

Subject: English

English is both a knowledge and skills-based subject. This means that pupils continue to improve their skills in production of written and spoken English, their ability to receive what they read or hear and their ability to write with technical accuracy. They also gain great knowledge from English Literature, including theories of Literature and cultural capital from the study of Literature across the ages. Pupils study different texts and modules each year but are marked against their progress in the same key areas or Assessment Objectives. These are based on GCSE criteria.

Year	Step	Production skills	Receptive skills	Accuracy	End of year /unit exam topic/s
Beginning of Year 7 – KS2 Benchmark		<ul style="list-style-type: none"> - creating atmosphere, and integrating dialogue to convey character and advance the action - selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly - using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs 	<ul style="list-style-type: none"> read age-appropriate books with confidence and fluency (including whole novels) - read aloud with intonation that shows understanding - work out the meaning of words from the context - explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence - predict what might happen from details stated and implied - retrieve information from non-fiction texts and make comparisons within and across books. - summarise main ideas, identifying key details and using quotations for illustration - evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> - using passive and modal verbs mostly appropriately - using a wide range of clause structures, sometimes varying their position within the sentence - using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision - using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens - spelling most words correctly* (years 5 and 6) - maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 	N/A

Summary of Year 7 English: Middle to Modern Day Language Use

Through their study of poetic forms, Middle English – Chaucer’s Prologue/ Canterbury Tales, and the novel *A Kestrel for a Knave*, pupils work on their Receptive Skills. They improve their skills of reading and understanding, especially of Early Modern English, and ability to comment on a writer’s purpose and use of language. They also learn to make some connections between texts and their social and historical context and begin to evaluate a statement. They also work on their listening skills.

Through their study of creative and non-fiction writing, pupils work on their Production Skills. They improve their ability to write with audience and purpose in mind and to vary their vocabulary and use structural features in their writing. They also work on their speaking skills and all members of Year 7 participate in our Soap Box Challenge, our annual Public Speaking Event.

Throughout their English studies, pupils work on their accuracy of spelling, punctuation and grammar.

<p>End of Year 7</p>	<p>Step 1</p>	<p>Grade 1 Pupils can: Show simple awareness of register/audience and purpose. Use simple vocabulary and linguistic devices. Show evidence of simple structural features. When speaking, show some awareness of audience. Show evidence of having structured the talk. Speak in both informal and formal contexts. Show some ability to vary speech, gesture or movement. Grade 2 Pupils can: Attempt to match register to audience and purpose. Begin to vary vocabulary with some use of linguistic devices. Attempt to use structural features (paragraphs with some discourse markers). Grade 3 Pupils can:</p>	<p>Grade 1 pupils can... Make simple comments that are relevant to the task and refer to relevant details. Identify a few basic features of writer’s use of language with little comment, perhaps referring to subject terminology. Make simple comments on ideas or how the text relates to other texts or the time it was written (simple connections between texts, recognition of some features of the context of texts). Make simple, limited evaluation. Understand a speaker’s main ideas. Show active listening in group discussions. Show some ability to take on a role. Grade 2 pupils can... Support their response to task and text with comments on references. Identify basic features of writer’s use of language or structure and make simple comments on writers’ choices with some reference to subject terminology. Show some awareness of ideas explored in the text or how the text relates to other texts or the time it</p>	<p>Grade 1 pupils can... Occasionally use sentence demarcation (. Capital letters ?! speech punctuation and commas in lists). Show some evidence of conscious punctuation. Use a simple range of sentence forms and connectives (e.g. simple and compound) Occasionally use standard English with limited control of agreement. Spell common words with basic accuracy. Grade 2 pupils can... Use sentence demarcation (. A ?! speech marks, commas in lists and clauses and some use of other punctuation). Use a range of sentence forms and connectives (simple, compound, complex). Use some Standard English. Spell most common words with accuracy. Grade 3 pupils can... Demarcate sentences mostly securely and sometimes accurately.</p>	<p>The exam is in three sections: a multiple choice section to test knowledge; Reading analysis to test students’ ability to read for inference, comment on writers’ intentions and context in a fiction text; writing a non-fiction text to allow students to show they can write for a specific purpose and with accuracy.</p>
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	<p>Make some sustained attempt to match register to audience and purpose. Consciously use vocabulary with some linguistic devices.</p> <p>Use some structural features (paragraphs and discourse markers).</p> <p>Demonstrate an increasing variety of linked and relevant ideas.</p> <p>When speaking, vary language and non-verbal features to suit content and audience. Organise talk to help the listener with overall structure evident. Recognise different conventions and forms of speech. Show an understanding of Standard English by varying speech in formal contexts. Vary speech, gesture or movement in different scenarios.</p> <p><u>Grade 4 Pupils can...</u></p> <p>Generally match register to audience and purpose.</p> <p>Clearly choose vocabulary for effect and use linguistic devices appropriately.</p> <p>Use structural features usually effectively (coherent paragraphs, range of discourse markers).</p> <p>Write engagingly and with a range of connected ideas.</p>	<p>was written (features common to different texts identified, simple comment on the effect of context). Make simple evaluation.</p> <p><u>Grade 3 pupils can...</u></p> <p>Make some explained response to the task using some references to support relevant comments. Identify various features of writers' choices with some explanation (and some awareness of the effect of language or structural features) and reference to subject terminology.</p> <p>Show some understanding of ideas OR how the text relates to other texts or the time it was written (identifies similarities and differences between texts, some explanation of how context contributes to meaning).</p> <p>Show some ability to evaluate in more detail. Respond to the speaker's main ideas. Participate in group discussions by making helpful contributions. Attempt different roles and responsibilities in pairs or groups.</p> <p><u>Grade 4 Pupils can...</u></p> <p>Make some explained response to the task using references to support a <u>range</u> of relevant comments. Make relevant comments on writer's choices (and some understanding of the effect of language <u>and</u> structural features) with some relevant use of subject terminology and identification of the effect on the reader.</p> <p>Show some understanding of ideas and how the text relates to other texts or the time it was written (some exploration of textual conventions, some detailed discussion of how contexts can affect meaning).</p>	<p>Show some control of full range of punctuation (including : ; between independent clauses).</p> <p>Use a variety of sentence forms used throughout writing (simple, compound, complex).</p> <p>Use some Standard English with some control of agreement.</p> <p>Spell more complex words with some accuracy.</p> <p>Vary their use of vocabulary.</p> <p><u>Grade 4 Pupils can...</u></p> <p>Make some explained response to the task using references to support a <u>range</u> of relevant comments.</p> <p>Make relevant comments on writer's choices (and some understanding of the effect of language <u>and</u> structural features) with some relevant use of subject terminology and identification of the effect on the reader.</p> <p>Show some understanding of ideas and how the text relates to other texts or the time it was written (some exploration of textual conventions, some detailed discussion of how contexts can affect meaning).</p> <p>Show some ability to evaluate with increasing clarity and focus.</p>	
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			Show some ability to evaluate with increasing clarity and focus.		
<p>Summary of Year 8 English: <u>Vices and Virtues in Humanity</u></p> <p>Through their study of Ballads and linked non-fiction texts, Victorian literature, and Shakespeare’s Twelfth Night, pupils continue to work on their Receptive Skills. They improve their skills of understanding and inference, ability to comment on a writer’s purpose and use of language or structure for effect. They also learn to draw comparisons between texts and understand how their social and historical context affects meaning. They continue to improve their skills of evaluation. Pupils continue to work on their listening skills.</p> <p>Through their study of creative and non-fiction writing, pupils work on their Production Skills. They improve their ability to write with audience and purpose in mind and to vary their vocabulary and use structural features in their writing. They also work on their speaking skills.</p> <p>Throughout their English studies, pupils work on their accuracy of spelling, punctuation and grammar.</p>					
End of Year 8	Step 2	<p><u>Grade 2 Pupils can:</u> Attempt to match register to audience and purpose. Begin to vary vocabulary with some use of linguistic devices. Attempt to use structural features (paragraphs with some discourse markers). <u>Grade 3 Pupils can:</u> Make some sustained attempt to match register to audience and purpose. Consciously use vocabulary with some linguistic devices. Use some structural features (paragraphs and discourse markers). Demonstrate an increasing variety of linked and relevant ideas. When speaking, vary language and non-verbal features to suit content and audience. Organise talk to help the listener with overall structure evident.</p>	<p><u>Grade 2 pupils can...</u> Support their response to task and text with comments on references. Identify basic features of writer’s use of language or structure and make simple comments on writers’ choices with some reference to subject terminology. Show some awareness of ideas explored in the text or how the text relates to other texts or the time it was written (features common to different texts identified, simple comment on the effect of context). Make simple evaluation. <u>Grade 3 pupils can...</u> Make some explained response to the task using some references to support relevant comments. Identify various features of writers’ choices with some explanation (and some awareness of the effect of language or structural features) and reference to subject terminology. Show some understanding of ideas OR how the text relates to other texts or the time it was written (identifies</p>	<p><u>Grade 2 pupils can...</u> Use sentence demarcation (. A ?! speech marks, commas in lists and clauses and some use of other punctuation). Use a range of sentence forms and connectives (simple, compound, complex). Use some Standard English. Spell most common words with accuracy. <u>Grade 3 pupils can...</u> Demarcate sentences mostly securely and sometimes accurately. Show some control of full range of punctuation (including : ; between independent clauses). Use a variety of sentence forms used throughout writing (simple, compound, complex).</p>	<p>The exam is in three sections: a multiple choice section to test knowledge; Reading analysis to test students’ ability to read for inference, comment on writers’ intentions and context in a non-fiction text; writing a non-fiction text to allow students to show they can write for a specific purpose and with accuracy.</p>

