Year Group	7	7	7	7	7
Subject	**English Language**	**English Language**	**English Language**	**English Language**	**English Language**
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can make inferences from the texts, selecting relevant quotations to support my comments	I can make inferences from the texts, selecting mostly relevant quotations to support my comments	I can comment on examples from the texts, using some references or quotations from one or two texts	I can provide a simple comment on one or two relevant details from the text	I can paraphrase one or two obvious details from a text
KO 2	I can explain the effect of a range of language choices, selecting a range of relevant quotations and using key subject terminology	I can explain the effects of a range of language choices in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more language techniques, using some appropriate evidence and occasionally using common subject terminology	I can explain simply one language choice in my own words	I can explain simply one language choice in my own words with prompts
KO 3	I can explain the effects of structural features, selecting relevant quotations and using key subject terminology	I can explain the effects of a range of structural features in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more structural features, using some appropriate evidence and occasionally using common subject terminology	I can explain simply one structural choice in my own words	I can explain simply one structural choice in my own words with prompts
KO 4	I can make some clear comparisons between attitudes and ideas and I can show a clear understanding of the different ideas and perspectives in both texts	I can make simple comparisons between attitudes and I can identify some different ideas and perspectives in both texts	I can make simple cross references of ideas and perspectives and I can show simple awareness of ideas and/or perspectives in both texts	I can show simple awareness of ideas and/or perspectives in one/both texts	I can copy out an example of how the writers feel in the one or two texts
KO 5	I can write a clear and relevant evaluative response to a statement based on a text	I can write a clear and evaluative response to a statement based on a text	I can make some clear and evaluative comments about a statement based on a text	I can make simple evaluative comments about a statement based on a text	I can copy out an example of how a writer feels from a text
KO 6	I can use a range of vocabulary and language techniques to suit form, audience and purpose	I can use effective vocabulary and language techniques to suit form, audience and purpose	I can use vocabulary and obvious language techniques to suit form, audience and purpose	I can use adjectives and verbs to make my writing interesting	I can use simple adjectives in my writing
KO 7	I can organise my ideas into paragraphs of different lengths, sometimes for effect, and I can link my ideas using discourse markers to link my ideas and paragraphs	I can organise my ideas into clear paragraphs, and I can begin my sentences with discourse markers such as even though and although	I can organise my ideas into paragraphs, and I can vary the opening of my sentences in different ways, including starting with verbs and adverbs	I can write using basic paragraphs, and I can begin some of my sentences with adverbs	I can use simple sentences mostly accurately
KO 8	I can use a range of sentence structures mostly accurately, and occasionally for purpose and effect	I can use a range of sentence structures mostly accurately	I can use simple and compound sentences accurately, and I can sometimes use complex sentences accurately	I can use simple and compound sentences	I can begin my sentences with capital letters and use full stops at the end of my sentences
KO 9	I can use a range of ambitious punctuation occasionally and accurately, e.g. colons and semicolons, which make my writing clear	I can use ambitious punctuation in my writing accurately, e.g. semicolons, as well as a range of common punctuation, e.g. exclamation marks, question marks and commas, which make my writing clear	I can use some ambitious punctuation in my writing accurately, e.g. semicolons, as well as some common punctuation, e.g. exclamation marks, question marks and commas	I can use full stops and commas regularly and mostly accurately	I can sometimes use full stops and commas, at times accurately
KO 10	I can spell all basic and some complex words accurately, with only occasional slips	I can spell all basic words and some complex words accurately, with only occasional slips	I can spell all basic and some complex words accurately, with only occasional slips	I can spell most basic words accurately	I can spell most basic words accurately

Subject	English Literature	English Literature	English Literature	English Literature	English Literature
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can provide a clear response to the task and/ or the whole text	I can provide an explained response to the task and/or the whole text	I can provide a simple, relevant response to the task	I can provide one simple response that is sometimes relevant to the task	I can paraphrase one or two obvious details from a text
KO 2	I can select relevant quotations or references to support my interpretations	I can select some relevant quotations to support my comments	I can select some obvious supporting quotations	I can copy out some important words or phrases from a text	I can copy out some important words with my teacher's support
