

Hexham Middle School
Progression of Age-Related Expectations

Reading	Year 5	Year 6	Year 7	Year 8
	<p align="center">Word reading</p> <p>I can read with increasing fluency and can read the majority of the year 5/6 exception words.</p> <p>I am able to identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words.</p>	<p align="center">Word reading</p> <p>I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/ word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.</p>	<p align="center">Identify and interpret explicit and implicit information and ideas in texts</p> <p>I can respond to show a developing understanding of the main ideas in different texts.</p> <p>I can show evidence of inferred meaning which is mostly accurate but is sometimes underdeveloped.</p> <p>I can locate, retrieve and compare obvious information and ideas from a variety of texts.</p>	<p align="center">Identify and interpret explicit and implicit information and ideas in texts.</p> <p>My analysis of a range of texts is mostly relevant, clear and accurate with some detail.</p> <p>I can consider some alternative interpretations as well as being able to identify layers of meaning.</p> <p>I can select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts.</p>
	<p align="center">Range of Reading</p> <p>I can maintain a positive attitude to reading and understanding of what I have read by, when reading out loud, considering how my intonation, tone and volume could be changed for different audiences.</p> <p>I can maintain a positive attitude to reading and understanding of what I have read by reading a wider range of genres with different structures and purposes for pleasure.</p> <p>I can demonstrate understanding of what I have read by making comparisons between familiar books.</p>	<p align="center">Range of Reading</p> <p>I can maintain a positive attitude to reading and understanding of what I have read by adapting intonation, tone and volume to suit the purpose and audience, when reading aloud.</p> <p>I can maintain a positive attitude to reading and understanding of what I have read by making comparisons within and across books.</p> <p>I can maintain a positive attitude to reading and understanding of what I have read by reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</p>	<p align="center">Select and synthesise information in texts using textual references to support and illustrate.</p> <p>I can refer to a text to support my main points and ideas.</p> <p>I can attempt to summarise and synthesise key ideas, impressions and information from a range of sources. This is sometimes successful but can be sometimes unfocused and repeat content.</p> <p>My supporting references from texts are mostly relevant.</p>	<p align="center">Select and synthesise information in texts using textual references to support and illustrate.</p> <p>I can use relevant references and quotations to support the development of arguments and ideas.</p> <p>I can summarise and synthesise key ideas, impressions and information from a range of sources with some accuracy and detail for different purposes.</p> <p>The supporting references I use from texts are relevant and appropriately chosen to exemplify key ideas.</p>
	<p align="center">Comprehension</p> <p>I can understand what I have read by explaining how language can give the reader certain impressions about the text.</p> <p>I can understand what I have read by asking questions about a familiar text.</p>	<p align="center">Comprehension</p> <p>I can understand what I have read by explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text.</p>	<p align="center">Explain, comment on and analyse how writers use language to create meaning.</p> <p>I can analysis how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features.</p>	<p align="center">Explain, comment on and analyse how writers use language to create meaning.</p> <p>My analysis often demonstrates a clear understanding of how writers use language for particular effects, including the effects of literary, rhetorical and grammatical features, and how this links to the overall purpose and</p>

