

Regents Park Community College – Year 7 English Progress Pathway Descriptors		
Low Attaining Year 7 student	Middle Attaining Year 7 student	High Attaining Year 7 student
<ul style="list-style-type: none"> I can show basic understanding of the main points in a text. (AO1) I can make references to the text sporadically. (AO1) My references can be inconsistent. (AO1) I can express a personal response, although this may be generalized or limited. I may struggle to articulate my response clearly in writing. (AO2) I can identify a technique and accurately name simple features in a text. (AO2) I have some recognition of the time and place in which a text was set or written. (AO3) I can express a personal preference between one or more texts but with very limited textual references. (AO3) I can sometimes produce clearly planned writing at attempted to suit my audience and purpose. (AO5) One or two of my ideas may not be linked. (AO5) I can use a limited range of structural features. (AO5) I use paragraphs and different sentences sometimes, although this could be inconsistent. (AO5) I use a limited range of punctuation and have frequent comma splicing and missing punctuation.. (Capital letters, full stops, question marks and exclamation marks.) (AO6) I use a limited range of vocabulary that is not always appropriate to audience and purpose. (AO6) I can spell some common words correctly. (AO6) I can apply a limited range of language devices/features in my writing. (AO6) 	<ul style="list-style-type: none"> I can show some basic evidence of understanding beyond the explicit meaning. (AO1) My ideas are inconsistently supported with relevant references to the text. (AO1) I am beginning to think critically about texts with some confidence, although responses may still be broad or simple. (AO2) I can make comments about the writer's language and structural with some use of accurate subject terminology. (AO2) I may identify and comment on significant features of the time or place of writing, or it's setting. (AO3) I can express a personal preference between tow texts with some references between both. (AO3) I can attempt to provide an evaluative comment on the text. (AO4) I attempt to gather like ideas before writing that suit my audience and purpose. (AO5) Some of my ideas are linked to task. (AO5) I can apply simple structural features. (AO5) I can usually use paragraphs, however they can sometimes be inconsistent or inaccurate. (AO5) I can usually use some range of punctuation, but I can still make frequent comma splicing errors, particularly with more complex sentences. (AO6) I can use a wider range of vocabulary, but not always with precision. (AO6) I can make some considerate vocabulary choices to affect the reader. (AO6) I can usually spell most common words correctly. (AO6) I can apply simple language devices/features in my writing. (AO6) 	<ul style="list-style-type: none"> I make largely accurate, generalized inferences fro a text and am increasingly able to choose evidence to back this up. (AO1) My ideas are usually supported with limited, though relevant references to the texts. (AO1) I can write an increasing focused response to a task explain how writers use language and structure with growing confidence and clarity to effect and influence the audience. (AO2) I can explain in detail how techniques are used and how the writer's language and structural choices contribute to the overall effect on the text using specific subject terminology. (AO2) I can make basic comments on the impact of time, place or overall setting in writing. This includes references to significant and/or historic events. (AO3) I can provide a simple cross-reference between texts and identify broad similarities and differences at word, sentence or text level. (AO3) I can provide a simple evaluative comment on the text. (AO4) I can gather ideas and produce writing that is focused on the given audience and purpose. (AO5) My ideas are linked to task. (AO5) I can apply a range of structural features with varying effects. (AO5) I can use paragraphs with accuracy. (AO5) I can use a range of punctuation for effect (ex. exclamation mark). I can use commas and apostrophes accurately. (AO6) I am developing a wide range of vocabulary including tier 2 and tier 3 words with success. (AO6) I can show considerate awareness of how vocabulary can affect audience and purpose. (AO6) I can spell many common words correctly although I sometimes make errors with unfamiliar words. AO6) I can accurately use language devices/features to affect the audience. (AO6)

Regents Park Community College – Year 8 English Progress Pathway Descriptors		
Low Attaining Year 8 student	Middle Attaining Year 8 student	High Attaining Year 8 student