KO 3	I can clearly explain the effects of writers methods in detail using key subject terminology	I can explain the effects of writers methods in detail using key subject terminology	I can comment on some effects using some subject terminology	I can explain simply one language choice in my own words	I can explain simply one language choice in my own words with prompts
KO 4	I can make clear links between context/text/task and ideas/perspectives/context of the text	I can explain some links between the context of a text and the writers ideas	I can attempt to explain one simple link between the context of a text and the writers ideas	I can attempt to explain one simple aspect of context and writers idea	I can attempt to explain one simple aspect of context or writers idea with prompts
KO 5	Poetry: I can make a clear comparison between the poems	Poetry: I can explain some comparisons between the poems	Poetry: I can explain one comparison between the poems	Poetry: I can attempt to explain one obvious idea from a poem	Poetry: I can copy out an example of an obvious idea from a poem

Year Group	8	8	8	8	8
Subject	**English Language**	**English Language**	**English Language**	**English Language**	**English Language**
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can make multiple inferences from the texts, selecting a range of relevant quotations to support my comments	I can make inferences from the texts, selecting relevant quotations to support my comments	I can make inferences from the texts, selecting mostly relevant quotations to support my comments	I can comment on examples from the texts, using some references or quotations from one or two texts	I can provide a simple comment on one or two relevant details from the text
KO 2	I can analyse the effects of language choices, selecting relevant quotations and regularly using key subject terminology	I can explain the effect of a range of language choices, selecting a range of relevant quotations and using key subject terminology	I can explain the effects of a range of language choices in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more language techniques, using some appropriate evidence and occasionally using common subject terminology	I can explain simply one language choice in my own words
KO 3	I can analyse a range of structural features, selecting a range of relevant quotations and regularly using key subject terminology	I can explain the effects of structural features, selecting relevant quotations and using key subject terminology	I can explain the effects of a range of structural features in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more structural features, using some appropriate evidence and occasionally using common subject terminology	I can explain simply one structural choice in my own words
KO 4	I can make developed comparisons between attitudes and ideas and I can show a clear understanding of the different ideas and perspectives in both texts	I can make some clear comparisons between attitudes and ideas and I can show a clear understanding of the different ideas and perspectives in both texts	I can make simple comparisons between attitudes and I can identify some different ideas and perspectives in both texts	I can make simple cross references of ideas and perspectives and I can show simple awareness of ideas and/or perspectives in both texts	I can show simple awareness of ideas and/or perspectives in one/both texts
KO 5	I can write a developed and evaluative response to a statement based on a text	I can write a clear and relevant evaluative response to a statement based on a text	I can write a clear and evaluative response to a statement based on a text	I can make some clear and evaluative comments about a statement based on a text	I can make simple evaluative comments about a statement based on a text
KO 6	I can use ambitious vocabulary and language techniques to suit form, audience and purpose	I can use a range of vocabulary and language techniques to suit form, audience and purpose	I can use effective vocabulary and language techniques to suit form, audience and purpose	I can use vocabulary and obvious language techniques to suit form, audience and purpose	I can use adjectives and verbs to make my writing interesting
KO 7	I can organise my ideas into different paragraph lengths, and I can use a range of discourse markers to link my ideas and paragraphs	I can organise my ideas into paragraphs of different lengths, sometimes for effect, and I can link my ideas using discourse markers to link my ideas and paragraphs	I can organise my ideas into clear paragraphs, and I can begin my sentences with discourse markers such as even though and although	I can organise my ideas into paragraphs, and I can vary the opening of my sentences in different ways, including starting with verbs and adverbs	I can write using basic paragraphs, and I can begin some of my sentences with adverbs
KO 8	I can use a range of sentence structures accurately, and often for purpose and effect	I can use a range of sentence structures mostly accurately, and occasionally for purpose and effect	I can use a range of sentence structures mostly accurately	I can use simple and compound sentences accurately, and I can sometimes use complex sentences accurately	I can use simple and compound sentences
