact of a wider range of sentence structures, e.g. contrasting sentence lengths to create emphasis or repeated sentence structures to highlight and develop a key idea.

VOCABULARY

Reference	Summary	Objective	Guidance
R8.4B	Exploring the impact of the writer's choices of vocabulary.	Explore the impact of some of the writer's or speaker's significant vocabulary choices.	The student is able to comment on the impact of a wider range of vocabulary choices, e.g. vocabulary that contributes to a 'spooky' atmosphere or emotive language used to shock the reader.

WRITING

WRITING PROCESSES

PLANNING

Reference	Summary	Objective	Guidance
W8.1A	Gathering and sequencing ideas for writing.	Gather and structure a range of relevant ideas before writing.	The student is able to gather and structure a logical progression of ideas according to the conventions of form or text-type, although planning may be insufficiently reviewed before or during writing.

PROOFREADING

Reference	Summary	Objective	Guidance
W8.1B	Identifying and correcting errors in spelling, punctuation and grammar.	Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.	The student checks own work systematically, e.g. proofreading in stages; focusing on clarity/grammar, punctuation and then spelling; identifying likely/possible spelling errors; using a dictionary, etc.

REVIEWING AND REVISING

Reference	Summary	Objective	Guidance
W8.1C	Reflecting on and developing choices for clarity and impact.	Review and revise vocabulary choice after writing.	The student is able to review appropriateness and impact of vocabulary choice, and revise considering the intended audience and purpose.

WHOLE TEXT

FORM

Reference	Summary	Objective	Guidance
W8.2A	Organising/writing texts according to form and purpose.	Use the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations), with confidence and understanding.	The student is aware of the purpose and impact of, for example, subheadings and graphics in information texts.

LANGUAGE AND PURPOSE

Reference	Summary	Objective	Guidance
W8.2B	Organising/writing texts according to form and purpose.	Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.	The student is aware of the impact of, for example, formal, neutral language in informative or explanatory writing or formal presentations, and emotive or biased language in argument or debate.

STRUCTURE AND PURPOSE

Reference	Summary	Objective	Guidance
W8.2C	Organising/writing texts according to form and purpose.	Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.	The student is aware of the purpose and impact of, for example, numbered commands in instruction texts, an introduction, problem and solution in stories and clear introductions and conclusions in spoken presentations.

TEXTUAL COHESION

Reference	Summary	Objective	Guidance
W8.2D	Guiding and positioning the reader with clarity.	Link paragraphs in text and spoken language using adverbials to signal the development of ideas.	The student is able to use conjunctions and adverbials with purpose, for example, to signal development or contrasting ideas (e.g. 'similarly', 'however', etc.).

LANGUAGE USE

REGISTER AND STANDARD ENGLISH

Reference	Summary	Objective	Guidance
W8.3A	Selecting and maintaining an appropriate register using Standard English.	Write in Standard English and a largely appropriate register.	The student is able to distinguish vocabulary and sentence structures appropriate to written and spoken language.

PARAGRAPHS

Reference	Summary	Objective	Guidance
W8.3B	Constructing paragraphs for clarity and for impact.	Divide text into paragraphs with accuracy and consistency.	The student is able to use paragraphs with infrequent lapses in accuracy.

SENTENCE STRUCTURE

Reference	Summary	Objective	Guidance
W8.3C	Constructing sentences for clarity and for impact.	Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence.	The student is able to write with clarity and without one unintentionally dominant sentence structure.

SENTENCE OPENINGS

Reference	Summary	Objective	Guidance
W8.3D	Constructing sentences for clarity and for impact.	Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety.	The student is able to begin sentences with, for example, adjectives and fronted adverbials of manner, time and place.

SENTENCE LENGTH

Reference	Summary	Objective	Guidance
W8.3E	Constructing sentences for clarity and for impact.	Make deliberate choices of sentence length to achieve clarity.	The student is aware of the contribution of sentence length to clarity and is able to break up longer sentences or combine shorter sentences to achieve it.

SENTENCE COHESION

Reference	Summary	Objective	Guidance
W8.3F	Linking ideas within and between sentences.	Use determiners to achieve cohesion and clarity.	The student is able to recognise opportunities to use determiners (e.g. 'the', 'these') to refer back and forth within and between sentences, to avoid repetition.

VOCABULARY

Reference	Summary	Objective	Guidance
W8.3G	Selecting vocabulary for clarity and impact.	Select vocabulary in text and spoken language with growing precision.	The student is able to make lexical choices from a range of synonyms and select the most appropriate for clarity and purpose.

SPELLING

Reference	Summary	Objective	Guidance
W8.3H	Spelling accurately, identifying and correcting errors.	Spell homophones, words with single/double letters and 'silent' letters with some accuracy.	The student can spell, for example: 'their'/'there'/'they're'; 'two'/'too'/'to'; 'hopping'/'hoping'; 'separate'; 'definite'.

PUNCTUATION

Reference	Summary	Objective	Guidance
W8.3I	Using a wide range of punctuation accurately, identifying and correcting errors.	Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.	The student is able to use apostrophes for omission and possession and can punctuate speech and quotations generally accurately.