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	<p>I can understand what I have read by drawing simple inferences and inferring characters' feelings, thoughts and actions, whilst justifying these with evidence.</p> <p>I can understand what I have read by making plausible predictions, based on details stated and implied, and I am starting to use evidence from the text to support these.</p> <p>I can identify statements of fact and opinion about a text.</p> <p>I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p> <p>I can participate in discussions about books which are read to me and those that I can read for myself.</p>	<p>I can understand what I have read by asking questions about a text.</p> <p>I can understand what I have read by drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>I can understand what I have read by making predictions, based on details stated and implied, with evidence from the text.</p> <p>I can distinguish independently between statements of fact and opinion.</p> <p>I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p> <p>I can participate in discussions about books which are read to me and those that I can read for myself.</p>	<p>My responses show a general awareness of the writer's craft.</p> <p>The selection of references I use can be relevant and generally support the points being made.</p> <p>Explain, comment on and analyse how writers use structure and organisation.</p> <p>I can demonstrate some understanding of how a writer uses form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</p> <p>Use relevant subject terminology in written responses.</p> <p>I can use some subject specific terminology accurately in responses and I select relevant evidence to support main points.</p> <p>Explain how social and historical context impacts on the ideas and perspectives in texts.</p> <p>I can identify the main purpose of different texts (incl. pre 1900) often through general overview.</p> <p>I can give some limited explanation as to how different texts compare with each other in relation to purpose, view-point and style.</p> <p>I have a general awareness of some of the values and assumptions of writers which are compared with some awareness of their relationship to social, historical and cultural contexts.</p>	<p>effectiveness of the text and impact on readers.</p> <p>My selection of references is mostly relevant, valid, and supports the points being made.</p> <p>Explain, comment on and analyse how writers use structure and organisation.</p> <p>I can demonstrate a clear understanding of how a writer uses form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text.</p> <p>Use relevant subject terminology in written responses.</p> <p>The selection of subject terminology that I use is usually appropriate and is included in explanations, often supporting a clear and consistent commentary.</p> <p>Explain how social and historical context impacts on the ideas and perspectives in texts.</p> <p>I can demonstrate a mostly sound and credible understanding of how different texts (incl. pre 1900) compare with each other in relation to purpose, view-point and style.</p> <p>I can convincingly analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their social, historical and cultural contexts.</p>
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			<p>Explore how purpose and viewpoint are important in texts.</p> <p>I can identify and discuss the overall effect of the text.</p> <p>I am able to show some understanding and critical appreciation of writer's purposes and viewpoints.</p> <p>I can make clear links to the overall purpose of the text and impact on readers.</p>	<p>Explore how purpose and viewpoint are important in texts.</p> <p>I can respond to the overall effect of the text.</p> <p>I show clear understanding and critical evaluation of writer's purposes and viewpoints.</p> <p>I can make detailed links to the overall purpose of the text and impact on readers.</p>
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Writing	Year 5	Year 6	Year 7	Year 8
Spelling	<p>I can spell some words with 'silent' letters</p> <p>I can often distinguish between homophones and other words which are often confused</p> <p>I use knowledge of morphology and etymology in spelling.</p> <p>I can use further prefixes and suffixes in my writing.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can spell many of the lower KS2 high frequency words and spelling patterns.</p> <p>I can spell some of the upper KS2 high frequency words and spelling patterns.</p>	<p>I can spell many words with 'silent' letters</p> <p>I can independently distinguish between homophones and other words which are often confused</p> <p>I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>I use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can consistently spell all of the lower KS2 high frequency words and spelling patterns.</p> <p>I can spell most of the upper KS2 high frequency words and spelling patterns.</p>	<p>My spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.</p>	<p>I can spell words with complex regular patterns correctly.</p>
Punctuation and grammar	<p>I can write relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>I can use my knowledge of KS2 grammatical rules to analyse more challenging texts with support.</p>	<p>I can use my knowledge of the KS2 grammatical rules to analyse a variety of more challenging texts independently.</p>

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	<p>I can convert nouns or adjectives into verbs. I can use verb prefixes to change the meaning. I understand and can use devices to build cohesion, including adverbials of time, place and number. I can use commas to clarify meaning or avoid ambiguity in writing. I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use passive verbs to affect the presentation of information in a sentence. I can use the perfect form of verbs to mark relationships of time and cause. I understand differences in informal and formal language. I recognise and can use synonyms and antonyms. I use further cohesive devices such as grammatical connections and adverbials. I make use of ellipsis. I can use hyphens to avoid ambiguity. I can use semicolons, colons or dashes to mark boundaries between independent clauses. I can use a colon to introduce a list. I can punctuate bullet points consistently and correctly.</p>	<p>I can identify grammatical features in the text I am reading. I can use Standard English confidently in my own writing and speech with only occasional errors. I can identify the difference between spoken and written language. I can write accurately, fluently and often at length, using a range of punctuation taught at KS2.</p>	<p>I can discuss the impact of the grammatical feature(s) on the text I am reading. I can use Standard English confidently in my own writing and speech. I know and understand the difference between spoken and written language, including differences between formal and informal registers. I use the full range of punctuation taught at KS2 accurately to write fluently and at length.</p>
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.	formal, informal, standard, non-standard, summarise, organise, literary, rhetorical, effectiveness.	accuracy, fluency, expository, narrative, impact, enhance, flair, coherence.
Writing	<p>Text structure and organisation I can use a range of devices to adapt writing to the reader. I can use different techniques to conclude work appropriately. I use paragraphs appropriately. I can begin to use devices to build cohesion within and across paragraphs (ie. time connectives, adverbials). I am beginning to use sophisticated conjunctions. Composition I can use the passive voice and modal verbs for variety and to shift focus.</p>	<p>Text structure and organisation I can use a range of conventions appropriate to the context (ie. paragraphs, sub and side headings, contents etc) I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. I show some evidence of interweaving links between paragraphs, with support. Composition I can vary sentence length and word order confidently to sustain interest. I can use punctuation to show clauses and to sub divide (, ; -) with support</p>	<p>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences. My writing is mostly straightforward with some attempts to develop more sophisticated techniques and effects. I demonstrate success with maintaining a distinct narrative voice and viewpoint. It is evident that I attempt to use descriptive techniques to enrich my writing. My writing attempts to match purpose, form and audience consistently. I show an awareness and distinction of register, however this may not be consistently maintained.</p>	<p>Communicate clearly, effectively, selecting tone, style and register for different forms, purposes and audiences. My writing is mostly appropriate and successful in intention. I can use a consistent narrative voice and my view point is mostly clear, with some sustained development. I can use a variety of descriptive techniques to create detail and for specific effect. I can successfully match purpose, form and audience whilst varying tone, style and register to suit. I can use a number of literary and rhetorical devices appropriately and these are selected for effect.</p>

