

Y7 Term 1 Skills Tracker

This term we are studying non-fiction texts about the 7 Wonders of the World and myths and legends from around the world. You will build on the knowledge and skills from primary school, with a focus of you being more independent in applying these.

The tracker helps you monitor your own progress and talk about this with your teacher and people at home.

Speaking and Listening

	Inconsistent Progress	Good Progress	Very Good
Classroom listening	I interrupt learning by talking when the teacher is	I am silent when my teacher and classmates are talking to the class.	I actively listen to my teacher and usually to my classmates when they're sharing their ideas.
Pair / group listening	I do not listen respectfully to my partner(s)	I listen respectfully to the ideas of my partner(s)	I listen respectfully to and build on the ideas of my partner(s)
Classroom speaking	With prompting, I answer questions with simple ideas and little explanation	I answer questions in full sentences and give the required amount of explanation	I answer questions clearly building on other people's ideas
Pair / group speaking	I make some contributions during pair or group work	I stay on task and make useful verbal contributions	I engage with my partner / group by making useful contributions and ensuring everyone contributes

Reading

	Inconsistent Progress	Good Progress	Very Good Progress
Reading for understanding and referencing texts	- I can give simple ideas about a text in response to an open question. - I can refer to something from the text in my answer in my written answer. - I have not routinely quizzed for AR meaning I am not completing my 60 minutes of engaged time per week.	- I usually give relevant ideas about a text in response to an open question. - I occasionally use a direct quotation from the text in my written answers. - I have quizzed routinely for AR, usually having the expected engaged time of 60 minutes per week	- I give relevant ideas about a text in response to an open question. - I sometimes include a direct quotation from the text in my written answers. - I have quizzed frequently on AR, consistently having the expected engaged time of 60 minutes per week.
Making inferences	I occasionally make and explain simple inferences e.g. that it is cold because there is frost which implies it's winter.	I usually make sensible inferences about quotations and explain them e.g. that it is cold because there is frost which implies it's winter.	- I consistently make sensible inferences about quotations and explain them e.g. that it is cold because there is frost which implies it's winter. - I occasionally offer more than one inference and use discourse markers to link my ideas together
Analysing structural and organisational methods	- I can identify the main mood in a text - I can say what the mood is like at the start, middle and end of a text	- I can identify the main moods in a text - I can track how the mood changes between the beginning, middle and end by including textual references	- I can identify the main moods in a text - I can comment on what the effect of the mood changes are on the reader
Analysing language methods	- I can define and identify adjectives, verbs, and nouns. - I use my planner to help me define and identify the language methods we're currently learning about - I can sometimes explain the simple connotations of different word choices	- I can usually define and identify the main word classes - I can independently define and identify key language methods we're currently learning about - I can always explain the simple connotations of different word choices.	- I can always define and identify the main word classes and methods learnt this term and use my planner to help me identify others. - I can always explain the simple connotations of different word choices.
Analysis of writers' purpose and intended impact	I can usually explain whether a text has a positive or negative tone or perspective.	- I can always explain whether a text has a positive or negative tone or perspective. - I can identify a universal theme the writer was interested in.	- I am beginning to use precise adjectives to describe the overall tone of a text - I can identify when a writer is writing about a universal theme and offer simple explanation about what they wanted to convey.
Making links to context	- I can make generic comments about texts being old or modern - I can list different genres	- I can make generic comments about texts being old or modern etc. - I can identify the genre of the text (e.g. horror)	I can give a simple explanation as to how historical context may have influenced the text's plot and universal themes

			I can identify examples of the conventions of the text's genre
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Writing

Writing	Inconsistent Progress	Good Progress	Very Good
Write imaginative, interesting and thoughtful texts suited to purpose, audience and form using writers' methods.	- I write about one idea relevant to the task and add some basic detail - With support, I include a simple language method in my writing	- I write about one idea relevant to the task with sufficient detail - I include a simple language method in my writing	- I write about one idea relevant to the task with well-chosen detail that helps my reader. - I include 2 simple language methods in my writing
Organise and present whole texts effectively, sequencing and structuring information & ideas	- My writing has a clear beginning and opening. - I do not paragraph my work.	- My writing has a clear beginning middle and end. - I attempt to divide my work into paragraphs but make some errors.	- My ideas are sequenced so there is a link between the beginning, middle and end of my text. - I consistently divide my work into paragraphs.
Vary sentence types and starters for clarity, purpose and effect	I write in simple and compound sentences which are usually grammatically accurate.	- I write in simple and compound sentences which are consistently grammatically accurate. - I can craft grammatically accurate complex sentences with support	- I write in simple and compound sentences which are consistently grammatically accurate. - I can independently craft grammatically accurate complex sentences.
Using punctuation accurately and effectively	- I usually separate my sentences using full-stops, question marks or exclamation marks. - I usually use capital letters at the start of sentences and for proper nouns.	- I consistently use full-stops, question marks or exclamation marks and capital letters accurately - I can use apostrophes, speech marks and commas in list but make some mistakes	- I consistently use capital letters, full stops, exclamation marks, question marks accurately. - I accurately use apostrophes, speech marks and commas in list. - I occasionally attempt to use commas in complex sentences
Select appropriate and effective vocabulary	- I use basic Tier 1 adjectives and verbs in my writing - When prompted, I can use our key words in my writing.	- I use some Tier 2 vocabulary in my writing to improve clarity and engagement - I use our key words in my writing when appropriate	- I regularly use suitable Tier 2 vocabulary in my writing to make it more precise and engaging - I regularly use our key words in my writing when appropriate
Use correct spelling	- I can spell familiar Tier 1 words accurately - Spelling of our Key Words is inaccurate	- I can spell familiar Tier 1 words accurately - I can spell most Tier 2 words accurately / phonetically plausible - I routinely score 5-7 on our spelling quizzes of Key Words	- I can usually spell familiar Tier 1 and Tier 2 words accurately, including those that do not follow typical patterns. - I am successfully practising our key words, usually achieving 7+ on the spelling tests in lesson