	<p>Recognise different conventions and forms of speech. Show an understanding of Standard English by varying speech in formal contexts. Vary speech, gesture or movement in different scenarios.</p> <p><u>Grade 4 Pupils can...</u> Generally match register to audience and purpose. Clearly choose vocabulary for effect and use linguistic devices appropriately. Use structural features usually effectively (coherent paragraphs, range of discourse markers). Write engagingly and with a range of connected ideas.</p> <p><u>Grade 5 Pupils can...</u> Consistently match register to audience and purpose. Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. Use structural features effectively (coherent paragraphs, integrated discourse markers). Write engagingly using a range of clear connected ideas. Present and participate in extended turns and support ideas with relevant detail. Adapt vocabulary and non-verbal features to match audience, purpose and context. Make some selections from a range of conventions and forms of speech.</p>	<p>similarities and differences between texts, some explanation of how context contributes to meaning). Show some ability to evaluate in more detail. Respond to the speaker's main ideas. Participate in group discussions by making helpful contributions. Attempt different roles and responsibilities in pairs or groups.</p> <p><u>Grade 4 Pupils can...</u> Make some explained response to the task using references to support a <u>range</u> of relevant comments. Make relevant comments on writer's choices (and some understanding of the effect of language <u>and</u> structural features) with some relevant use of subject terminology and identification of the effect on the reader. Show some understanding of ideas and how the text relates to other texts or the time it was written (some exploration of textual conventions, some detailed discussion of how contexts can affect meaning). Show some ability to evaluate with increasing clarity.</p> <p><u>Grade 5 Pupils can...</u> Make clear explained responses with effective use of references to support them. Clearly explain a writers' methods (and clearly explain the effect of language and structural features) with appropriate use of relevant terminology and understanding of the effect on the reader. Show clear understanding of ideas and how the text relates to other texts or the time it was written (some analysis of how different meanings and interpretations of a text can relate to the context in which it was written or read). Make clear and relevant evaluations of the focus of the statement.</p>	<p>Use some Standard English with some control of agreement. Spell more complex words with some accuracy. Vary their use of vocabulary.</p> <p><u>Grade 4 Pupils can...</u> Demarcate sentences mostly securely and mostly accurately. Make an increasingly controlled use of the full range of punctuation (may be some comma splices or misuse of semi-colons). Write with a variety of sentence forms throughout, sometimes for effect. Use Standard English with some control of agreement. Spell with general accuracy. Use some sophisticated vocabulary.</p> <p><u>Grade 5 Pupils can...</u> Demarcate sentences increasingly securely and accurately (a few errors). Full range of punctuation is used mostly with success (a few errors). Use a variety of sentence forms for effect (e.g. embedded clauses, antithesis, repetition or balance in sentence structures). Mostly use Standard English appropriately with mostly controlled grammatical structures</p>	
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	Maintain the use of Standard English and adapt the level of formality in a range of different contexts. Make deliberate choices of speech, gesture and movement and maintain them.	Identify, sift and summarise the most important points or key ideas from a talk or discussion. Develop ideas through relevant comments and suggestions. Make clear and relevant contributions to group discussion. Adopt roles and responsibilities with independence.	(secure control of complex verb forms). Spell with general accuracy, including complex and irregular words. Use increasingly sophisticated vocabulary.
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Summary of Year 9 English: Diversity in Literature and Language