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<p>I can use a range of punctuation for effect such as ! - ...</p> <p>I can use complex sentences which are structured appropriately, with support where necessary.</p> <p>I can use coordinating and subordinating conjunctions.</p> <p>I am able to describe character and setting.</p> <p>Vocabulary I can select from a range of known and sometimes adventurous vocabulary. Some words are particularly well chosen.</p> <p>I can use appropriate informal and formal styles of vocabulary.</p> <p>Drafting and editing I can proof read for SPAG errors and correct these with support.</p> <p>I can ensure correct subject/verb agreement by proof-reading and editing my work appropriately.</p> <p>I can use joined up handwriting.</p>	<p>I can use inverted commas, commas for clarity and punctuation for parenthesis mostly accurately.</p> <p>I can use a range of narrative techniques to create atmosphere and advance the action (ie. Dialogue, quotation, formal and informal style etc).</p> <p>Vocabulary I can select from a range of known imaginative and sometimes ambitious vocabulary, mostly accurately.</p> <p>I understand how to use vocabulary and grammatical structures that reflect the level of formality.</p> <p>I can use literary features to create effect.</p> <p>Drafting and editing I can attempt to propose changes to vocabulary, grammar and punctuation.</p> <p>I can show some evidence of being able to assess the success of my own and others' writing.</p> <p>I can maintain legibility, fluency and speed in handwriting and chose whether or not to join specific letters.</p> <p>I can write neatly and accurately in a joined and flowing style.</p>	<p>I am able to employ literary and rhetorical devices effectively.</p> <p>My communication quality is occasionally inconsistent with regard to clarity and sustained style, however the reader's interest is mostly sustained and intentions are achieved.</p> <p>Text structure and organisation. I can show evidence of simple structural features.</p> <p>My writing engages with multiple ideas, sometimes linked.</p> <p>I can use some structural features with success in encouraging specific responses from the reader, at whole text, paragraph and sentence level.</p> <p>I show a limited use of discourse markers with few links made between ideas.</p> <p>Movement between sections may still be slightly abrupt, disjointed or illogical.</p> <p>My paragraph structure generally secure.</p> <p>Sentence structure and punctuation. My sentence demarcation is present and mainly correct but may be inconsistent in its accuracy, leading to occasional lack of clarity.</p> <p>I use a number of different sentence structures and types, however I sometimes lack confidence with the management and frequency of more complex structures when working independently.</p>	<p>I communicate clearly in my writing which engages and sustains the reader's interest.</p> <p>Text structure and organisation. The structure of my writing shows features to organise and develop content.</p> <p>I am able to make clear links and connections between related ideas and points.</p> <p>I can use structural features successfully to encourage specific responses from the reader, at whole text, paragraph and sentence level.</p> <p>I demonstrate use of discourse markers to link and progress plot focus or ideas.</p> <p>My work is paragraphed correctly. I show detailed development and explanation within individual paragraphs.</p> <p>Sentence structure and punctuation. My sentence demarcation is accurate and can aid emphasis and precision.</p> <p>Different sentence structures and types are evident in writing and achieve particular effects, for example in building up detail or elaborating on points.</p> <p>My grammar is secure but may have some very occasional errors.</p> <p>Command of Standard English is secure whilst grammatical structures can provide clarity, elaboration and emphasis.</p> <p>Vocabulary</p>
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			<p>My grammar may not be consistently secure, however my writing shows control of agreement at a general level.</p> <p>My command of Standard English is reasonably secure, but may have non-standard forms occasionally used.</p> <p>Vocabulary</p> <p>I can use vocabulary appropriately with attempts at selection for deliberate effect, however, my choices can sometimes be limited in ambition.</p> <p>I use a variety of adjectives and verbs.</p> <p>Plan, draft and proofread to improve work. I can use a drafting and proof-reading process to improve work.</p> <p>I can comment on the effectiveness of my own and others' writing.</p>	<p>I can make conscious use of vocabulary for effect with some use of linguistic devices and expansion of general vocabulary to match topic.</p> <p>Plan, draft and proof read to improve work. I consistently make effective use of the drafting and proof-reading process to improve my work.</p> <p>I can make detailed comments on the effectiveness of my own and others' writing, making appropriate suggestions for improvement where appropriate.</p>
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