GRAMMATICAL TERMS

Reference	Summary	Objective	Guidance
W8.3J	Using grammatical terminology correctly to discuss writing and spoken language.	Use grammatical terminology for parts of speech with some accuracy.	The student is able to recognise and name parts of speech used in text, e.g. nouns, verbs, adjectives and adverbs.

YEAR 9

READING

READING FOR MEANING

READING SKILLS

Reference	Summary	Objective	Guidance
R9.1A	Reading accurately with understanding and developing skills to counter misunderstanding.	Maintain comprehension while reading increasingly consistently.	The student is able to decode and understand age-appropriate texts, with infrequent lapses in comprehension.
		Read accurately and with understanding.	The student is able to recognise and counter breakdown in comprehension with a range of strategies, e.g. re-reading, slowing reading speed or considering immediate and broader context.

KEY POINTS

Reference	Summary	Objective	Guidance
R9.1B	Identifying and retrieving significant ideas and information.	Identify and retrieve a range of key and supporting information in a text or in spoken language.	The student is able to distinguish between key and supporting information, e.g. the writer's opinion and supporting facts.
R9.1C	Summarising.	Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.	The student is able to summarise an extended text such as a novel, in varying levels of detail.
R9.1D	Linking significant ideas and points of information, in order to compare, contrast and/or combine them and form a coherent idea.	Compare, contrast and/or combine relevant key points from two or more texts and the contexts in which they were written.	The student is able to draw on and compare, contrast and/or combine related ideas and information in two or more texts with their authors' different or similar circumstances, e.g. contrasting two narratives differently reflecting a shared period of history, to summarise and/or compare their wider ideas.

INFERENCE

Reference	Summary	Objective	Guidance
R9.1E	Reading beyond literal and explicit meaning.	Make inferences from a range of evidence found in two or more texts or instances of spoken language.	The student is able to compare, contrast and/or combine different or similar inferences in two or more texts, e.g. comparing similar judgements about different characters inferred from different methods of description.

ENJOYMENT

Reference	Summary	Objective	Guidance
R9.1F	Reading often for pleasure and developing preferences.	Make informed decisions about their personal preferences when reading for pleasure, justifying their preferences by drawing on their experiences.	The student selects, for example, several Greek myths to explore an interest further.

RESPONDING TO TEXTS

IDEAS AND PERSPECTIVES

Reference	Summary	Objective	Guidance
R9.2A	Identifying and exploring the writer's intention and viewpoint.	Respond to a writer's or speaker's intention and viewpoint.	The student is able to consider, judge and explain how the writer's selection of ideas helps to achieve their intention and express their viewpoint.

CRITICAL RESPONSE

Reference	Summary	Objective	Guidance
R9.2B	Developing a critical response to texts and skills in expressing them.	Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	The student is able to focus on how the writer's literary/linguistic choices have shaped a text and the reader's response.

EVIDENCE

Reference	Summary	Objective	Guidance
R9.2C	Selecting relevant textual evidence to support a critical response.	Select a range of relevant, focused evidence to support ideas.	The student is able to support a critical response, citing and exploring a range of evidence from the text at word, sentence and text level.

COMPARISON

Reference	Summary	Objective	Guidance
R9.2D	Comparing the writer's ideas and perspectives and how they are conveyed in two or more texts.	Make specific comparisons between two texts across different genres.	The student is able to make a close comparison of the writer's ideas and perspectives and how they are conveyed.

EXPRESSION OF RESPONSES

Reference	Summary	Objective	Guidance
R9.2E	Expressing responses to texts in a variety of forms.	Express responses to prompts with confidence in a range of techniques, including discussion, formal and imaginative writing, formal presentation and debate.	The student is able to convey ideas clearly and appropriately in, for example, a formal debate, answering further questions as the topic is discussed.

TEXT STRUCTURE

STRUCTURE AND ORGANISATION

Reference	Summary	Objective	Guidance
R9.3A	Exploring the writer's selection, structure and organisation of ideas.	Respond to a writer's or speaker's key structural or organisational choices for effect and impact.	The student is able to consider, judge and explain how the writer's structural choices contribute to their intention and impact on the reader, e.g. how the choice of content in an opening engages the reader.

LANGUAGE USE

SENTENCES

Reference	Summary	Objective	Guidance
R9.4A	Exploring the impact of the writer's choices of sentence structure.	Respond to a writer's or speaker's choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.	The student is able to consider, judge and explain how the writer's choices of sentence structure contribute to their intention and impact on the reader, e.g. how a series of non-finite clauses creates pace and/or tension.

VOCABULARY

Reference	Summary	Objective	Guidance
R9.4B	Exploring the impact of the writer's choices of vocabulary.	Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.	The student is able to consider, judge and explain the implications, effect and impact of some of the writer's vocabulary choices and how they contribute to their intention, e.g. how double meanings create puns, and figurative language (including metaphors and similes) creates imagery.

