

YEAR 9	ENGLISH LEARNING PATH 1 –LP1	ENGLISH LEARNING PATH 2 – LP2
READING		
St 1	Writers’ aims: I can show a developed, relevant understanding of writers’ methods and main aims whilst, where relevant, providing an accurate and relevant developing response to themes and/or contextual factors and make comparisons between ideas.	Writers’ aims: I can show a clear understanding of writers’ methods and main aims whilst, where relevant, providing a clear explanation of themes or context (what was happening at the time the text was written/ set) and beginning to make comparisons between ideas.
St 2	Structure and form: I can show an accurate understanding of writers’ structural choices, supporting this with some evidence (textual detail) whilst using mostly correct structural terminology (e.g. foreshadowing, tension etc.).	Structure and form: I can show a clear understanding of writers’ structural choices, supporting this with some evidence (textual detail) whilst beginning to use the correct structural terminology (e.g. foreshadowing, tension etc.).
St 3	Vocabulary: I can show an accurate understanding of writers’ lexical (word) choices, correctly identifying their word types whilst exploring and discussing a developing range of connotations, sometimes linked to the semantic fields they create.	Vocabulary: I can show a clear understanding of why a writer has chosen a particular word exploring connotations (associations) to support this whilst being able to identify key word types accurately in discussion (nouns etc.).
St 4	Language techniques and their effects: I can show an accurate understanding of why a writer has chosen a particular language technique whilst also being able to accurately identify language techniques in discussion (e.g. similes, metaphors, hyperbole etc.).	Language techniques and their effects: I can show a clear understanding of why a writer has chosen a particular language technique whilst also being able to identify language techniques in discussion (e.g. similes, metaphors, hyperbole etc.).
St 5	Reading skills: I can use a range of reading strategies to understand all of the key points in a text, linking related points together.	Reading skills: I can use a range of reading strategies to understand all of the key points in a text, beginning to link related points together.
WRITING		
St 6	Writers’ aims: I can consistently match my writing to purpose and audience (e.g. viewpoint, tense, formality etc.) whilst also making my writing engaging in an increasingly consistent manner.	Writers’ aims: I can generally match my writing to purpose and audience (e.g. viewpoint, tense, formality etc.) whilst also making my writing clear and often engaging.
St 7	Structure and form: Whilst consistently using paragraphs correctly, I can effectively create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.) and use a range of structural features (e.g. one-sentence paragraphs, foreshadowing etc.).	Structure and form: Whilst consistently using paragraphs correctly, I can often create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.) and use a growing range of structural features (e.g. one-sentence paragraphs).
St 8	Vocabulary: I can increasingly choose a sophisticated range of vocabulary for tone and register (e.g. via a semantic field), spelling all of the commonly used words and a range of more irregular/complex words correctly.	Vocabulary: I can clearly choose a developing range of vocabulary for tone and register, spelling all of the commonly used words and a developing range of more irregular/complex words correctly.
St 9	Language techniques and their effects: I can consciously use a range of successful language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.).	Language techniques and their effects: I can consciously use a developing range of technically correct language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)
St 10	Sentences and punctuation: I can use a range of punctuation, mostly accurately, in order to create a variety of sentence forms appropriately for effect.	Sentences and punctuation: I can use a developing range of punctuation, mostly accurately, in order to create a variety of sentence forms, more often for effect.

YEAR 9	ENGLISH LEARNING PATH 3 – LP3	ENGLISH LEARNING PATH 4 – LP4
READING		
St 1	Writers' aims: I can provide some explained response to writers' methods and main aims whilst, where relevant, providing some explanation of themes (key messages) or context (what was happening at the time the text was written/ set).	Writers' aims: I can identify some appropriate things about writers' methods and main aims (what a writer is aiming to do in a text) and, where relevant, make appropriate comments on themes (key messages) or context (what was happening at the time the text was written/ set).
St 2	Structure and form: I can show some explained understanding of writers' structural choices, supporting this with some evidence (textual detail).	Structure and form: I can provide some appropriate comments about writers' structural choices (the way they order the text etc.).
St 3	Vocabulary: I can show some explained understanding about why a writer has chosen a particular word using some discussion of connotations (associations) to support this and may also identify key word types accurately (nouns, adjectives, verbs and adverbs).	Vocabulary: I can show some understanding about why a writer has chosen a particular word (what it shows/suggests) and may also identify key word types accurately (nouns, adjectives, verbs and adverbs).
St 4	Language techniques and their effects: I can show some explained understanding about why a writer has chosen a particular language technique and may also identify most language techniques (e.g. similes, metaphors, hyperbole etc.).	Language techniques and their effects: I can make some appropriate comments about why a writer has chosen a particular language technique and may also identify some language techniques (e.g. similes, metaphors, hyperbole etc.).
St 5	Reading skills: I can use a range of reading strategies to understand all of the key points in a text.	Reading skills: can use a range of reading strategies to understand almost all of the key points in a text.
WRITING		
St 6	Writers' aims: I can demonstrate some sustained attempt to match my writing to purpose and audience (e.g. viewpoint, tense, formality etc.) whilst also attempting to make my writing engaging.	Writers' aims: I can attempt to match my writing to purpose and audience – why I am writing and/or who I am writing for (e.g. viewpoint, tense, formality etc.).
St 7	Structure and form: Whilst consistently using paragraphs correctly, I can begin to create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.) and use some structural features (e.g. one-sentence paragraphs).	Structure and form: I can consistently use paragraphs correctly (ToP, TiP) and can attempt to create cohesion within these (e.g. using pronouns, repeated key words, connectives etc.).
St 8	Vocabulary: I can consciously choose some varied vocabulary for tone and register, spelling all of the commonly used words and a growing range of more irregular/complex words correctly.	Vocabulary: I can begin to choose some varied vocabulary for tone (feeling) and register (formality), spelling all of the commonly used words and some more irregular/complex words correctly.
St 9	Language techniques and their effects: I can consciously to use some language techniques which are often technically correct (e.g. metaphors, similes, rhetorical devices, anecdotes etc.).	Language techniques and their effects: I can attempt to use some language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.).
St 10	Sentences and punctuation: I can use a developing range of punctuation, mostly accurately, in order to create a variety of sentence forms, occasionally for effect.	Sentences and punctuation: I can always use full stops correctly and use some varied punctuation in order to create a growing variety of sentence forms (e.g. joining two sentences with a connective).