



# Co-op Academy Manchester

Year 7 Assessment Rubrics

This booklet is to be used alongside your child's progress report.

# English: Year 7

	Reading: Understanding	Reading: Analysis	Reading: Communicate
Knowledge Expert	<ul style="list-style-type: none"> <li>I know how to identify the main ideas in a text and how to explain what is happening at different points in a text.</li> <li>I know how to make a range of points which all begin with a discourse marker and use a range of adjectives to describe the character or idea.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text.</li> <li>I know how to select relevant evidence which almost always directly supports my point.</li> <li>I know how to comment on the effect of methods e.g. individual word choices.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make detailed comments on writers' viewpoints and attitudes.</li> <li>I know how to write in some detail about the themes and messages in a text and how the contexts in which texts are written and read affect meaning.</li> <li>I know how to examine the main purpose of a text by rooting my comments in text based evidence.</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>I know how to identify the main ideas in a text and am able to write an accurate <i>at this point</i> statement.</li> <li>I know how to make a point which begins with a discourse marker and includes two adjectives to describe the character or idea. e.g. Firstly, the writer presents Romeo as impulsive and emotional.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text.</li> <li>I know how to select mostly relevant evidence to generally support my point.</li> <li>I know how to identify methods used by the writer and make comments that repeat important parts of the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make straightforward comments on writers' viewpoints and attitudes.</li> <li>I know how to make straightforward comments on themes and messages in the text and how the contexts in which texts are written contribute to meaning.</li> <li>I know how to explain the main purpose of a text, often through a general overview, e.g. 'the writer is strongly against war'.</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>I know how to make a point which includes one adjective to describe the character or idea. e.g. The writer describes Romeo as impulsive.</li> <li>I know how to identify the main ideas in a text by writing brief <i>at this point</i> statements.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to accurately identify key explicit information and make basic implicit inferences showing an understanding of the text's main ideas and details.</li> <li>I know how to select appropriate evidence to support my points but sometimes there is better evidence I could have picked.</li> <li>I know how to identify methods used by the writer but don't attempt to explain them.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make simple comments on writers' viewpoints.</li> <li>I know how to make simple comments on ideas and themes within a text and the impact a writer's context has on the meaning of texts.</li> <li>I know how to summarise the main purpose of a text, e.g. 'it's all about why going to the dentist is important'.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>I know how to make a simple point using words from the question. e.g. The writer uses language to describe Romeo.</li> <li>I know how to apply my basic understanding of a text to the evidence I'm using by writing an <i>at this point</i> statement that re-words the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make references or use paraphrasing which is sometimes relevant to the topic or question.</li> <li>I know how to identify some explicit information and make attempts at implicit inferences, showing emerging skills in understanding and interpreting the text.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make comments on my viewpoints which sometimes link to the viewpoints of the writer.</li> <li>I know how to make simple comments on ideas within a text and about when a text was set.</li> <li>I know how to identify the main purpose of the text, e.g. 'the writer doesn't like violence'.</li> </ul>

	Writing: Communication and ideas	Writing: Organisation	Writing: Accuracy
Knowledge Expert	<ul style="list-style-type: none"> <li>• I know how to write with some imaginative ideas and content and I develop my material in detail so that the purpose of my writing is established convincingly.</li> <li>• I know how to sustain appropriate tone and formality which is matched to purpose and audience.</li> <li>• I know how to select vocabulary for effects and use appropriate language devices.</li> <li>• I know how to write imaginatively using the correct form and I begin to apply features creatively.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to clearly control and sequence my writing e.g. paragraphs of differing lengths</li> <li>• I know how to write using a clear structure with logically connected ideas and effective transitions e.g. topic sentences, thematic links between paragraphs</li> <li>• I know how to use paragraphs that generally flow well, create coherent writing and use cohesive devices within paragraphs e.g. adverbial starts</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to spell with consistent accuracy with only minor errors in more complex words.</li> <li>• I know how to use more sophisticated punctuation correctly most of the time (e.g. colons, brackets).</li> <li>• I know how to use simple, compound and complex sentences for some effect and can maintain control of tense in those sentences.</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>• I know how to write using relevant ideas and content and I develop my material with some detail so that the main purpose of my writing is clear.</li> <li>• I know how to use tone and formality that is generally matched to purpose and audience.</li> <li>• I know how to vary my vocabulary and use some language devices for effect.</li> <li>• I know how to write using the correct form and features of specific types of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to clearly structure and organise my sentences into appropriate paragraphs.</li> <li>• I know how to manage the development of my writing, e.g. closings refer back to openings and clear links between paragraphs.</li> <li>• I know how to use paragraphs to clearly structure my main ideas across the text e.g. chronological or logical links between and within my paragraphs.</li> <li>• I know how to use a range of devices which support cohesion, e.g. secure use of pronouns, connectives.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to spell with general accuracy, making occasional errors, mostly in more complex words.</li> <li>• I know how to use a wider range of punctuation with the occasional error (e.g. apostrophes, speech/exclamation marks)</li> <li>• I know how to use simple and compound sentences making my ideas clear but sometimes I make errors where more complex structures are attempted. I usually maintain control of tense.</li> </ul>
Adequate	<ul style="list-style-type: none"> <li>• I know how to write using generally appropriate ideas and content with some sense of purpose, even if it is not always consistent all the way through my writing.</li> <li>• I know how to use formality that is sometimes matched to purpose and audience.</li> <li>• I know how to vary my vocabulary and use language devices even if it is not always for effect.</li> <li>• I know how to use the main features necessary for the purpose and style of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to organise my ideas into related points and/or put them in chronological order.</li> <li>• I know how to write an appropriate opening and closing which are sometimes linked.</li> <li>• I know how to logically sequence my ideas but they could be organised better so that they have a greater effect on the reader.</li> <li>• I know how to use paragraphs to organise the content of my writing and I try to make links between paragraphs e.g. firstly, next.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to spell common and familiar words correctly most of the time.</li> <li>• I know how to use basic punctuation throughout my writing (e.g. full stops, question marks, capital letters, commas)</li> <li>• I know how to use simple sentences correctly and I attempt compound and complex sentences with some errors. I sometimes use the correct tense in my writing.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• I know how to write using a few appropriate ideas and with a basic sense of purpose, even if it is not always consistent all the way through my writing.</li> <li>• I can use simple vocabulary and some basic language techniques.</li> <li>• I know how use some features for the purpose and style e.g. Once upon a time...Use of headings</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to organise my ideas by putting related points next to each other.</li> <li>• I know how to write openings and closings but I don't always use paragraphs.</li> <li>• I know how to write short paragraphs and my ideas are loosely organised.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to correctly spell most common words.</li> <li>• I know how to use basic punctuation with some errors (e.g. full stops, capital letters, commas)</li> <li>• I know how to use simple sentences correctly.</li> </ul>

