

Year 7		Curriculum Checkpoints: What do students know and what can they do?			
Writing					
Summative Comment		Developing	Securing	Mastering	Excelling
WAF1	Write imaginative, interesting and thoughtful texts	Some relevant ideas. Brief. Some good word choices	Ideas generally clear and engaging. Some ideas expressed clearly. Use simple adjectives	Texts try to engage reader's interest by specific techniques	Texts are interesting and engaging in parts, using techniques to control reader's reactions
WAF2	Produce texts which are appropriate to purpose, audience and format	Some basic purpose. Some features of form. Some attempt to adapt style	Text is mostly for purpose. Initial reference to audience. Purpose established generally. Some attention to reader	Consistent reference to audience and purpose	Style wholly appropriate to purpose and audience. Key markers are used throughout
WAF3	Organise and present whole texts effectively, sequencing and structuring information & ideas	Some basic sequencing of ideas. Openings and closings sometimes signalled	Clear order established. Paragraphs link together well. Piece has beginning, middle and end.	Structure of text seen clearly. Reader follows sequence supported by markers	Reader follows a developed, engaging argument with ideas sequenced logically
WAF4	Construct paragraphs and use cohesion within and between paragraphs	Ideas grouped by content. Some simple pronouns	Some evidence of paragraphs. No paragraphs used. Some links between sentences	Clear paragraphs, organised logically. Links made clearly refer to previous points	Ideas are linked thoroughly throughout the text. Paragraphs are used for effect
WAF5	Vary sentences for clarity, purpose and effect	Some variation in sentences starters. Use of and. Past and present tense generally consistent	Some use of grammatically complex sentences. Basic structure of sentences is correct. And, but, so	Simple and complex sentences used	Range of simple and complex sentences contribute to the effectiveness of the writing
WAF6	Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Mostly grammatically correct. Capital letters and full stops. Some use of questions marks, exclamation marks and list commas.	Punctuation to mark boundaries is used accurately. Expression generally correct. questions marks, exclamation marks and list commas used. Limited use of speech. Capital letters and full stops marks	A range of punctuation is used, usually correctly to clarify meaning	A full range of punctuation is used correctly to clarify meaning and express ideas accurately
WAF7	Select appropriate and effective vocabulary	Speech-like vocab. Some adventurous word choices	Beginning to use vocabulary accurately. Simple appropriate vocab used. Some words selected to effect	Vocabulary reasonably wide, though some words may not be used precisely.	Varied vocabulary contributes to the effectiveness of writing. Some extended vocab seen.
WAF8	Use correct spelling	Common, single morpheme words correct	Spelling of simple words is usually accurate. Some multiple morpheme words correct	Spelling is usually accurate, including words with complex regular patterns	Spelling is generally accurate, although there may be errors in difficult words. Few difficult words are shown.

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Reading		Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling
RAF1	understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Simple, most obvious points identified though there may also be some misunderstanding.	Some relevant points identified. Comments supported by some generally relevant reference or quotation.	Most relevant points clearly identified, including those selected from different places in the text. Comments generally supported by relevant reference or quotation, even when points made are not always accurate	Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text. Commentary incorporates apt text reference and quotation to support main ideas or argument
RAF2	deduce, infer or interpret information, events or ideas from texts	Straightforward inference based on a single point of reference in the text. Responses to text show meaning established at a literal level.	Comments make inferences based on evidence from different points in the text. Inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	Comments develop explanation of inferred meanings drawing on evidence across the text. Comments make inferences and deductions based on textual evidence.	Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them. Comments consider wider implications or significance of information, events or ideas in the text.
RAF3	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	A few basic features of organisation at text level identified, with little or no linked comments.	Some structural choices identified with simple comment. Some basic features of organisation at text level identified.	Comments on structural choices show some general awareness of writer's craft. Various features relating to organisation at text level, including form, are clearly identified, with some explanation.	Some detailed exploration of how structural choices support the writer's theme or purpose. Comment on how a range of features relating to organisation at text level contribute to the effects achieved.
RAF4	explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	A few basic features of writer's use of language identified, but with little or no comments.	Some basic features of writer's use of language identified. Simple comments on writer's choices.	Various features of writer's use of language identified, with some explanation. Comments show some awareness of the effect of writer's language choices.	Some detailed explanation, with appropriate terminology, of how language is used. Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader.
RAF5	identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	Comments identify main purpose. Express personal response but with little awareness of writer's viewpoint or effect on reader.	Main purpose identified. Simple comments show some awareness of writer's viewpoint. Simple comment on overall effect on reader.	Main purpose clearly identified, often through general overview. Viewpoint in texts clearly identified, with some, often limited, explanation. General awareness of effect on the reader, with some, often limited, explanation.	Evidence for identifying main purpose precisely located at word/ sentence level or traced through a text. Viewpoint clearly identified and explanation of it developed through close reference to the text. The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created.
RAF6	relate texts to their social, cultural and historical traditions	Some simple connections between texts identified. Recognition of some features of the context of texts.	Features common to different texts or versions of the same text identified, with simple comment. Simple comment on the effect that the reader's or writer's context has on the meaning of texts.	Comments identify similarities and differences between texts, or versions, with some explanation. Some explanation of how the contexts in which texts are written and read contribute to meaning.	Some exploration of textual conventions or features as used by writers from different periods. Some detailed discussion of how the contexts in which texts are written and read affect meaning.
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Reading		Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling
AF1	AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	<ul style="list-style-type: none"> recount experiences and imagine possibilities, often connecting ideas vary talk in simple ways to gain and hold the attention of the listener make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listener. express feelings and ideas when speaking about matters of immediate interest talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to 	<ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience 	<ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<ul style="list-style-type: none"> express and explain relevant ideas and feelings, with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose and context
RAF2	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions	<ul style="list-style-type: none"> listen and respond to the speaker, making simple comments and suggestions. make helpful contributions when speaking in turn, in pairs, and in small groups. understand and engage with the speaker, demonstrating attentive listening engage with others through taking turns in pairs and small groups 	<ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 	<ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups 	<ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker's ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
RAF3	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues	<ul style="list-style-type: none"> extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios. engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement 	<ul style="list-style-type: none"> show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios. 	<ul style="list-style-type: none"> convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios. 	<ul style="list-style-type: none"> show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt.