

# Year 7 & 8 English Fundamentals – Writing

## **AF1: Write imaginative and interesting texts.**

Sustain a clear viewpoint.

Use an appropriate form for the text (eg letter, diary, article, narrative story etc).

Develop imaginative detail in a range of writing.

Use a mature and sophisticated vocabulary.

Develop confident use of a range of techniques which including sensory imagery, similes, personification and metaphors.

Create imaginative and original writing which avoid clichés.

Create different layers of meaning a range of texts.

Develop a mature style

Develop a personal voice and style which is clearly matched to the purpose of writing.

## **AF2: Produce texts which are appropriate to audience and purpose.**

Show an awareness of the reader/ audience.

Understand and using the main features of the form set for the task

Choose an appropriate level of formality for the purpose and audience

Learn to vary formality for effect as appropriate

Confidently and competently adapt the form of a range of writing to the purpose

## **AF3: Organise texts effectively. Structure texts for clarity and effect.**

Be able to complete basic sequencing of ideas.

Use clear openings and endings.

Link endings back to openings to give written work a tighter structure.

Use structural features, such as flashback, for effect.

Vary the length of my paragraphs for effect on the reader.

Order ideas with a text for effect.

Structure texts so that paragraphing flows easily and perspective is clear.

Show well controlled organisation of my subject matter.

## **AF4: Use paragraphs and link each paragraph together effectively.**

Use paragraphs to structure the main ideas across a text.

Use paragraphs that tend to have one main sentence, from which the other sentences develop further.

Move on from one topic to the next with some fluency and purpose.

Use pronouns (him, they, this) and connectives within my paragraphs.

Construct paragraphs to suit the purpose of a text.

Use adverbials ('at the end of the garden', 'late in September') and connectives (however, therefore, because) within paragraphs for emphasis and effect.

Confidently use a variety of paragraphs to create effects and manipulate the reader's response

## **AF5: Create variety in the way sentences are used.**

Use simple, compound and complex sentences confidently, for clarity and effect

Vary the length, structure and the subject of sentences

Use all verbs in the correct tense

Develop a range of connectives to relate ideas together

Rearrange word order and use adverbs to create effects

Change and manipulate sentence structures to create an effect appropriate to the purpose

## **AF6: Use full stops, capital letters and other punctuation correctly**

Use grammatically correct sentence structure (has a subject, verb and object, a main clause and makes sense on its own).

Use a full and varied range of punctuation, (commas, exclamation marks, inverted commas, question marks) in varied sentence structures.

Demonstrate imaginative, precise and accurate sentence structure which is matched to my purpose and creates the intended effect on the reader.

## **AF7: Select appropriate and effective vocabulary**

Choose **appropriate** vocabulary for the purpose and audience.

Select varied, and often **ambitious**, vocabulary to create different effects in a range of writing.

Create **patterns of imagery** in my writing through my choice of vocabulary.

## **AF8: Use correct spelling**

Spelling of high frequency words.

Spelling of common exception words.

Spelling of inflected words, e.g. -es, -ed, -ied, -ies, -er, -est, -ier, -iest, -ing.

Spelling of confusing homophones and common words.

Spelling of irregular plurals.

Spelling of in challenging or ambitious words.

## Year 7 & 8 English Fundamentals – Reading

### **AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**

Be able to retrieve information from, or describe events in a text.

Be able to summarise texts and identify key points.

Develop precision in selection and application of textual references to the point being made.

For example; close reference at word level to refute an argument in a short stretch of text, or, deft selection across a longer text to evaluate a writer's viewpoint.

Learn draw on knowledge of other sources to develop an argument.

### **AF3: Deduce, infer or interpret information, events or ideas from texts**

Be able to make inferences and deductions based on textual evidence

Identify different layers of meaning, with some attempt at detailed exploration of them.

Develop an interpretation of set texts, making connections between insights and teasing out meanings or weighing up evidence.

Develop a critical stance and coherent interpretation of texts

### **AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**

Identify basic structural feature within a text

Explore how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole.

Learn to comment on how a range of features relating to organisation at text level contribute to the effects achieved.

Learn to evaluate the extent to which structural choices support the writer's theme or purpose.

Develop an appreciation of the skill with which a range of features relating to organisation at text level are used, e.g. evaluating or comparing the effectiveness of time shifts, section/chapter breaks or verse forms or use of direct speech in non-narrative texts.

Develop clear and perceptive understanding of how the text structure supports the writer's purpose and contributes to meaning.

### **AF5: Explain and comment on writers use of language, including grammatical and literary features at word and sentence level**

Identify a range of features of the writer's language.

Learn how to make comments on writer's choice of language.

Show appreciation of how the writer's language choices contribute to the overall effect on the reader.

Use appropriate terminology to discuss how language is used.

Develop a clear appreciation and understanding of how language use support the writer's purpose and contributes to meaning.

Develop precise, perceptive analysis of how language is used.

### **AF6: Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader**

Begin to identify the main purpose and viewpoint, through general overview

Clearly identify the author's viewpoint and give explanation of it developed through close reference to the text

Clearly identify the effect on the reader, with some explicit explanation as to how that effect has been created.

Show clear understanding and critical evaluation of writer's purposes and viewpoints and how these are conveyed throughout the text.

### **AF7: Relate texts to their social, cultural and historical traditions**

Make simple comments on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships

Some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written .

Begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, how some features of a contemporary text show influence of earlier examples of that genre.

Analyse how different meanings and interpretations of a text relate to the contexts in which it was written or read, e.g. how a particular context influences writers in different ways; or how the meaning or interpretation of a text changes according to the context in which it is read

Develop critical analysis/evaluation of the text(s), show appreciation of how it relates to context(s) and tradition(s) and explore the meanings produced from it.