

Y7 ENGLISH: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Understands key texts: Can identify themes, characters, and main ideas. • Uses evidence: Selects quotations and references to support ideas. • Understands authorial intent: Can explain why a writer uses certain techniques. • Writes clearly and accurately: Uses paragraphs, punctuation, methods and varied vocabulary. • Follows structure: Organises writing with a clear beginning, middle, and end.	A student shows deeper understanding and more advanced reasoning. This includes: • Interprets texts critically: Offers thoughtful, layered interpretations. • Analyses language and structure: Explains how and why techniques are used and their effects. • Makes connections, exploring intentions: Links ideas across texts, genres, or historical contexts and considers why a text has been constructed. • Writes with flair and control: Uses language and techniques creatively and purposefully for effect. • Structures for effect: Organises writing for a range of purposes, creating meanings and conveying intent.

	Unit of Work	KPIs		
		Reading	Writing	Speaking
AUT1	The Art of Descriptive Writing	• Read a range of high challenge texts (whole novel; Shakespeare, poetry pre and post 1900; and, non-fiction).	• Organise writing using chronological paragraphs and basic connective phrases/discourse markers.	• Voice and body language: Clarity of pronunciation/ Voice projection and eye contact.
AUT2	Animal Farm – An Introduction to Analytical Writing	• Form and summarise ideas about characters and settings in relation to specific extracts.	• Demarcate sentences accurately with full stops and capital letters.	• Vocabulary/ Language: Appropriate vocabulary/Rhetorical techniques.
SPR1	Animal Farm – Beginning Rhetoric	• Support ideas by embedding a quotation as evidence.	• Use simple, compound, and basic complex sentences accurately.	• Content: conveys intention and reasons to support views.
SPR2	Poetry – Exploring Diverse Voices	• Comment on the effect of a linguistic choice. • Comment on the intention of a writer.	• Choose descriptive adjectives and verbs appropriate to the task, maintaining a consistent formal or informal tone.	• Self-regulation: Maintains focus on a task.
SUM1	William Shakespeare's 'The Tempest'	• Make a link between a text and its historical context.	• Uses commas, question marks, and exclamation marks accurately; spells most high-frequency and common exception words correctly.	• Working with others: Turn-taking and listening.
SUM2	William Shakespeare's 'The Tempest'	• Build a response at paragraph level by forming an idea, supporting with evidence, commenting on intention and explaining the effect of a method.	• Begin to use a range of vocabulary.	