# Maths: Year 7

	Foundational Knowledge	Fluency	Problem solving	Mathematical Terminology
Knowledge Expert	<ul style="list-style-type: none"> <li>Students have a very strong conceptual understanding of topics. Pupils can confidently use Key Stage 2 knowledge to make links with new topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students can demonstrate a strong understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions quickly and correctly and can move through the content at an accelerated rate. Pupils often attempt more in-depth challenge style questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can make connections between key ideas, and can apply prior learning to more challenging questions. Pupils can confidently apply their knowledge to answer complex multi-step problems independently.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a strong knowledge of new mathematical terminology. Knowledge is secure in long-term memory, enabling pupils to recognise keywords quickly which improves their understanding of the question.</li> <li>Spelling and pronunciation of keywords is almost always correct, which does not impact their overall answers.</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>Students have a very strong conceptual understanding of topics. Pupils can apply most of their expected knowledge from Key Stage 2 to support new learning in Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>Students can demonstrate a proficient understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions confidently and can move through the content at the expected pace with minimal support required.</li> </ul>	<ul style="list-style-type: none"> <li>Students can make some connections between key ideas.</li> <li>Pupils can apply their prior knowledge to answer multi-step problems collaboratively with the support of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a strong knowledge of new mathematical terminology. Knowledge is mostly secure in long-term memory, enabling pupils to recognise keywords quickly, improving their understanding of the question. Pupils may require additional prompts occasionally.</li> <li>Spelling and pronunciation of keywords is almost always correct, which does not impact their overall answers.</li> </ul>

Adequate	<ul style="list-style-type: none"> <li>Students have a very strong conceptual understanding of topics. Pupils can apply some of their expected knowledge from Key Stage 2. Students would benefit from more time spent embedding concepts from Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>Students can demonstrate an adequate understanding of new mathematical concepts and answer basic questions. Pupils move through the content at a pace which often requires additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Students can identify limited connections between key ideas.</li> <li>Pupils can occasionally apply their prior knowledge to answer some problems collaboratively with the support of their peers and also rely on some scaffolding from staff.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can begin to identify new mathematical terminology. Knowledge is not secure in long-term memory, meaning they can sometimes struggle with accessing questions due to terminology. Pupils require additional prompts frequently.</li> <li>Spelling and pronunciation of keywords is something that needs to have more time spent on, this can result in some impact on answering a question.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>Students have an emerging understanding of the sequences. Pupils can apply minimal knowledge from Key Stage 2. Students would benefit from significant time spent working on times tables 1-12, and number bonds.</li> </ul>	<ul style="list-style-type: none"> <li>Students can access the initial content for the units. For example, pupils often require additional support and scaffolding to make content accessible, and complete independent work.</li> </ul>	<ul style="list-style-type: none"> <li>Students struggle to make connections between key ideas, and can identify some weak links between concepts with prompts from staff.</li> <li>Pupils can attempt the first step of some problems but this requires suitable scaffolding and guidance from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils require a lot of support to access new mathematical terminology. Knowledge is frequently having to be supported and checked to ensure understanding of vocabulary; this results in students finding it challenging to access questions. Pupils require a lot of additional prompts frequently.</li> <li>Spelling and pronunciation of keywords requires a lot of support from staff to assist their answering of questions.</li> </ul>

# Science: Year 7

	Scientific Knowledge and Understanding	Experimental and Investigation Skills	Data Analysis
Knowledge Expert	<p>I know how to:</p> <p>consistently use scientific vocabulary to explain with examples scientific processes</p> <p>compare and evaluate two or more scientific processes</p> <p>to construct a logical, scientific argument</p>	<p>I know how to:</p> <p>write a hypothesis and explain why I would expect to see these results.</p> <p>identify the independent, dependent and control variables and explain why control variables need to be controlled.</p> <p>write a method that has clear steps and can be repeated confidently and accurately use of a range of common measuring techniques and apparatus</p> <p>identify simple risks and work consistently in a safe and organised manner</p> <p>record observations methodically and results clearly, with correct units and appropriate precision</p> <p>explain why some results may be unreliable</p> <p>suggest meaningful improvements to increase accuracy or reliability</p>	<p>I know how to:</p> <p>place headings in a table of results and add the values to be interpreted.</p> <p>interpret data and write an evaluation which explains the trend that the data shows.</p> <p>select appropriate table and graph formats</p> <p>uses consistent units and logical table structure</p> <p>apply the correct graph choice for different types of data (discontinuous or continuous)</p> <p>graphs are well presented, accurate, and fully labelled, showing strong understanding</p> <p>apply mathematical concepts confidently and consistently</p> <p>work with accuracy and show clear workings for all calculations</p> <p>identifies errors or unrealistic values and corrects them independently.</p>
Proficient	<p>I know how to:</p> <p>use scientific vocabulary to explain scientific processes</p> <p>compare two or more scientific processes</p> <p>I know how to:</p> <p>link scientific ideas/statements together</p>	<p>I know how to:</p> <p>write a hypothesis and describe the results I would expect to see</p> <p>follow standard health and safety rules and uses PPE correctly</p> <p>write a method that includes steps in a logical order</p> <p>make accurate observations and measurements using standard equipment</p> <p>record data clearly and with correct units in appropriate tables or charts.</p>	<p>I know how to:</p> <p>interpret data and write an evaluation which describes the trend that it shows</p> <p>create clear, well-organised tables with correct headings and units</p> <p>produce accurate bar charts, line graphs, or simple scatter graphs when appropriate</p> <p>chooses suitable scales and labels axes correctly and plots most data points accurately</p> <p>correctly apply basic mathematical methods (addition, subtraction,</p>

