

	EMERGING	Novel Poetry	SECURE	Novel Poetry	DEEPENING	Novel Poetry	MASTERY	Novel Poetry
Argument	Very informal and personal tone with unrelated paragraphs and very inconsistent argument		Personal tone with ideas becoming more linked together but argument still inconsistent		Appropriate tone with one main argument that is mostly maintained throughout with one or two lapses; ideas are generally ordered logically		Clear tone with one main argument that is maintained throughout - ideas are logically ordered	
Relevance to the question	Attempts to answer the question but not all is relevant		Generally answers the question and stays on topic		Clearly answers the question using relevant question phrasing		More thoughtful or detailed answer using relevant question phrasing	
Choosing quotations and references	References are used in an attempt to support some ideas, but may not be relevant or copied correctly		References are relevant and support student's ideas but may not be the most appropriate ones to use		References are concise, accurate and chosen to support the student's ideas		References are concise, well-chosen and embedded throughout the answer	
Identification of writers' methods	Occasional attempts are made to identify basic writers' methods		Attempts to identify writers' methods but not always accurately		Simple subject terminology is used accurately to identify writers' methods		A wider range of writers' methods are identified using accurate subject terminology	
Inferring and analysing	Obvious inferences are made from references		Students are able to infer more subtle ideas and begin to explain how the effect is created		Key words or phrases are identified and how the effect is created is explained		Analysis identifies how the methods create effects with an attempt to identify different layers of meaning to support inference	
Writer's ideas and intentions	Some awareness of the writer making deliberate choices but lacking detail or depth		An attempt to explain why the writer made these choices, linked to text		An explanation of why the writer made these choices is given using textual references to support		Reasons why a writer made creative choices are clearly explained or inferred and are supported by textual references	
Big picture	Some awareness of the text as a whole, themes or contextual factors - these may not be explicitly relevant or accurate		Discussion of the text as a whole, themes or contextual factors is included and beginning to be linked to analysis and writer's intentions		Relevant discussion of the text as a whole, themes or contextual factors is linked to the analysis and writer's intentions		Knowledge of the text as a whole, themes or contextual factors informs interpretation and is used to explain how effects are created and why the writer has made certain choices	
Structural awareness	Simple structural features are identified with little to no comment		Simple structural features are identified with attempts to explain their effect		Structural features identified with explanation of their effect		Students are able to identify structural features and explain their effect within a specific section or the text as a whole	

Novel (analysing)	Below expected	Expected	Good	Exceptional
Poetry (analysing)	Below expected	Expected	Good	Exceptional

	EMERGING	Novel	Non-Fiction	Tempest	SECURE	Novel	Non-Fiction	Tempest	DEEPENING	Novel	Non-Fiction	Tempest	MASTERY	Novel	Non-Fiction	Tempest
Communication	Communication is simple and may be unclear in places				Communication is mostly clear				Communication is consistently clear and coherent				Communication is well-expressed and convincing			
Ideas	Relevant idea(s) in response to the task				Ideas are well-considered in relation to the task				Ideas are developed in more detail and becoming more creative				Ideas are creative, engaging and well-developed			
Sentence structure	Writing is in simple and compound sentences, using connectives 'and', 'but' and 'so'				Writing is in simple and compound sentences with some attempts at complex sentences, which may have some inaccuracies				Writing displays accurate use of simple, compound and complex sentences with some attempts to use sentence structures for effect				A range of sentence structures are used accurately throughout with some effect			
Sentence starters	Little variety in sentence starters				Some variation in sentence starters				A variety of sentence starters used throughout				A wider variety of sentence starters used throughout			
Paragraphs and discourse markers	There is perhaps an attempt to paragraph work (though it may not always be accurate) and simple connectives are sometimes used to link ideas together (e.g. because, so)				Paragraphs are used (though they may not always be accurate) with some use of discourse markers, (e.g. firstly, however)				Accurate paragraphs are included using a range of discourse markers to guide the reader				A range of accurate paragraphs are used with thoughtful use of a wider range of discourse markers throughout			
Whole-text structure	There is an attempt at organising information in the text				The writing is mostly structured in a sensible order though there may be lapses				There is a clear whole-text structure with an obvious start, middle and end				There is a clear whole-text structure with attempts to use structural devices			
Text type and tone	Generic features of the text type are attempted with an attempt at a relevant tone				Generic features of the text type are used mostly correctly with a relevant choice of tone				Generic features of the text type are accurate and growing more thoughtful with an appropriate choice of tone				Features of the text type are used accurately and thoughtfully throughout with a deliberate choice of tone			
Language devices	An attempt at using language devices appropriate to task				A range of language devices appropriate to task are used				A range of language devices appropriate to task are used for some effect				A range of well-chosen and thoughtful language devices are used for effect			
Vocabulary	Simple vocabulary used				Vocabulary is appropriately chosen and relevant				A wider vocabulary is deliberately chosen for the task				Well-chosen and occasionally ambitious vocabulary is used for effect			

