

Mid-Year Expectations		End of Year Expectations
<b>Higher Prior Attainer</b>	<ul style="list-style-type: none"> <li>• Students make a range of rich inferences from implicit information.</li> <li>• Students explain in detail how language and word choices have intended effects.</li> <li>• Students identify how and why a writer may be influenced by a range of contextual factors.</li> <li>• Students confidently plan for and include a range of relevant ideas and content.</li> <li>• Students show evidence of deliberate and more ambitious vocabulary choices when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students consider a variety of detailed interpretations of a range of word and / or phrase choices.</li> <li>• Students explore the writer’s message.</li> <li>• Students develop an analytical and detailed response which is structured using WHAT, HOW, WHY.</li> <li>• Students are able to use a range of common features and appropriate language techniques of different types of writing.</li> <li>• Students write in developed paragraphs employing increasingly sophisticated structure.</li> </ul>
<b>Middle Prior Attainer</b>	<ul style="list-style-type: none"> <li>• Students retrieve implicit information and make inferences.</li> <li>• Students explain how language and word choices have an intended effect.</li> <li>• Students identify how and why a writer may be influenced by contextual factors.</li> <li>• Students plan for and include a range of relevant ideas and content.</li> <li>• Students show evidence of ambitious vocabulary choices when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students consider a variety of detailed interpretations of a range of word and / or phrase choices.</li> <li>• Students explore the writer’s message.</li> <li>• Students develop an analytical and detailed response which is structured using WHAT, HOW, WHY.</li> <li>• Students are able to use a range of common features and appropriate language techniques of different types of writing.</li> <li>• Students write in developed paragraphs employing increasingly sophisticated structure.</li> </ul>
<b>Lower Prior Attainer</b>	<ul style="list-style-type: none"> <li>• Students retrieve explicit and some implicit information and begin to read between the lines.</li> <li>• Students explain how some words are used by writers to have an effect on the reader.</li> <li>• Students begin to consider how a writer may be influenced by contextual factors.</li> <li>• Students select key ideas and begin to use them to plan writing.</li> <li>• Students show evidence of varied vocabulary use when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students consider how some words and /or phrase might have different interpretations.</li> <li>• Students begin to think about the writer’s message and why they wrote the text.</li> <li>• Students develop a response to texts which is structured using WHAT, HOW, WHY.</li> <li>• Students are able to use some common features and language of different types of writing</li> <li>• Students write in developed paragraphs with clear sequence and structure.</li> </ul>

