

YEAR 7	ENGLISH LEARNING PATH 1 –LP1	ENGLISH LEARNING PATH 2 – LP2
<b>READING</b>		
St 1	<b>Writers’ aims:</b> 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)	<b>Writers’ aims:</b> 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	<b>Structure and form:</b> I can show some explained understanding of writers’ structural choices, supporting this with some evidence (textual detail)	<b>Structure and form:</b> I can provide some appropriate comments about writers’ structural choices (the way they order the text etc.)
St 3	<b>Vocabulary:</b> I can show some explained understanding about why a writer has chosen a particular word using some discussion of connotations (associations) to support this whilst also being able to identify key word types accurately (nouns, adjectives, verbs and adverbs)	<b>Vocabulary:</b> I can show some understanding about why a writer has chosen a particular word (what it shows/suggests) whilst also being able to identify key word types accurately (nouns, adjectives, verbs and adverbs)
St 4	<b>Language techniques and their effects:</b> I can show some explained understanding about why a writer has chosen a particular language technique whilst also being able to identify most language techniques (e.g. similes, metaphors, hyperbole etc.)	<b>Language techniques and their effects:</b> I can make some appropriate comments about why a writer has chosen a particular language technique whilst also being able to identify some language techniques (e.g. similes, metaphors, hyperbole etc.)
St 5	<b>Reading skills:</b> I can use a range of reading strategies to understand all of the key points in a text	<b>Reading skills:</b> I can use a range of reading strategies to understand almost all of the key points in a text
<b>WRITING</b>		
St 6	<b>Writers’ aims:</b> 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	<b>Writers’ aims:</b> 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	<b>Structure and form:</b> 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)	<b>Structure and form:</b> 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	<b>Vocabulary:</b> 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	<b>Vocabulary:</b> 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	<b>Language techniques and their effects:</b> I can consciously to use some language techniques which are often technically correct (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)	<b>Language techniques and their effects:</b> I can attempt to use some language techniques (e.g. metaphors, similes, rhetorical devices, anecdotes etc.)
St 10	<b>Sentences and punctuation:</b> I can use a developing range of punctuation, mostly accurately, in order to create a variety of sentence forms, occasionally for effect	<b>Sentences and punctuation:</b> 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)

## ENGLISH LEARNING PATH STATEMENTS YEAR 7 LP3-4

YEAR 7	ENGLISH LEARNING PATH 3 – LP3	ENGLISH LEARNING PATH 4 – LP4
<b>READING</b>		
St 1	<b>Writers' aims:</b> I can write simple things about writers' methods and main aims (what a writer is aiming to do in a text) and, where relevant, make comments on themes (key messages) or context (what was happening at the time the text was written/ set)	<b>Writers' aims:</b> I can write some simple things about writers' methods and main aims (what a writer is aiming to do in a text)
St 2	<b>Structure and form:</b> I can write simple comments about writers' structural choices (the way they order the text etc.)	<b>Structure and form:</b> I can write some simple things about writers' structural choices (how they order their writing)
St 3	<b>Vocabulary:</b> I can make some simple comments about why a writer has chosen a particular word (what it shows/suggests) and may identify key word types (nouns, adjectives, verbs and adverbs)	<b>Vocabulary:</b> I can make some simple comments about why a writer has chosen a particular word (what it shows/suggests)
St 4	<b>Language techniques and their effects:</b> I can make some comments about why a writer has chosen a particular language technique	<b>Language techniques and their effects:</b> I can write some simple things about writers' use of language techniques
St 5	<b>Reading skills:</b> I can use a developing range of reading strategies to understand most of the key points in a text	<b>Reading skills:</b> I can use a few reading strategies to understand some of the key points in a text
<b>WRITING</b>		
St 6	<b>Writers' aims:</b> I can show a simple awareness of the purpose and/or audience of my writing – why I am writing and/or who I am writing for (e.g. viewpoint, tense, formality etc.)	<b>Writers' aims:</b> I can sometimes show a sense of the purpose and/or audience of my writing – why I am writing and/or who I am writing for (e.g. viewpoint, tense, formality etc.)
St 7	<b>Structure and form:</b> I can consistently use paragraphs correctly (ToP, TiP)	<b>Structure and form:</b> I can sometimes use paragraphs correctly (ToP, TiP)
St 8	<b>Vocabulary:</b> I can begin to vary my vocabulary for tone (feeling) or register (formality) and spell all of the commonly used words (as appropriate for year group)	<b>Vocabulary:</b> I can begin to vary my vocabulary (e.g. 'bad', 'horrible' and 'nasty' – instead of 'bad' three times) and spell the majority of the commonly used words (as appropriate for year group)
St 9	<b>Language techniques and their effects:</b> I can attempt to use some simple language techniques (e.g. similes, alliteration and rhetorical questions etc.)	<b>Language techniques and their effects:</b> I can attempt to use some simple language techniques when directly asked (e.g. similes, alliteration and rhetorical questions etc.)
St 10	<b>Sentences and punctuation:</b> I can almost always use full stops correctly and also begin to vary my punctuation in order to create a simple range of sentence forms (e.g. joining two sentences with a connective)	<b>Sentences and punctuation:</b> I can use full stops, exclamation marks and questions marks often correctly to create full sentences