

Y9 Term 3 Skills Tracker

This term we apply our knowledge and skills to poems that explore the theme of conflict. You will be asked to compare poems from different eras, cultures and perspectives to demonstrate your understanding of universal themes. In the final half-term you will study your first GCSE Literature text.

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

Writing

Writing	Inconsistent Progress	Good Progress	Very Good
Write imaginative, interesting and thoughtful texts suited to purpose, audience and form using writers' methods.	- I engage my reader by writing about 2-3 distinct and relevant ideas using engaging details and examples - I include 3+ engaging language methods that are suited to the text's purpose and audience	- I engage my reader by writing about 3 distinct and engaging ideas using thoughtful details and examples 3+ language methods suited to purpose, audience and form are used for effect in my writing	- I engage my reader by writing about 3 distinct thoughtful and complex details and examples - A wide range of language methods suited to purpose, audience and form are used for effect in my writing
Organise and present whole texts effectively, sequencing and structuring information & ideas	- My ideas are sequenced for effect - My writing is consistently divided into paragraphs - I use a wide range of suitable discourse markers within and between paragraphs	- My ideas are sequenced for effect and consistently divided into paragraphs - I use a wide range of suitable discourse markers within and between paragraphs - I repeat a sentence or image throughout my work for effect	- My ideas are sequenced for effect and consistently divided into coherent paragraphs - I repeat a sentence or image throughout my work for effect - My paragraphs are deliberately of varied length, so some ideas are emphasised.
Vary sentence types and starters for clarity, purpose and effect	- I use simple, compound and complex sentences in my writing with few grammatical errors. - I can start and structure my sentences in different ways accurately - I am starting to use sentence forms for effect (e.g. simple for emphasis)	- My sentence structure is consistently grammatically accurate. - I regularly choose sentence openings and forms carefully for effect	- I use the full range of sentence forms and structures for effect. - My sentences are consistently grammatically accurate, with no errors made
Using punctuation accurately and effectively	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - I regularly use higher-level punctuation but make some errors : ; ... - ()	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - I always include some higher-level punctuation in my writing with only occasional errors : ; ... - ()	- I use the full range of punctuation with only occasional error. - I am beginning to use punctuation to create specific effects within my writing.
Select appropriate and effective vocabulary	- 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	- I routinely use suitable Tier 2 vocabulary seamlessly in my writing to make it precise and engaging - I routinely use our key words in my writing - There is regular evidence in my writing that I am drawing on my vocabulary from other lessons, a thesaurus or my wider reading	- I frequently include a vast range of Tier 2 vocabulary routinely in my writing, drawing upon our key words and those I have learnt from my wider education - I demonstrate that I can transfer sophisticated and academic vocabulary from previous lessons and texts into my writing.
Use correct spelling	- I can 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	- I rarely spell familiar Tier 1 and Tier 2 words incorrectly - I use sensible strategies to help me spell unfamiliar, complex vocabulary - I am successfully practising our key words, always achieving 7+ on the spelling tests in lesson	- There are few spelling errors in my writing as I have consistently practised and developed effective strategies to help. - I am successfully practising our key words, usually achieve 9/10 on my spelling tests in lesson

	Inconsistent Progress	Good Progress	Very Good Progress
Reading for understanding and referencing texts	- I usually give an explained idea about a text in response to an open question - I always use well-chosen direct quotations to support points about a text - My STAR reading age is in line with my biological age. I can usually read and understand the texts we are studying.	- I always give an explained idea about a text in response to an open question - I am beginning to embed well-chosen quotations to support my points - My STAR reading age is in line with / above my biological age. I can always read and understand the texts we are studying.	- I am beginning to make thoughtful points about a text in response to an open question - I embed well-chosen quotations to support my points - My STAR reading age is in line with / above my biological age. I can always read and understand the texts we are studying.
Making inferences	- 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 mostly offer more than one inference and use discourse markers to link my ideas together - I often make inferences based on earlier textual references	- 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 consistently offer a range of inferences about a quotation and use discourse markers to develop my ideas clearly - I frequently make inferences based on earlier textual references	- My inferences are becoming increasingly thoughtful / perceptive as I link different parts of the text. - I consistently use discourse markers to develop, link and compare ideas.
Analysing structural and organisational methods	- I can identify the main moods in a text - I can comment on what the effect of the mood changes are on the reader	- I use precise vocabulary to identify subtle mood changes - I can analyse what the effects of the mood changes are on the readers' thoughts and feelings	- I can track subtle mood changes over the course of a text by choosing key parts to analyse - I can analyse the effect of the mood changes, by considering what the writer wanted to achieve
Analysing language methods	- I can always define and identify the main word classes and methods learnt previously and this year and I use my planner to help me identify others. - I am beginning to zoom in on different parts of a quotation to develop my explanation of how word choices or language methods create meaning.	- I can always define and identify the main word classes and methods learnt previously and this year and I use my planner to help me identify others. - I often zoom in on different parts of a quotation to develop my explanation of how word choices or language methods create meaning.	- I can always define and identify the main word classes and methods learnt previously and this year and I use my planner to help me identify others. - I always zoom in on different parts of a quotation to develop my explanation of how word choices or language methods create meaning.
Analysis of writers' purpose and intended impact	- I can track how the writer's tone changes over a text - I can explain what the writer wants to convey about a universal theme and include evidence from across the text to support my ideas	- I routinely track how the writer's tone changes over a text - I am, starting to use verbs of intent when discussing the writer's thoughts on a universal theme (e.g. wan, criticise) - I always use evidence from across the text to show writers' intentions	- I can confidently identify and track tones across a range of text types, using quotations to support my ideas - I regularly use verbs of intent when discussing the writer's thoughts on a universal theme (e.g. wan, criticise) - I always use well-chosen evidence from across the text to show writers' intentions
Making links to context	- I can clearly explain how the historical context may influence the text's content and universal themes - I can discuss how the text conforms and deviates from the conventions of its genre	- I can clearly explain how the historical context may influence the text's content and themes and the writer's intentions - I can place the text in its literary timeline and compare it to older and more modern texts of the same genre	- I am starting to make thoughtful points about how historical context may influence the text's content and themes and the writer's intentions - I can place the text in its literary timeline and compare it to older and more modern texts of the same genre and explain why there are differences

Reading