			<p>multiplication, division, averages) to scientific data</p> <p>recognises which mathematical process is appropriate to use</p>
Adequate	<p>I know how to:</p> <p>recall scientific terminology in context</p> <p>identify the key features of a scientific processes</p>	<p>I know how to:</p> <p>write a hypothesis but not discuss why I expect those results</p> <p>write a method in a logical order, but it lacks key points</p> <p>state what will be changed in an experiment, but struggle to identify what is measured and controlled</p> <p>begin to use common laboratory equipment correctly, but the measurements are not accurate</p> <p>sometimes identify inconsistent results but cannot explain why</p>	<p>I know how to:</p> <p>record data in simple tables</p> <p>include some headings and units, although occasionally incorrectly</p> <p>produce simple bar charts or line graphs</p> <p>add a scale on a graph but it is usually uneven or unsuitable; some data points may also be misplaced</p> <p>begin to use basic mathematical concepts such as averages</p>
Emerging	<p>I know how to:</p> <p>recall limited scientific terminology not always in context</p>	<p>I know how to:</p> <p>make a hypothesis, although it lacks clarity.</p> <p>sometimes state what will be changed in an experiment but can not identify what is measured or controlled</p> <p>write a simple method, which lacks clarity and is unrepeatable.</p> <p>follow simple health and safety measures but inconsistently handle common equipment but lack confidence using it incorrectly and lack accuracy</p> <p>record data incompletely or incorrectly; leaving out units.</p>	<p>I know how to:</p> <p>record observations although incomplete or in an unclear formats</p> <p>create a table but there may be missing headings and units</p> <p>draw a graph but it often contains errors (incorrect axes, scale, plotting) and the graph may not match the type of data.</p> <p>to apply basic mathematical skills (simple addition, subtraction) to scientific data</p> <p>attempt calculations although may make frequent errors</p> <p>uses everyday (non-scientific) units instead of SI units (SI stands for Système international d'unités (International System of Units), a set of standardised units used internationally, e.g. metres, seconds, Newtons)</p>

# History: Year 7

	Using own knowledge	Explanations	Organisation of answer	Source/interpretation skills	Historical focus (see table below)
Knowledge Expert	I can use knowledge in my answer to support my point(s) which is mostly specific, factual, and detailed.	I can explain my point(s) and my explanation is clear.	I can organise my answer into paragraph(s) and my writing is fluent. My answer has the correct SPaG throughout.	I can interpret the message of historical evidence and can support it with my own knowledge. I know how to identify the provenance but have not explained how this influenced the historical evidence.	I can...
Proficient	I can use knowledge to support my point(s) and some of it is specific and detailed but it is mostly basic.	I can explain my point(s) but my explanation is very simple.	I can organise my answer into paragraph(s) with mostly accurate SPaG.	I can explain the message of the historical evidence and can support it with specific evidence of what is shown/written. However I have not discussed the provenance.	I can...
Adequate	I can use knowledge to support my point(s) but it is a basic fact and not specific.	I can make a point and I've attempted to explain it but it is unclear.	I can organise my answer into paragraph(s). I have some SPaG errors in my answer.	I can identify what is shown/written in the historical evidence. I have tried to identify the message of it but it is unclear and the provenance is not questioned.	I can...
Emerging	I can make a point in my answer but have not attempted to give knowledge to support it.	I can make a point in my answer but have not attempted to explain it.	I can organise my answer into full sentences but my paragraphs need better organisation. I have frequent SPaG errors.	I can identify what is shown/written in the historical evidence but I have not tried to explain the message of it and the provenance is not questioned.	I can...

	Cause & Consequence	Significance	Change & Continuity	Similarity & Difference
Knowledge Expert	I can identify more than one cause of an event and fully and clearly explain how they led to an event/change.	I can identify multiple impacts of a person/event and have given a full and detailed explanation of why they had that impact.	I can identify multiple changes and have clearly explained them.	I can identify multiple similarities/differences between historical figures/events and have clearly explained them.
Proficient	I can identify at least one cause and have fully explained one cause and how it led to an event/change.	I can identify one impact of a person/event and have given a basic explanation of why they had that impact.	I can identify more than one change but only one change is clearly explained.	I can identify more than one similarity/difference between historical figures/events but only one is clearly explained.
Adequate	I can identify one cause of an event and have attempted to explain how it led to an event/change but it is unclear.	I can identify one impact of a person/event and have attempted to explain why it had that impact but it is unclear.	I can identify one change but my explanation of why it changed is unclear.	I can identify a similarity/difference between historical figures/events but my explanation of it is unclear.
Emerging	I can identify one cause of an event but I have not attempted to explain how it led to an event/change.	I can identify one impact of a person/event but have not attempted to explain why it had that impact.	I can identify one change but have not attempted to explain why it changed.	I can identify a similarity/difference between historical figures/events but have not attempted to explain it or support it.

