

Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<ul style="list-style-type: none"> Students confidently summarise the content and main ideas in a wide range of texts. Students confidently choose the most relevant evidence (quotations) which link to what the writer is trying to convey. Students make comments explaining their own personal views of a text. Students are able to use a range of common features of different types of writing. Students confidently structure paragraphs for effect. 	<ul style="list-style-type: none"> Students develop a confident response which is structured using WHAT, HOW. Students clearly explain the writer's language using a range of relevant subject terminology. Students are able to confidently understand the main viewpoint(s) of the reader. Students confidently adapt tone of writing to suit purpose and audience. Students confidently develop and structure writing. Students use a wide range of techniques, vocabulary, punctuation and sentence structures when writing.
Middle Prior Attainer	<ul style="list-style-type: none"> Students summarise the content and main ideas in a range of texts. Students choose relevant evidence (quotations) which link to what the writer is trying to convey. Students make simple comments explaining their own personal views of a text. Students are able to use common features of different types of writing. Students structure paragraphs for effect. 	<ul style="list-style-type: none"> Students develop a response which is structured using WHAT, HOW. Students explain the writer's language using relevant subject terminology. Students are able to understand the main viewpoint of the reader. Students adapt tone of writing to suit purpose and audience. Students develop and structure writing. Students use a range of techniques, vocabulary, punctuation and sentence structures when writing.
Lower Prior Attainer	<ul style="list-style-type: none"> Students summarise straight forward information and ideas in a range of texts. Students begin to choose relevant evidence (quotations) which link to what the writer is trying to convey. Students begin to make simple comments explaining their own personal views of a text. Students are able to use some common features of different types of writing. Students begin to structure paragraphs for effect. 	<ul style="list-style-type: none"> Students develop a response which explain WHAT the writer is trying to convey and begins to explain HOW they do this. Students explain the writer's language using some relevant subject terminology. Students are able to understand that readers have a viewpoint of texts. Students begin to adapt tone of writing to suit purpose and audience. Students begin to develop and structure writing. Students use some techniques, vocabulary, punctuation and sentence structures when writing.