WRITING

WRITING PROCESSES

PLANNING

Reference	Summary	Objective	Guidance
W9.1A	Gathering and sequencing ideas for writing.	Gather and shape a range of relevant ideas before writing.	The student is able to gather ideas, with some deliberate shaping, to achieve a logical progression according to the demands of audience, purpose or form.

PROOFREADING

Reference	Summary	Objective	Guidance
W9.1B	Identifying and correcting errors in spelling, punctuation and grammar.	Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy.	The student consistently checks and identifies a range of errors in spelling, punctuation, clarity and grammar; the student is aware of, for example, a tendency to confuse 'their' and 'there', and so proofreads for these specifically before reviewing all spelling, punctuation and grammar.

REVIEWING AND REVISING

Reference	Summary	Objective	Guidance
W9.1C	Reflecting on and developing choices for clarity and impact.	Review and revise sentence and text structure and vocabulary choice after writing.	The student is able to review appropriateness, precision, clarity and impact of vocabulary choice and sentence structure, making significant revisions to improve the text for its audience and purpose.

WHOLE TEXT**FORM**

Reference	Summary	Objective	Guidance
W9.2A	Organising/writing texts according to form and purpose.	Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly.	The student is able to select from, and make effective use of, a range of presentational features in a range of forms.

LANGUAGE AND PURPOSE

Reference	Summary	Objective	Guidance
W9.2B	Organising/writing texts according to form and purpose.	Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.	The student is able to use, for example, a range of rhetorical devices in argument texts and debates, and simile and metaphor in descriptions.

STRUCTURE AND PURPOSE

Reference	Summary	Objective	Guidance
W9.2C	Organising/writing texts according to form and purpose.	Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.	The student is able to structure texts or talks deliberately, with awareness of the audience and their likely response, e.g. opening a story with action or using a flashback.

TEXTUAL COHESION

Reference	Summary	Objective	Guidance
W9.2D	Guiding and positioning the reader with clarity.	Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes.	The student is able to select and use adverbials to signal, for example, sequencing, similarity, development, contrast, emphasis or cause and effect.

LANGUAGE USE

REGISTER AND STANDARD ENGLISH

Reference	Summary	Objective	Guidance
W9.3A	Selecting and maintaining an appropriate register using Standard English.	Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.	The student is able to select vocabulary and sentence structure to achieve an appropriately formal register, using Standard English consistently.

PARAGRAPHS

Reference	Summary	Objective	Guidance
W9.3B	Constructing paragraphs for clarity and for impact.	Structure paragraphs to organise content effectively.	The student is able to use paragraphs, and structure ideas within paragraphs, to support purpose and intention.

SENTENCE STRUCTURE

Reference	Summary	Objective	Guidance
W9.3C	Constructing sentences for clarity and for impact.	Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.	The student intentionally develops single-clause sentences more fully, for example, using adverbials and expanded noun phrases, and develops a wider range of subordinate structures, including relative and non-finite clauses.

SENTENCE OPENINGS

Reference	Summary	Objective	Guidance
W9.3D	Constructing sentences for clarity and for impact.	Develop a range of sentence openings, considering their impact, in text and spoken language.	The student is able to begin sentences with, for example, subordinate or non-finite clauses, for intention and effect, understanding their impact on clarity and/or emphasis.

SENTENCE LENGTH

Reference	Summary	Objective	Guidance
W9.3E	Constructing sentences for clarity and for impact.	Make deliberate choices of sentence length for effect, in text and spoken language.	The student is able to manipulate sentence length for impact, for example, using short sentences to emphasise key ideas or contrasting sentence lengths to create dramatic emphasis.

SENTENCE COHESION

Reference	Summary	Objective	Guidance
W9.3F	Linking ideas within and between sentences.	Use synonyms to achieve cohesion and clarity in text and spoken language.	The student is able to recognise opportunities to use synonyms to refer back within and between sentences, to avoid repetition.

VOCABULARY

Reference	Summary	Objective	Guidance
W9.3G	Selecting vocabulary for clarity and impact.	Select vocabulary in text and spoken language for effect and impact.	The student is able to select vocabulary to achieve specific effects, e.g. emotive language to influence the reader's opinion or heighten drama, and figurative language (including metaphors and similes) to create imagery.

SPELLING

Reference	Summary	Objective	Guidance
W9.3H	Spelling accurately, identifying and correcting errors.	Spell largely accurately with only occasional errors in less common words.	The student is able to recognise possible errors and select from a range of strategies to correct them.

PUNCTUATION

Reference	Summary	Objective	Guidance
W9.3I	Using a wide range of punctuation accurately, identifying and correcting errors.	Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.	The student is able to use commas accurately in lists to demarcate, for example, clauses and fronted adverbials.

GRAMMATICAL TERMS

Reference	Summary	Objective	Guidance
W9.3J	Using grammatical terminology correctly to discuss writing and spoken language.	Use a wide range of grammatical terminology correctly and with confidence.	The student is able to recognise and name an increased range of textual elements, e.g. tenses, registers, clauses and conjunctions.