Novel (content)	Below expected	Expected	Good	Exceptional
Non-Fiction (content)	Below expected	Expected	Good	Exceptional
Tempest (content)	Below expected	Expected	Good	Exceptional

	EMERGING	Novel	Novel	Non-Fiction	Poetry	Tempest	SECURE	Novel	Novel	Non-Fiction	Poetry	Tempest	DEEPENING	Novel	Novel	Non-Fiction	Poetry	Tempest	MASTERY	Novel	Novel	Non-Fiction	Poetry	Tempest
Grammar and syntax	Meaning is understood in some sentences						Meaning is understood in most sentences						All sentences make sense						All sentences make sense and meaning is conveyed clearly					
	There is an attempt to maintain the same tense						Tenses are accurate for half the writing						Tenses are mostly accurate, with rare lapses						Tenses are used accurately throughout					
Punctuation	There is an attempt to use capital letters and full stops sometimes						Capital letters and full stops are sometimes accurate						Capital letters and full stops are generally accurate						Capital letters and full stops are mostly accurate					
	There is an attempt to use commas , which may not be accurate						Commas are sometimes used accurately						Commas are generally used accurately with some lapses						Commas are mostly used accurately throughout with rare lapses					
	There is an attempt to use punctuation other than full stops and commas						There is an attempt to use a wider range of punctuation						A wider range of punctuation is used mostly accurately						A wider range of punctuation is used accurately					
	There is an attempt to use apostrophes						Apostrophes are sometimes used accurately						Apostrophes are generally used accurately but with occasional lapses						Apostrophes are mostly used accurately with lapses in more complex constructions					
	There is an attempt to use speech punctuation						Basic speech punctuation is used with attempts at supporting punctuation						Speech punctuation is used sometimes accurately with frequent lapses						Speech punctuation is used generally accurately throughout with occasional lapses					
Spelling	Basic phonetic words are spelt correctly (but likely mistakes with homophones)						Most common words are spelt correctly with occasional homophone errors						Spelling is mostly accurate except for more difficult words (not phonetic or less common words)						Spelling is accurate including some ambitious words					
Plan, proofread, and edit	There is little evidence that work has been planned and there is an attempt to correct or improve work but it may not be successful						There is some evidence that work has been planned and proofread with simple edits attempted						There is evidence that work has been planned well and proofread with some edits made						There is evidence that work has been planned thoroughly and most of the work has been proofread with meaningful corrections made					

Novel Description (accuracy)	Below expected	Expected	Good	Exceptional
Novel Analysis (accuracy)	Below expected	Expected	Good	Exceptional
Non-Fiction (accuracy)	Below expected	Expected	Good	Exceptional
Poetry (accuracy)	Below expected	Expected	Good	Exceptional
Tempest (accuracy)	Below expected	Expected	Good	Exceptional

ENGLISH

Year 7 Target Tracker

	Target	Evidence of Achievement	RAG / Date
Term 1	Analysis: Novel		
	Content: Novel		
	Accuracy: Novel		
Term 2	Analysis:		
	Content: Non-Fiction		
	Accuracy: Non-Fiction		
Term 3	Analysis: Poetry		
	Content: Tempest		
	Accuracy: Tempest		