



## ENGLISH

### Year 7- 'I can' statements

#### Reading:

1. I can follow a structure to write an analytical paragraph
2. I can state a justifiable opinion
3. I can identify and comment on methods
4. I can understand a text's time and place
5. I can understand what the writer wants to say
6. I can track character development throughout the whole text
7. I can select an appropriate quotation
8. I can identify links between texts
9. I can explain hidden meaning in a text

#### Writing:

1. I can follow a writing checklist to help organise my ideas
2. I can change paragraphs accurately within a piece of writing
3. I can understand that different words are used for different levels of formality
4. I can experiment with using unfamiliar vocabulary in my writing
5. I can use basic punctuation accurately
6. I can spell basic words accurately
7. I can experiment with sentences openings and lengths by following a slow writing template
8. I can use simple language techniques in a piece of writing, such as alliteration and similes



## Year 8- 'I can' statements

### Reading:

1. I can write a detailed analytical paragraph in response to a text
2. I can explore others' opinions
3. I can explain writers' use of methods
4. I can understand how time and place has influenced a literary work
5. I can understand why a writer has a point of view
6. I can track characters and themes throughout a text
7. I can select precise quotations
8. I can compare writers' ideas and viewpoints
9. I can comment on language connotations

### Writing:

1. I can create a suitable and effective word bank before attempting a writing task
2. I can use paragraphs correctly and can link them together
3. I can adapt my vocabulary and sentence structures to suit different tones and registers
4. I can accurately use new, unfamiliar words in my writing
5. I can use colons, semi-colons, and dashes
6. I can employ strategies to spell unfamiliar words
7. I can use a variety of simple, compound and complex sentences in an extended piece of writing
8. I can experiment with more sophisticated language techniques, such as metaphors and personification



## Year 9- 'I can' statements

### Reading

1. I can link analytical paragraphs together into a coherent essay
2. I can compare others' opinions to my own
3. I can identify and analyse writers' methods
4. I can use context to develop my analysis of writers' choices and themes
5. I can understand the effects a writer might want to achieve
6. I can link ideas within an extract to the text as a whole
7. I can select accurate quotations that provide opportunities for deeper analysis/exploration
8. I can compare writers' methods
9. I can explore language connotations and link to the writer's purpose

### Writing

1. I can experiment with and use a range of planning strategies
2. I can use paragraphs consistently well and can experiment with different writing structures
3. I can identify the purpose, audience and form of a task and adapt my writing accordingly
4. I can make conscious vocabulary choices in my writing
5. I can use a range of punctuation accurately
6. I can spell most common words accurately, some complex words, plus subject-specific spelling
7. I can use more sophisticated sentence structures, e.g. embedded clauses, to create effects in extended pieces of writing
8. I can accurately use a range of language techniques in my writing



## Y10 and Y11 - 'I can' statements

### Reading

1. I can write a coherent essay in response to a GCSE question
2. I can evaluate and make judgements on others' interpretations
3. I can analyse the effects of writers' methods and contextualise my comments
4. I can integrate contextual knowledge into my analysis
5. I can appreciate the writer's intentions
6. I can understand the significance of a whole text
7. I can embed carefully chosen quotations into my analysis
8. I can make comparisons between texts, based on writers' interpretations, opinions and methods
9. I can make inferences and analyse language connotations, and link these to the writer's purpose

### Writing

1. I can independently plan an answer
2. I can structure my writing coherently, using paragraphs and other structural devices
3. I can adapt my tone and register to adhere to purpose, audience and form
4. I can use convincing vocabulary choices in my writing
5. I can use a range of punctuation accurately and for effect
6. I can consistently spell common homophones correctly, and Tier 2 vocabulary
7. I can use a variety of sentence structures for effect
8. I can use language techniques convincingly to achieve deliberate effect