# Geography: Year 7

	Place	Impact	Change
Knowledge Expert	I can analyse how the relationship between natural and human processes creates a unique sense of place and evaluate how these factors interact over time.	I can evaluate the "ripple effect," explaining how local actions have complex consequences across multiple scales (local → national → global).	I can prioritise and compare impacts, explaining how a "positive" change for infrastructure might be a "negative" change for the environment.
Proficient	I can explain the importance of place by connecting natural processes (climate/environment) to human processes (culture/location).	I can explain the links between local impacts and the global scale (continent or world), using examples to show the connection.	I can understand how change may impact an area. This can be positive or negative and I will explain how this has affected the people, environment and infrastructure.
Adequate	I can describe the importance of a place and outline how its location and climate influence its culture and environment.	I can describe the impacts on both the local area and the wider country, noticing how they might be different.	I can describe different impacts and begin to categorise them as social, environmental, or related to infrastructure.
Emerging	Little attempt to recall or use geographical facts/terms when understanding the importance of place. Minimal or irrelevant content.	Little attempt to recall or use geographical facts/terms when explaining the impact on the area. Minimal or irrelevant content.	Shows little understanding of geographical ideas or connections relating to change.

# RE: Year 7

	<u>Beliefs</u>	<u>Practices</u>	<u>Refer to Evidence</u>	<u>Themes</u>
<b>Examples</b>	<ul style="list-style-type: none"> <li>• Jesus as Messiah</li> <li>• Virtues</li> <li>• Wealth and Poverty</li> <li>• Utilitarianism</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Diets</li> <li>• Charity</li> <li>• Yom Kippur</li> </ul>	<p>“RE provides an opportunity to explore different cultures and develop a more global perspective” - <b><i>University of Southern Carolina</i></b></p>	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Equality</li> <li>• Festivals</li> </ul>
<b>Knowledge Expert</b>	Students know how to explain differences between beliefs, their impact on different people and show how important that belief is to a group or community.	Students know how to make links between the practice and relevant beliefs. Their work shows they understand different views of a given practice and its importance.	Students know how to use the quote effectively in written work to construct an evaluation or argument and using supporting evidence and their own opinions consistently.	Students know how to apply beliefs, practices and evidence to a thematic idea. Students know how to offer appropriate analysis of concepts and ideas consistently.
<b>Proficient</b>	Students know how to recognise how holding these beliefs affect peoples' lives.	Students know how to evaluate the importance of a practice in a given religion or group.	Students know how to evaluate the impact of the quote on groups and communities being studied in this topic.	Students know how to express arguments for and against a concept accurately.
<b>Adequate</b>	Students know how to explain how their beliefs relate to the topic.	Students know how to explain the purpose or reason for a practice.	Students know how to link the quote to a given belief or practice this topic accurately	Students know how to show how important a thematic idea is to them or others.
<b>Emerging</b>	Students know how to recognise some differences between beliefs.	Students know how to identify a given practice.	Students know how to identify key vocabulary and ideas from a quote	Students know how to select thematic ideas and put them into their work.

# Computing: Year 7

	Computational Thinking & Programming	Computer Systems & Data	Digital Literacy
Knowledge Expert	I know how to independently decompose complex problems. I know how to recognize subtle patterns and apply abstraction. I know how to design efficient and creative algorithms. I know how to create well-structured programs with clear use of sequence, selection (nested if), and iteration (different loop types). I know how to effectively use variables and simple data structures. I know how to systematically debug logic errors and optimise code.	I know how to clearly explain the interaction between hardware and software components. I know how to accurately convert between binary and denary for various data types. I know how to articulate the purpose and components of simple networks. I know how to select and effectively combine a range of advanced digital tools to create high-quality, purposeful digital artifacts. I know how to collect, analyze, and evaluate data to inform creative decisions.	I know how to demonstrate a deep understanding of online safety, privacy, and responsible digital citizenship. I know how to critically evaluate online content for trustworthiness. I know how to proactively manage online identity and understand the implications of digital footprints.
Proficient	I know how to effectively decompose straightforward problems, identify and use patterns, and design clear, simple algorithms. I know how to independently design and write programs using sequence, basic selection (if), and iteration (simple loops) in a block-based language. I know how to use variables effectively and debug syntax errors.	I know how to explain the basic function of key hardware/software. I know how to understand simple binary representation and can convert small numbers. I know how to describe how computers connect in a simple network. I know how to confidently use multiple applications (e.g., word processing, presentation, spreadsheet) to create digital content for a specific audience. I know how to collect, organise, and present simple data.	I know how to apply basic safe and respectful online practices. I know how to understand the importance of privacy settings and protecting online identity. I know how to identify common online risks (e.g., phishing).
Adequate	I know how to decompose simple problems, identify basic patterns, and follow and trace simple algorithms. I know how to write short programs using sequence and simple repetition (loops). I know how to understand variables and make small changes to debug code with support	I know how to identify main hardware components (e.g., CPU, memory). I know how to understand that computers use binary for simple data (numbers) and know basic concepts of a network. I know how to select and use appropriate software to create digital content. I know how to collect and present very simple data.	I know how to identify personal information online. I know how to report concerns to a trusted adult or online platform. I know how to show awareness of respecting others online.
Emerging	I know how to identify simple problems and some of their parts (decomposition) and follow basic sequences. I know how to follow and type simple sequential instructions in a block-based language (e.g., Scratch).	I know how to state what a computer is for and recognize simple input/output devices. I know how to use familiar applications for basic tasks (e.g., word processor, drawing tool). I know how to create simple digital content with limited regard for the audience.	I know how to recall basic online safety rules (e.g., don't talk to strangers). I know how to tell an adult about a problem.