<ul style="list-style-type: none"> I can show some basic evidence of understanding beyond the explicit meaning. (AO1) My ideas are inconsistently supported with relevant references to the text. (AO1) I am beginning to think critically about texts with some confidence, although responses may still be broad or simple. (AO2) I can make comments about the writer's language and structural with some use of accurate subject terminology. (AO2) I may identify and comment on significant features of the time or place of writing, or it's setting. (AO3) I can express a personal preference between two texts with some references between both. (AO3) I can attempt to provide an evaluative comment on the text. (AO4) I attempt to gather like ideas before writing that suit my audience and purpose. (AO5) Some of my ideas are linked to task. (AO5) I can apply simple structural features. (AO5) I can usually use paragraphs, however they can sometimes be inconsistent or inaccurate. (AO5) I can usually use some range of punctuation, but I can still make frequent comma splicing errors, particularly with more complex sentences. (AO6) I can use a wider range of vocabulary, but not always with precision. (AO6) I can make some considerate vocabulary choices to affect the reader. (AO6) I can usually spell most common words correctly. (AO6) I can apply simple language devices/features in my writing. (AO6) 	<ul style="list-style-type: none"> I make largely accurate, generalized inferences from a text and am increasingly able to choose evidence to back this up. (AO1) My ideas are usually supported with limited, though relevant references to the texts. (AO1) I can write an increasingly focused response to a task explain how writers use language and structure with growing confidence and clarity to effect and influence the audience. (AO2) I can explain in detail how techniques are used and how the writer's language and structural choices contribute to the overall effect on the text using specific subject terminology. (AO2) I can make basic comments on the impact of time, place or overall setting in writing. This includes references to significant and/or historic events. (AO3) I can provide a simple cross-reference between texts and identify broad similarities and differences at word, sentence or text level. (AO3) I can provide a simple evaluative comment on the text. (AO4) I can gather ideas and produce writing that is focused on the given audience and purpose. (AO5) My ideas are linked to task. (AO5) I can apply a range of structural features with varying effects. (AO5) I can use paragraphs with accuracy. (AO5) I can use a range of punctuation for effect (ex. exclamation mark). I can use commas and apostrophes accurately. (AO6) I am developing a wide range of vocabulary including tier 2 and tier 3 words with success. (AO6) I can show considerate awareness of how vocabulary can affect audience and purpose. (AO6) I can spell many common words correctly although I sometimes make errors with unfamiliar words. (AO6) I can accurately use language devices/features to affect the audience. (AO6) 	<ul style="list-style-type: none"> I can provide inferences and deductions that are drawn from a close reading of the text with some comment on specific vocabulary. (AO1) I can provide a response where my ideas are largely supported with focused and relevant evidence from the text, with an increasing focus on language and structure. (AO1) I can write an increasingly competent critical exploration of text, considering the impact of some of the writer's choices of language and structure (largely at word/sentence level). (AO2) I can analyse how techniques are used and how the writer's language and structural choices contribute to the overall effect on the text using specific subject terminology. (AO2) I can evidence with broad awareness how different contexts impact on writers, text and their readers over time. (AO3) I can make more developed comments on similar or contrasting choices at word, sentence or text level in two or more texts. (AO3) I can provide relevant evaluative comment on the text. (AO4) I can deliberately gather ideas and shape them to suit my audience and purpose. (AO5) My ideas are deliberately shaped for a particularly specific intention. (AO5) I can effectively apply a full range of structural features with deliberate effects. (AO5) I can effectively use paragraphs, including one-sentence paragraphs for effect. (AO5) I can use a variety of sentence types, including adverbial openers, for accurately. I can use a range of punctuation confidently. Commas are used accurately for lists and determinate clauses. Apostrophes are used correctly for contractions and possession. (AO6) I can carefully evidence my choices in vocabulary to achieve a specific effect. (AO6) My vocabulary is appropriate to audience and purpose. (AO6) I can spell the majority of common words accurately, including more complex words. (AO6) I can consistently use a range of language devices/features to create a