

Year 7 Success Criteria

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AO Assessed	<b>CREATIVE</b> Eng Lang AO5- Communicate clearly, adapting tone, style and register for different purposes. Creative use of language.	<b>Eng Lit AO1- read, understand and respond to texts using textual references.</b>	<b>Eng Lang AO1- identify and interpret explicit and implicit information.</b>	<b>Eng Lit AO1- read, understand and respond to texts using textual references.</b>	<b>TRANSACTIONAL</b> Eng Lang AO5- organise information and ideas.	<b>Eng Lit AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</b>
Focusing	It is difficult to follow the structure / purpose / audience of the piece; in creative piece there is little sense of plot and character.	Read and summarise simple texts, little engagement with the question posed. Give a straightforward which is unjustified opinion	Unable to identify explicit information from texts	Read and summarise simple texts, little engagement with the question posed. Give a straightforward which is unjustified opinion	It is difficult to follow the structure / purpose / audience of the piece.	There is no evidence of analysis or recognition that language choices have meaning.
Securing	Content may be thin and brief with some basic clarity in places. Some structure, although this is not always marked using paragraphs.	Show a basic understanding of some key aspects of the text, with a little engagement. Approach to the task in a way that is simple.	Identify explicit information from simple texts	Show a basic understanding of some key aspects of the text, with a little engagement. Approach to the task in a way that is simple.	Content may be thin and brief with some basic clarity in places. Some structure, although this is not always marked using paragraphs.	Sometimes use some subject terminology but not always accurately. Sometimes make basic reference to meanings and effects.
Enhancing	Simple sequencing – paragraphs may be used or grouped into some order. Some awareness of plot and character.	Sometimes support and justify my responses with some general reference to the text, including some quotation. Show limited focus on the task and I convey ideas with occasional coherence. Sometimes use an appropriate register.	Identify explicit information from increasingly difficult texts	Sometimes support and justify my responses with some general reference to the text, including some quotation. Show limited focus on the task and I convey ideas with occasional coherence. Sometimes use an appropriate register.	Simple sequencing – paragraphs may be used or grouped into some order.	Make generalised comments on writers’ use of language. Make generalised comments on writers’ use of structure and form.
AO Assessed	<b>Eng Lang AO6- Pupils use a range of vocabulary and sentence structure for clarity, purpose and effect.</b>	<b>Eng Lit AO2- analyse the language, form and structure used by a writer to create meanings and effects, using relevant terminology when appropriate.</b>	<b>Eng Lit AO3: Compare writers’ ideas and perspectives across two texts</b>	<b>Eng Lit AO2- analyse the language, form and structure used by a writer to create meanings and effects, using relevant terminology when appropriate.</b>	<b>Eng Lang AO6- pupils use a range of vocabulary and sentence structure for clarity, purpose and effect.</b>	<b>Eng Lit AO4 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>
Focusing	Writing is difficult to follow, there are many inaccuracies in spelling, punctuation and grammar.	There is no evidence of analysis or recognition that language choices have meaning.	Not able to select similarities and differences between texts.	There is no evidence of analysis or recognition that language choices have meaning.	Writing is difficult to follow, there are many inaccuracies in spelling, punctuation and grammar.	Opinions are general and unsecured.
Securing	Basic vocabulary. Limited control of tenses. Use a limited range of sentence structure with limited control.	Sometimes use some subject terminology but not always accurately. Sometimes make basic reference to meanings and effects.	Although basic similarities and differences have been identified, there are errors.	Sometimes use some subject terminology but not always accurately. Sometimes make basic reference to meanings and effects.	Basic vocabulary. Limited control of tenses. Use a limited range of sentence structure with limited control.	Form a simple opinion with some linked references to the text – limited interaction with the text.
Enhancing	Limited range of vocabulary. Show some attempt to use punctuation. Some spelling is accurate.	Make generalised comments on writers’ use of language. Make generalised comments on writers’ use of structure and form.	Identify basic similarities and differences.	Make generalised comments on writers’ use of language. Make generalised comments on writers’ use of structure and form.	Limited range of vocabulary. Show some attempt to use punctuation. Some spelling is accurate.	Form a simple opinion with some basic references to the text.