# MFL: Year 7

	Phonics	Grammar	Vocabulary	All 4 skills (listening, speaking, reading and writing)
Knowledge Expert	I know how to write and say most words I know and some new words by using the sound-spelling rules I've learned. I can also correct myself if I say a word wrong.	I know how to use and form regular present tense verbs with a variety of verb subjects, the 3 key irregular verbs ( <i>to have, to be, to go</i> ), the near future, and accurate adjective agreement with confidence. I know how to express and justify opinions and use <i>I would like</i> to describe future intentions.	I know how to use a wide range of high-frequency vocabulary to express myself clearly in different contexts. I know how to infer the meaning of new words using context or patterns.	I know how to pick out the main ideas and opinions in reading and listening across a range of familiar topics in the present and future. I can read aloud with confidence and use resources to help me. I can speak and write in short paragraphs clearly and using excellent pronunciation, give and explain my opinions, and talk about daily life, interests and future plans. I can use different words and sentences to make my language varied, and even if I make mistakes, I can still be understood.
Proficient	I know how to write and pronounce familiar words by using the sound-spelling rules I've learned. I am also starting to apply the rules to unfamiliar words.	I know how to use regular present tense verbs and the 3 key irregular verbs. I know how to form the near future in the 'I' form and use <i>I would like</i> with familiar vocabulary. I know how to make adjectives agree correctly most of the time.	I know how to use a growing range of core vocabulary on familiar topics. I can understand new words when supported.	I know how to pick out the main points and some detail in simple passages made up of familiar language. I can use context and a dictionary to work out new words when reading. I can take part in simple conversations, using full sentences, clear communication and with understandable pronunciation. I can also share my opinions, and use grammar to change or replace words and phrases. I can write full sentences from memory with correct verbs.
Adequate	I know how to identify and reproduce taught sounds when reading familiar words that I have heard.	I know how to form present tense verbs in the "I" form, use <i>I'm going + infinitive</i> with support to describe future plans, and show basic adjective agreement. I know how to give and justify a simple opinion.	I know how to recognise and use familiar words and phrases in simple sentences, especially with support.	I know how to pick out the main points in short passages made up of familiar language. I can use a dictionary or glossary to find new words. I can ask and answer simple questions in a single sentence. I can use short sentences in writing with support. I can write short phrases from memory, and my spelling can be easily understood
Emerging	I know how to recognise some letter-sound correspondences and pronounce some memorised words accurately.	I know how to recognise subject pronouns and identify regular verb patterns in the present tense. I know how to form short phrases using <i>to have</i> or <i>to be</i> . I know how to give a simple opinion.	I know how to use and recognise a small number of memorised words and expressions when prompted.	I know how to understand many familiar spoken phrases. I can respond to familiar questions with a short phrase (maybe without a verb) with understandable pronunciation, even if I sometimes need things repeated. I can use books or glossaries to find new words. I can answer simple questions, give basic information, use short responses and set phrases, and when I write familiar words from memory, my spelling may be approximate.

# Art and Design: Year 7

	Investigating sources	Media, materials and application	Respond
Knowledge Expert	<p>I know how to confidently show my understanding of artists researched and source imagery given, both practically and through my written work.</p> <p>I know how to use this understanding to effectively develop my ideas and my own work, with a good degree of control.</p> <p>I know how to confidently reflect on my own learning and evaluate my successes, in detail.</p>	<p>I know how to recognise and make use of the individual qualities of new materials, understand how to make best use of them within my work and purposefully experiment with them, with good control.</p> <p>I know how to confidently use my sketchbook and use other presentation techniques to show my knowledge and understanding confidently.</p> <p>My work is produced with pride and awareness of effective presentation techniques.</p>	<p>I know how to present a final response with good control of the media, showing confident understanding of the key knowledge explored in the project and the art techniques that have been explored.</p> <p>I know how to use media with flair and confidence. I know how to demonstrate my confident control of the media and confidently present my work, with clear understanding.</p> <p>I know how to apply my knowledge gained throughout the project, learning from my mistakes, refining and improving my work, to achieve a highly successful outcome.</p>
Proficient	<p>I know how to consistently show my understanding of artists and other imagery given, both through practical and written work.</p> <p>I know how to use this understanding to develop my ideas and my own work, with growing confidence.</p> <p>I know how to reflect on my own learning and evaluate my successes, with consistency.</p>	<p>I know how to develop my understanding of the individual qualities of new materials and experiment with them with growing confidence and control.</p> <p>I know how to use my sketchbook and use other presentation techniques to show my knowledge and understanding, in a consistent way.</p> <p>My work is produced with pride and a growing awareness of effective presentation techniques.</p>	<p>I know how to present a final response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to demonstrate my control of the media and present my work, with a growing confidence and understanding of the art techniques explored.</p> <p>I know how to apply my knowledge gained throughout the project in my work, learning from my mistakes to achieve a successful outcome.</p>
Adequate	<p>I know how to adequately show my understanding of artists and other imagery given, both through practical and written work, with some independence.</p> <p>I know how to use this understanding to develop my ideas and my own work, with some growing skill and some independence.</p> <p>I know how to reflect on my own learning and</p>	<p>I know how to recognise the qualities of new materials and experiment with them in a simple way and with adequate control.</p> <p>I know how to use my sketchbook and other presentation techniques to somewhat show my knowledge and understanding.</p> <p>My work is produced with adequate awareness of</p>	<p>I know how to adequately present a response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to use media and understand how to present my work with growing control and growing understanding.</p>

	<p>evaluate my successes to a moderate standard, using support given.</p>	<p>presentation. It is presented, to the best of my ability.</p>	<p>I know how to adequately apply my knowledge gained throughout the project to produce a final outcome.</p>
Emerging	<p>I know how to somewhat understand sources; including artists.</p> <p>I know how to develop my ideas in a simple way.</p> <p>I know how to reflect on my work in a simple way, using support given.</p>	<p>I can use appropriate media, materials, techniques and processes in a simple way and with growing control. With support, I can refine my ideas, in a simple way.</p>	<p>I know how to present a response with emerging control and understanding of the knowledge explored in the project.</p> <p>I know how to show a simple but sometimes limited understanding of art techniques covered throughout my learning journey.</p>