KO 9	I can use a range of ambitious punctuation mostly accurately, e.g. semicolons, colons, and hyphens, which make my writing clear	I can use a range of ambitious punctuation occasionally and accurately, e.g. colons and semicolons, which make my writing clear	I can use ambitious punctuation in my writing accurately, e.g. semicolons, as well as a range of common punctuation, e.g. exclamation marks, question marks and commas, which make my writing clear	I can use some ambitious punctuation in my writing accurately, e.g. semicolons, as well as some common punctuation, e.g. exclamation marks, question marks and commas	I can use full stops and commas regularly and mostly accurately
KO 10	I can spell all basic, a range of complex and some irregular words, with only occasional slips	I can spell all basic and some complex words accurately, with only occasional slips	I can spell all basic words and some complex words accurately, with only occasional slips	I can spell all basic and some complex words accurately, with only occasional slips	I can spell most basic words accurately

Subject	**English Literature**	**English Literature**	**English Literature**	**English Literature**	**English Literature**
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can provide a developed response to the task and/ or the whole text	I can provide a clear response to the task and/ or the whole text	I can provide an explained response to the task and/or the whole text	I can provide a simple, relevant response to the task	I can provide one simple response that is sometimes relevant to the task
KO 2	I can select a range of quotations or references to support my interpretations	I can select relevant quotations or references to support my interpretations	I can select some relevant quotations to support my comments	I can select some obvious supporting quotations	I can copy out some important words or phrases from a text
KO 3	I can analyse the effects of writer's methods in detail using key subject terminology and some sophisticated subject terminology	I can clearly explain the effects of writers methods in detail using key subject terminology	I can explain the effects of writers methods in detail using key subject terminology	I can comment on some effects using some subject terminology	I can explain simply one language choice in my own words
KO 4	I can make some detailed links between context/text/task and ideas/perspectives/context of the text	I can make clear links between context/text/task and ideas/perspectives/context of the text	I can explain some links between the context of a text and the writers ideas	I can attempt to explain one simple link between the context of a text and the writers ideas	I can attempt to explain one simple aspect of context and writers idea
KO 5	Poetry: I can make a developed comparison between the poems	Poetry: I can make a clear comparison between the poems	Poetry: I can explain some comparisons between the poems	Poetry: I can explain one comparison between the poems	Poetry: I can attempt to explain one obvious idea from a poem

Year Group	9	9	9	9	9
Subject	**English Language**	**English Language**	**English Language**	**English Language**	**English Language**
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can make developed interpretations from the texts using a precisely selected range of quotations	I can make multiple inferences from the texts, selecting a range of relevant quotations to support my comments	I can make inferences from the texts, selecting relevant quotations to support my comments	I can make inferences from the texts, selecting mostly relevant quotations to support my comments	I can comment on examples from the texts, using some references or quotations from one or two texts
KO 2	I can analyse language choices in detail, using a precisely selected range of quotations and regularly using key subject terminology and some sophisticated subject terminology	I can analyse the effects of language choices, selecting relevant quotations and regularly using key subject terminology	I can explain the effect of a range of language choices, selecting a range of relevant quotations and using key subject terminology	I can explain the effects of a range of language choices in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more language techniques, using some appropriate evidence and occasionally using common subject terminology
KO 3	I can analyse structural features in detail, using a precisely selected range of quotations and regularly using key subject terminology and some sophisticated subject terminology	I can analyse a range of structural features, selecting a range of relevant quotations and regularly using key subject terminology	I can explain the effects of structural features, selecting relevant quotations and using key subject terminology	I can explain the effects of a range of structural features in some detail, selecting mostly relevant quotations and regularly using common subject terminology	I can comment on two or more structural features, using some appropriate evidence and occasionally using common subject terminology
KO 4	I can make thoughtful comparisons between attitudes and ideas and I can show a detailed understanding of the different ideas and perspectives in both texts	I can make developed comparisons between attitudes and ideas and I can show a clear understanding of the different ideas and perspectives in both texts	I can make some clear comparisons between attitudes and ideas and I can show a clear understanding of the different ideas and perspectives in both texts	I can make simple comparisons between attitudes and I can identify some different ideas and perspectives in both texts	I can make simple cross references of ideas and perspectives and I can show simple awareness of ideas and/or perspectives in both texts
