

Y9 Term 1 Skills Tracker

This term we are studying contemporary non-fiction texts linked to the theme of identity. You will analyse writers' perspectives, and use your analysis skills to identify the bias and intent of the writers. As a writer, you will be encouraged to give your informed opinion on a range of ideas, developing your independence and opinions. We will then apply this contextual knowledge to a range of literary fiction, further developing our understanding of the link between fiction and non-fiction and texts from different eras and places.

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

Reading

	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 mostly use well-chosen direct quotations to support my points - My STAR reading age is below my biological age. I regularly have difficulty reading and understanding the texts we are studying.	- 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.
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. - When appropriate, I always offer more than one inference and use discourse markers to link my ideas together - When appropriate, I always 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 using precise vocabulary - I can comment on what the effect of the mood changes are on the reader	- I can identify subtle mood changes in a text - I can explain what the effect of the mood changes are on the reader	- I use precise vocabulary to identify subtle mood changes - I can clearly explain what the effect of the mood changes are on the reader
Analysing language methods	- I can always define and identify the main word classes and methods learnt previously and this term - I use my planner to help me identify language methods I've not yet been explicitly taught. - I always offer simple explanations 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 can clearly explain 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 am beginning to 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 often 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 some explanation about what they wanted to convey.	- I always 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 clear explanation about what they wanted to convey.	- 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
Making links to context	- 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	- 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

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 2 distinct and relevant ideas and add well-chosen detail to help my reader understand - I include 2-4 engaging language methods that are suited to the text's purpose and audience	- I write about 2 distinct and relevant ideas and add engaging detail that helps my reader. - I include 3+ engaging language methods that are suited to the text's purpose and audience	- 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
Organise and present whole texts effectively, sequencing and structuring information & ideas	- My ideas are sequenced for effectMy writing is consistently divided into paragraphs which include discourse markers. - I am starting to use discourse markers between paragraphs to create whole-text coherency.	- 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
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 structure complex sentences in a range of ways.	- I use simple, compound and complex sentences in my writing with few grammatical errors. - I can accurately structure complex sentences in a range of ways - I regularly use a range of sentence openings (SIPACED)	- 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)
Using punctuation accurately and effectively	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - With prompting, I am beginning to use higher-level punctuation : ; ... - () but make errors	- I consistently use capital letters, full stops, exclamation marks, question marks, apostrophes, commas and speech punctuation accurately. - I am beginning to 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 regularly use some higher-level punctuation in my writing but make occasional error : ; ... - ()
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 in my writing to make it precise and engaging - I routinely use our key words in my writing - There is evidence in my writing that I am drawing on my vocabulary from other lessons, a thesaurus or my wider reading	- I consistently use suitable Tier 2 vocabulary in my writing to make it precise and engaging - I consistently use our key words in my writing - There is clear evidence in my writing that I am drawing on my vocabulary from other lessons, a thesaurus or my wider reading
Use correct spelling	- I can spell familiar Tier 1 and Tier 2 words accurately, including those that do not follow typical patterns. - There is limited evidence of me practising the spelling of our key words and there is improvement from last term.	- I can mostly spell familiar Tier 1 and Tier 2 words accurately, including those that do not follow typical patterns. - I am beginning to use strategies to help me spell unfamiliar, complex words - 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

Speaking and Listening

	Inconsistent Progress	Good Progress	Very Good
Classroom listening	I rarely interrupt my teacher or classmate when they are talking to the class	I consistently listen respectfully to my teacher and classmates when they're speaking in class	I actively listen to my teacher and classmates when they're speaking to the class
Pair / group listening	I usually listen respectfully to my partner(s)	I always listen respectfully to the ideas of my partner(s)	I listen respectfully to and build on the ideas of my partner(s)

Classroom speaking	• I sometimes voluntary contribute to class discussions	• I regularly give detailed answers	• I routinely answer questions clearly building on other people's ideas
Pair / group speaking	• I I stay on task and make useful verbal contributions	• I engage with my partner / group by making useful contributions and ensuring everyone contributes	• I engage with my partner / group by making useful contributions and ensuring everyone contributes • When appropriate I take on a leading role in pair / group work