# Drama: Year 7

	Technique  STILL IMAGES	Skill  TRANSITION	Rehearsal
Knowledge Expert	<p>I know how to confidently implement the technique named above, showing a deep understanding of the key elements.</p> <p>I know how to refine and sustain the technique to create a precise and intended impact on the audience.</p>	<p>I know how to confidently implement the skill named above with thoughtful, self-assured choices that develop the performance.</p> <p>I know how to experiment with the skill to create original and engaging moments in the drama.</p>	<p>I know how to confidently rehearse effectively with focus and collaboration, making purposeful changes. Often displaying strong leadership qualities within my group.</p> <p>I know how to manage my time effectively, solve problems independently, and guide the group towards a shared artistic vision.</p>
Proficient	<p>I know how to consistently implement the technique named above, showing some understanding of the key elements.</p> <p>I know how to use the technique to communicate meaning, although it may not always be fully polished.</p>	<p>I know how to consistently implement the skill named above with some thoughtful choices that develop the scene.</p> <p>I know how to use the skill effectively to meet the basic requirements of the task or scene.</p>	<p>I know how to consistently rehearse with focus and collaboration, making purposeful changes. I work well with others as an asset to the group.</p> <p>I know how to respond positively to feedback and make suggested changes to my performance.</p>
Adequate	<p>I know how to adequately implement the technique above but may struggle with one of the key elements.</p> <p>I know how to use the technique at points, but I find it difficult to maintain it throughout a performance.</p>	<p>I know how to adequately implement the skill named above but may rely on others or the skill isn't delivered with much confidence.</p> <p>I know how to use the skill when encouraged, but I am often hesitant to make my own creative choices.</p>	<p>I know how to adequately rehearse but may require prompting or reminders to stay on task.</p> <p>I know how to participate in rehearsal, but I am sometimes distracted or distract others.</p>
Emerging	<p>I know how to somewhat implement the technique named above with support, but struggle understanding and implementing two or more of the key elements.</p> <p>I know how to attempt the technique but require significant prompting and direct instruction to use it.</p>	<p>I know how to somewhat and with hesitancy identify the skill named above but often relies on others or direction or the skill isn't delivered confidently.</p> <p>I am aware of the skill but am unsure of how or when to use it in a performance.</p>	<p>I know how to somewhat rehearse but require frequent prompting or reminders.</p> <p>I know how to be present in the rehearsal space but often disengage from the task or rely on others to do the work.</p>

# Music: Year 7

	Theory & Listening	Performing	Composing
Knowledge Expert	<p>I know how to explain the meaning of musical elements and the words which can describe them.</p> <p>I know how to identify all elements of music when listening to music.</p> <p>I know how to identify common instruments when listening to music.</p>	<p>I know how to perform melody and rhythms which are accurate and in time.</p> <p>I know how to use correct technique on the instrument and project my performance.</p>	<p>I know how to apply compositional devices in my own compositions to create effective musical outcomes.</p> <p>I know how to apply elements of music in a stylistic way.</p>
Proficient	<p>I know how to explain the meaning of the elements of music and some of the words which can describe them.</p> <p>I know how to describe some elements of music when listening to music.</p> <p>I know how to identify the most common instruments.</p>	<p>I know how to perform melody and rhythm which is generally accurate and in time. I have demonstrated some correct technique and the performance is well projected.</p>	<p>I know how to apply compositional devices in my own compositions to create a musical outcome.</p> <p>I know how to apply some elements of music in a stylistic way.</p>
Adequate	<p>I know how to explain the meanings of all of the key elements of music.</p> <p>I know how to identify tempo and dynamics correctly when listening to music.</p>	<p>I know how to perform rhythms and melody with accuracy and some timing, with occasional slips. Some correct techniques are applied.</p>	<p>I know how to apply some compositional devices in my own compositions to create a musical outcome.</p>
Emerging	<p>I know how to explain the meanings of some of the elements of music.</p> <p>I know how to identify tempo or dynamics correctly when listening to music.</p>	<p>I know how to perform melody and rhythm. I have begun to use some techniques.</p>	<p>I know how to create my own musical ideas on an instrument.</p>

# Design & Technology: Year 7

	Knowledge Component: Technical knowledge materials and processes - Timbers	Knowledge Component- Application of skill.
Knowledge Expert	In addition to the below, I know how to explain why certain materials are appropriate for certain products due to their working properties. I know how to dismiss unsuitable materials and give reasons why they are unsuitable.	In addition to the below, I know how to use the tenon and coping saw, quality control measures to manufacture a highly precise (+- 1mm tolerance), smooth, curved and straight door sign. I know how to use a template to assure this.
Proficient	In addition to the below, I know how to give examples of working properties of the given materials.	In addition to the below, I know how to use the tenon and coping saw, quality control measures to manufacture a highly precise (+-2.5 mm tolerance), smooth, curved and straight door sign. I know how to use a template to assure this.
Adequate	In addition to the below, I know how to give examples of each category of material.	In addition to the below, I know how to use a coping saw to cut an exterior curve.
Emerging	I know how to identify the categories of each material.	I know how to use a tenon saw to cut timber in a straight line.

# Food and Nutrition: Year 7

	Knowledge Component: principles of nutrition and health	Knowledge Component: Application of skill
Knowledge Expert	In addition to the below, I know how to describe at least 2 functions of each macronutrient.	In addition to the below, I know how to ensure my product is the consistency, texture, taste and appearance
Proficient	In addition to the below, I know how to connect the correct food for the subcategories for 3 macronutrients	In addition to the below, I know how to use the correct technique and use quality control to ensure the correct consistency shape and have demonstrated appropriate portion control . I Know how to use a test for readiness to ensure my dish is the correct colour.
Adequate	In addition to the below, I know how to identify the sources for the 3 macronutrients	In addition to the below, I know how to use the correct cooking method and techniques e.g rubbing in method, kneading, knife skills etc.
Emerging	I know how to identify foods from the EWG categories	I know how to combine ingredients to produce a product and attempt various cooking methods and techniques.