KO 5	I can write a thoughtful and sustained evaluative response to a statement based on a text	I can write a developed and evaluative response to a statement based on a text	I can write a clear and relevant evaluative response to a statement based on a text	I can write a clear and evaluative response to a statement based on a text	I can make some clear and evaluative comments about a statement based on a text
KO 6	I can use a wide range of ambitious vocabulary and language techniques convincingly to suit form, audience and purpose	I can use ambitious vocabulary and language techniques to suit form, audience and purpose	I can use a range of vocabulary and language techniques to suit form, audience and purpose	I can use effective vocabulary and language techniques to suit form, audience and purpose	I can use vocabulary and obvious language techniques to suit form, audience and purpose
KO 7	I can organise my ideas into deliberate paragraph lengths for effect, and I can accurately use a range of discourse markers to link my ideas and paragraphs	I can organise my ideas into different paragraph lengths, and I can use a range of discourse markers to link my ideas and paragraphs	I can organise my ideas into paragraphs of different lengths, sometimes for effect, and I can link my ideas using discourse markers to link my ideas and paragraphs	I can organise my ideas into clear paragraphs, and I can begin my sentences with discourse markers such as even though and although	I can organise my ideas into paragraphs, and I can vary the opening of my sentences in different ways, including starting with verbs and adverbs
KO 8	I can use an ambitious range of sentence structures, including embedded clauses, accurately to achieve particular effects	I can use a range of sentence structures accurately, and often for purpose and effect	I can use a range of sentence structures mostly accurately, and occasionally for purpose and effect	I can use a range of sentence structures mostly accurately	I can use simple and compound sentences accurately, and I can sometimes use complex sentences accurately
KO 9	I can consistently use a wide range of ambitious punctuation accurately including, e.g. semicolons, colons, parentheses and hyphens to achieve particular effects on my reader	I can use a range of ambitious punctuation mostly accurately, e.g. semicolons, colons, and hyphens, which make my writing clear	I can use a range of ambitious punctuation occasionally and accurately, e.g. colons and semicolons, which make my writing clear	I can use ambitious punctuation in my writing accurately, e.g. semicolons, as well as a range of common punctuation, e.g. exclamation marks, question marks and commas, which make my writing clear	I can use some ambitious punctuation in my writing accurately, e.g. semicolons, as well as some common punctuation, e.g. exclamation marks, question marks and commas
KO 10	I can spell all basic, most complex and irregular words accurately, with only occasional slips	I can spell all basic, a range of complex and some irregular words, with only occasional slips	I can spell all basic and some complex words accurately, with only occasional slips	I can spell all basic words and some complex words accurately, with only occasional slips	I can spell all basic and some complex words accurately, with only occasional slips
Subject	**English Literature**	**English Literature**	**English Literature**	**English Literature**	**English Literature**
Pathway	**X**	**A**	**B**	**C**	**D**
KO 1	I can provide a thoughtful and detailed response to the task and/ or the whole text	I can provide a developed response to the task and/ or the whole text	I can provide a clear response to the task and/ or the whole text	I can provide an explained response to the task and/or the whole text	I can provide a simple, relevant response to the task
KO 2	I can select a precise range of quotations or references to support my interpretations	I can select a range of quotations or references to support my interpretations	I can select relevant quotations or references to support my interpretations	I can select some relevant quotations to support my comments	I can select some obvious supporting quotations
KO 3	I can analyse a range writer's methods in detail using key subject terminology and some sophisticated subject terminology	I can analyse the effects of writer's methods in detail using key subject terminology and some sophisticated subject terminology	I can clearly explain the effects of writers methods in detail using key subject terminology	I can explain the effects of writers methods in detail using key subject terminology	I can comment on some effects using some subject terminology
KO 4	I can make detailed links between context/text/task and ideas/perspectives/context of the text	I can make some detailed links between context/text/task and ideas/perspectives/context of the text	I can make clear links between context/text/task and ideas/perspectives/context of the text	I can explain some links between the context of a text and the writers ideas	I can attempt to explain one simple link between the context of a text and the writers ideas
KO 5	Poetry: I can make a developed thoughtful between the poems	Poetry: I can make a developed comparison between the poems	Poetry: I can make a clear comparison between the poems	Poetry: I can explain some comparisons between the poems	Poetry: I can explain one comparison between the poems