

# **Year 7**

## **English**

### **Autumn 2**

#### **Level Ladder**

**Topic: Non-fiction**

All students are expected to master the level 4 content by the end of the half term

Students are assessed in the key skills of Reading and Writing. This term they will be studying Non-Fiction Texts and focussing on Writing skills. They will be reading non fiction texts like adverts, leaflets and articles and analysing these texts both at word level and for presentational devices.

Check Arbor or ask your child what their current working and target level is in English.

#### **EG:**

**4A- mastered all of level 4 content**

**4B- mastered some of level 4 content**

**4C- mastered all of level 3 content and beginning to master some level 4 content**

Level	Be creative (AF1)	Writing for task, audience and purpose (AF2)	Organise whole texts (AF3)	Paragraphs (AF4)	Sentence structure (AF5)	Punctuation (AF6)	Vocabulary (AF7)	Spelling (AF8)
<b>Level 3/G-F grade</b>	I use adjectives for detail. I write about the topic.	I use one feature of the text type I am writing in (e.g. a letter begins "Dear ...")	I put sentences that are connected next to each other.	I link sentences by using words like "he/she/it/they" after giving names I use one sentence paragraphs.	I use "and" "but" "so" to connect sentences I start most sentences with "I/They/He/She/It".	I use full stops and capital letters.	I use short, simple words	I can spell words like "the, a, he, him, she, her, are, is, well, however, yes, house, tree, school".
<b>Level 4/F-E grade</b>	I use intensifiers and similes / metaphors for detail.	I use 2/3 techniques suitable to my purpose.	I start to use paragraphs. I put paragraphs in time order.	I use a main topic sentence supported by another sentence. I use the same words to link a lot of my sentences. (e.g. "also")	I use "if", "when", "because" to connect sentences. I use a mixture of short and long sentences.	I use question marks and exclamation marks.	I use words that are about the topic.	I can spell most adverbs (ly words) and past tense verbs correctly.
<b>Level 5/E-D grade</b>	I use 1/2 techniques that match the purpose of my writing.	My words/techniques/layout are suitable for the purpose.	I use a new paragraph for each new idea/ point. My work has a clear beginning, middle and end.	I always leave a gap between paragraphs. I link some paragraphs using words like "firstly" and "next".	I start my sentences with lots of different words. I use "although" "On the other hand" and "meanwhile" to connect ideas. I use complex sentences.	I use speech marks and commas for lists.	I use different and interesting words.	I spell most prefixes and suffixes correctly.
<b>Level 6/D-C grade</b>	I use techniques and add detail which interests my audience and is appropriate to the text type. (e.g. zoom-in to give sensory description in a story / using an emotive anecdote in a persuasive text)	I am able to change my word choice and styles for different audiences (e.g. using references to video-games for a non-fiction text aimed at teens or choosing formal phrases for a letter to the prime-minister)	I use a wide range of discourse markers like "Furthermore" and "Similarly". I use a plan to decide what will go in each paragraph.	I use a main topic sentence and develop the ideas with three/ four further sentences.	I use fronted adverbs and prepositional phrases at the start of sentences. I use lots of complex sentences.	I use commas around subclauses and apostrophes to show possession or elision.	I choose words which have an effect (linked to the purpose). I use a wide range of interesting vocabulary.	I correctly spell ambitious words, double letter words and words that don't match the sounds.
<b>Level 7/C-B grade</b>	I can create a character voice in my fiction writing through word choice.	I can vary the formality of my tone in one piece of writing for effect (e.g. taking the reader into my confidence through direct address, for one part of my narrative.)	I plan a structure to effect the reader (e.g. a mysterious short opening paragraph for fiction writing or a persuasive one-sentence final paragraph for a persuasive speech) I develop themes / recurrent imagery / patterns in my writing.	I use paragraphs of different lengths for effect and to make my ideas clear. I use new paragraphs for different speakers.	I use minor sentences, repetition and balance in my sentence structures.	I use semi colons, colons, hyphens and ellipses.	I can creatively choose vocabulary based on its connotations, appropriate to purpose.	My spelling is nearly always correct.