# Core PE: Year 7

Level	Technical (Skills & Performance)	Psychological (Intellectual & Analysis)	Physical (Fitness, Challenge & Movement)	Social (Teamwork & Communication)	Knowledge Recall (Rules & Key Skills)
Knowledge Expert	I can perform a wide range of skills really well, even under pressure. I lead and adapt in competitive practices.	I understand tactics clearly and make smart decisions. I'm confident and help others.	I have excellent fitness and coordination. I challenge myself and always try my best.	I always communicate clearly and kindly. I support and include everyone in my team.	I can clearly explain key skills and/or rules from lessons. I can use the right words and apply them in performance.
Proficient	I can perform most skills well and use them in competitive practices. I work well in group tasks.	I understand tactics and usually make good decisions. I'm mostly confident.	I have good fitness and coordination. I try hard and stay active.	I communicate well and work as part of a team. I sometimes help others.	I can remember most key rules or techniques and explain how they work.
Adequate	I can do basic skills and sometimes use them in competitive practices. I need some help with group work.	I'm starting to understand tactics and can sometimes make good choices. I'm building confidence.	I'm developing fitness and coordination. I join in, but sometimes struggle with effort or stamina.	I take part in teamwork when asked. I'm learning how to communicate better.	I can remember some rules or key techniques, but I might need help explaining them.
Emerging	I can perform some very basic skills and I can sometimes perform them in competitive practices, with support.	I sometimes understand basic tactics. I can sometimes make the correct decisions during game play/practices.	Some aspects of my fitness are improving, but I still have a lot to improve on.	I can sometimes work in a team when given direction by a leader.	I can sometimes remember some rules and techniques, if I am given support when trying to recall them.

# PSHE: Year 7

	Consequences and morals	Application: how can we keep safe and well?
Knowledge expert	<p>I know how to identify some laws and consequences of actions linked to various areas of the PSHE curriculum. I can analyse how laws and statistics (facts) can impact individuals and communities and discuss relevant moral and ethical issues, offering thoughtful arguments and considering different perspectives.</p> <p>I know about and can explain a variety of viewpoints in relation to the PSHE topics explored this year.</p>	<p>I know how to recognise and explain warning signs of risky or unhealthy situations, and can show I understand what boundaries are and which boundaries should be in place within these situations. This includes identifying potential risks.</p> <p>I know how to respond to scenarios and suggest suitable next steps or actions as well as identify sources of support (such as the support of an appropriate adult or approved organisations) and can communicate this clearly within a group of peers.</p>
Proficient	<p>I know what the laws around and consequences of certain behaviours and actions may be, and can respond to a comprehension task about laws and statics. I know the role of personal values in decision making, but will need support in fully exploring all sides of an issue at this point in the key stage.</p>	<p>I know how to show I understand personal safety and the importance of making safe choices, and can apply this to real-life situations and scenarios explored within lessons. In these lessons I know how to identify common risks, and become aware of less obvious risks to safety when taught in lessons. I usually know how to decide on the best course of action and can recall the signposted support as directed in PSHE sessions.</p>
Adequate	<p>I know how to recognise the laws and consequences of actions within a piece of text or within provided information and/or multiple choice questions when practicing recall. I know how to identify some ethical issues around some PSHE curriculum areas and suggest what one or two moral standpoints may be. (This could be that I am unsure where I stand between two viewpoints, can explain my own, or compare my own to one other).</p>	<p>I sometimes struggle to independently recognise risks to personal safety when offered a real-life situation or scenario but when provided with information can pick these out with support. From here, I need to rely heavily on guidance or instruction to make decisions related to safety and making proactive decisions in how to react to these situations (next steps/action). The student is signposted support in all areas of the PSHE curriculum, and they may begin to recall some of the repeated and commonly suggested organisations and identify who an appropriate adult could be.</p>
Emerging	<p>I know how to begin to recognise some consequences linked to familiar PSHE topics and may ask some relevant moral questions. I listen to the questions of others in my class and know how to engage in a conversation here or produce one written response.</p>	<p>I know the meaning of personal safety but struggle to identify safety risks in every day situations, but I know how to recognise <i>taught</i> risks within day to day examples linked to familiar PSHE topics. I can engage in conversation about which trusted or appropriate adults could help someone in an unsafe situation or refer to a signposted supportive</p>

# English as an Additional Language: Year 7

English Language: Proficiency Bands - Speaking / Listening / Reading / Writing

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can greet and introduce themselves</li> <li>- Can produce simple phrases about people and places, although often with errors, e.g. 'he say me'</li> <li>- Can express basic needs, often with errors, e.g. 'I not have ruler'</li> <li>- Can express basic feelings, often with errors, e.g. 'I am feel happy'</li> <li>- Can use common verbs but often with errors, e.g. 'teacher say', 'I not do it'</li> </ul>	<ul style="list-style-type: none"> <li>- Can make simple statements relating to lesson content when aided by a teacher</li> <li>- Pronunciation can be understood, and word stress is being attempted</li> <li>- Can handle short, simple exchanges, especially when words are repeated and spoken slowly and clearly</li> <li>- Can ask and answer basic questions, including those about very familiar topics</li> <li>- Can say what they like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>- Can describe people, places and possessions in simple terms, e.g. 'she is a very tall lady with black glasses'</li> <li>- Can express feelings and wishes, and use common adjectives, with more independence</li> <li>- Can give answers to simple tasks on familiar topics, e.g. 'this animal cell, it has 3 parts'</li> <li>- Can sometimes hold conversations with English speakers who simplify their language</li> <li>- Can give simple directions and instructions</li> <li>- Can participate in short, routine discussions about topics of interest</li> <li>- Can discuss what to do next in a lesson and take suggestions, but will still have problems with conditional language</li> <li>- Can use time-related phrases, e.g. 'next week', 'last Friday', 'in November', 'at 3 o'clock'</li> <li>- Is beginning to successfully take part in group work and class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- In routine tasks, they can ask for and provide things, get simple information and discuss what to do next</li> <li>- Can express a variety of feelings</li> <li>- Can participate in informal but clearly-spoken discussions with friends</li> <li>- Can comment briefly on the views of others</li> <li>- Can correct some of their own grammatical errors</li> <li>- Can politely express and defend their beliefs and opinions, and if they agree or disagree with something</li> <li>- Can discuss familiar lesson content across different subjects</li> <li>- Can paraphrase to cover gaps in vocabulary or knowledge</li> <li>- Can use English effectively in problem-solving tasks</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can understand basic greetings</li> <li>- Can grasp very basic, slow instructions, especially when demonstrated beforehand</li> <li>- Knows a very small range of words</li> <li>- Can grasp basic meaning when spoken to clearly and given illustrations</li> <li>- Are quickly building their vocabulary every day</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand some frequently used words across different subjects</li> <li>- Can communicate when they don't understand something</li> <li>- Can grasp the meaning of new words when given context</li> <li>- Can understand basic questions about topics they have learnt</li> <li>- Are becoming more independent in speaking and listening tasks and not needing to ask for help as often</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand and respond to longer questions</li> <li>- Can understand the main points of someone's speech when about a familiar topic</li> <li>- Are beginning to grasp abstract lesson content</li> <li>- May ask for help in complex tasks and group scenarios</li> <li>- Are learning new words from across their different subjects</li> <li>- Are beginning to understand meaning communicated through intonation and word stress</li> <li>- Can mostly follow a clearly-spoken discussion or argument</li> <li>- Are becoming more independent in class, e.g. taking notes as the teacher speaks</li> <li>- Can understand the content of clear, recorded audio on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>- Can verbally negotiate with other pupils during group work</li> <li>- Are beginning to understand idioms when explained</li> <li>- Can mostly follow group discussions and can ask for clarification</li> <li>- Can understand more detailed classroom instructions</li> <li>- Can understand subject-specific words if they have been previously introduced to them</li> <li>- Can mostly adapt to any changes in the classroom routine</li> <li>- Can understand the gist of video/audio content and can answer questions on it</li> <li>- Can listen at a level close to their peers, and for longer periods of time</li> <li>- Beginning to interpret meaning from intonation, volume, word stress, repetition and pacing</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Begins to identify sound-symbols at word level</li> <li>- Recognises and reads common words out loud with proper pronunciation</li> <li>- Can recognise and use new English words in the classroom context</li> <li>- Continues to use first language and cultural experience when given a word (volcano – Vulcan)</li> <li>- Can use and understand images and other visuals as a source of meaning</li> <li>- Can read simple words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Can understand and read aloud sentences and short texts</li> <li>- Can recognise and understand familiar words and phrases on displays and notices in school</li> <li>- Can understand and use punctuation correctly</li> <li>- Can recognise common spelling patterns, prefixes ('re' in replace) and suffixes ('cycle' in bicycle)</li> <li>- Can read a text and respond correctly to the tasks (with/without using also digital media and translation)</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise many words by sight; begins to use sound-symbols correspondence to decode unfamiliar words</li> <li>- Can classify and sort visual images using word labels or icons</li> <li>- Can understand phrases and simple sentences (with visual) taught</li> <li>- Can find and extract information in a short text taught, answering Wh-questions</li> <li>- Can understand and use diagrams, charts and other displays showing notices around the school</li> <li>- Can recognise and understand subject-based vocabulary and expressions with support</li> <li>- Can begin to combine developing learning strategies like using word recognition, context, own experience and rereading to decipher meaning</li> <li>- Can attempt to navigate lesson material, using headings, content lists, page numbers, visuals and graphics</li> <li>- Can begin to make use of visual cues and graphic information when reading without prompting</li> <li>- Can read and understand most of the words/sentences/short passages in texts taught</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand and locate relevant information in online and printed material, and in everyday written items like emails and school letters/notices</li> <li>• Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing</li> <li>• Can recognise meaning relationships like cause/effect and time sequences across sentences signalled by signpost words like because and different from</li> <li>• Can understand and track meaning across sentences and passages, recognising topic-related language and cohesion markers</li> <li>• Can read short texts aloud, showing awareness of word inflections ('-ed') and using punctuation</li> <li>• Can understand fictional texts in prose but still need help to distinguish literal meaning from implied meaning</li> <li>• Can understand curriculum-based texts beyond the literal level, with teacher and peer support, using context and visual clues</li> <li>• Can extract key information and messages from curriculum subject text and re-present them in a different form (e.g. mind map)</li> <li>• Can begin to identify the author's perspective in curriculum content and literary texts</li> <li>• Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar, metaphoric, and figurative expressions</li> </ul>

A-	A	B	C
<ul style="list-style-type: none"> <li>- Can label pictures with simple words</li> <li>- Can form English letters</li> <li>- Can copy and write own name</li> <li>- Can use first language to communicate</li> <li>- Can copy off the board</li> </ul>	<ul style="list-style-type: none"> <li>-Knows simple spelling patterns</li> <li>- Can complete simple sentence starters for example 'I like'</li> <li>- Can write name, address, age, date of birth when filling in forms</li> <li>- Can write simple isolated words related to the curriculum</li> <li>- Can write simple phrases about themselves</li> <li>- Can layout work for subjects for example date, title</li> </ul>	<ul style="list-style-type: none"> <li>- Can write sound patterns from listening</li> <li>-Can use commas, full stops and capital letters correctly</li> <li>- Can use everyday vocabulary</li> <li>- Can begin to know difference between formal language and slang</li> <li>- Can show awareness of range of tenses but tends to use the same tense for different situations. For example simple present tense for both present and past events</li> <li>- Can construct sentences independently but may require modelling</li> <li>- Can use the past tense and produce paragraphs</li> <li>- Can write cohesive paragraphs</li> <li>- Can write answers in sentences and paragraphs in different subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Can use connective to link with and between paragraphs</li> <li>- Can use a variety of tenses</li> <li>- Can write a variety of different sentence types for example, simple, compound and complex</li> <li>- Can present abstract and concrete information in different subjects</li> <li>- Can analyse information and select what is relevant to the task</li> <li>- Can communicate effectively with increasing independence through writing but there are still errors in grammar and vocabulary</li> <li>-Can convey emotions, thoughts and opinions on topical issues, and of personal interest</li> <li>- Can write basic descriptions of past and present events based on personal experience and emotion</li> <li>- Can write accounts, explain cause and effect and justify reason for actions</li> <li>- Can edit their writing with teachers and peers</li> </ul>