Through their study of Adiche's *Purple Hibiscus* or Miller's *A View from the Bridge* or Steinbeck's *Of Mice and Men* and Poetry from a diverse range of voices, pupils continue to work on the Receptive Skills that they will use to comprehend, infer and evaluate texts with. They study texts in challenging social and historical contexts, learning to make perceptive comments about a writer's craft. Students also explore different Shakespeare characters and the language used by Shakespeare in order to understand the diversity that was used by the playwright, as well as allowing the students to understand the relevance of Shakespeare in modern society. Within the Shakespeare unit students will practice their speaking skills.

Through their study of creative and non-fiction writing, pupils continue to work on their Production Skills. Throughout their English studies, pupils work on their accuracy of spelling, punctuation and grammar.

End of Year 9	Step 3	Grade 3 Pupils can... Make some sustained attempt to match register to audience and purpose. Consciously use vocabulary with some linguistic devices. Use some structural features (paragraphs and discourse markers). Demonstrate an increasing variety of linked and relevant ideas. When speaking, vary language and non-verbal features to suit content and audience. Organise talk to help the listener with overall structure evident. Recognise different conventions and forms of speech. Show an understanding of Standard English by varying speech in formal contexts. Vary speech, gesture or movement in different scenarios.	Grade 3 pupils can... Make some explained response to the task using some references to support relevant comments. Identify various features of writers' choices with some explanation (and some awareness of the effect of language or structural features) and reference to subject terminology. Show some understanding of ideas OR how the text relates to other texts or the time it was written (identifies similarities and differences between texts, some explanation of how context contributes to meaning). Show some ability to evaluate in more detail. Respond to the speaker's main ideas. Participate in group discussions by making helpful contributions. Attempt different roles and responsibilities in pairs or groups. Grade 4 Pupils can...	Grade 3 pupils can... Demarcate sentences mostly securely and sometimes accurately. Show some control of full range of punctuation (including : ; between independent clauses). Use a variety of sentence forms used throughout writing (simple, compound, complex). Use some Standard English with some control of agreement. Spell more complex words with some accuracy. Vary their use of vocabulary. Grade 4 Pupils can... Demarcate sentences mostly securely and mostly accurately.	The exam is in three sections: a multiple choice section to test knowledge; Reading analysis to test students' ability to read for inference, comment on writers' intentions and context in a non-fiction text; writing a non-fiction text to allow students to show they can write for a specific purpose and with accuracy.
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	<p><u>Grade 4 Pupils can...</u> Generally match register to audience and purpose. Clearly choose vocabulary for effect and use linguistic devices appropriately. Use structural features usually effectively (coherent paragraphs, range of discourse markers). Write engagingly and with a range of connected ideas.</p> <p><u>Grade 5 Pupils can...</u> Consistently match register to audience and purpose. Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. Use structural features effectively (coherent paragraphs, integrated discourse markers). Write engagingly using a range of clear connected ideas. Present and participate in extended turns and support ideas with relevant detail. Adapt vocabulary and non-verbal features to match audience, purpose and context. Make some selections from a range of conventions and forms of speech. Maintain the use of Standard English and adapt the level of formality in a range of different contexts. Make deliberate choices of speech, gesture and movement and maintain them.</p> <p><u>Grade 6 Pupils can...</u></p>	<p>Make some explained response to the task using references to support a <u>range</u> of relevant comments. Make relevant comments on writer's choices (and some understanding of the effect of language <u>and</u> structural features) with some relevant use of subject terminology and identification of the effect on the reader. Show some understanding of ideas and how the text relates to other texts or the time it was written (some exploration of textual conventions, some detailed discussion of how contexts can affect meaning). Show some ability to evaluate with increasing clarity and focus.</p> <p><u>Grade 5 Pupils can...</u> Make clear explained responses with effective use of references to support them. Clearly explain a writers' methods (and clearly explain the effect of language and structural features) with appropriate use of relevant terminology and understanding of the effect on the reader. Show clear understanding of ideas and how the text relates to other texts or the time it was written (some analysis of how different meanings and interpretations of a text can relate to the context in which it was written or read). Make clear and relevant evaluations of the focus of the statement. Identify, sift and summarise the most important points or key ideas from a talk or discussion. Develop ideas through relevant comments and suggestions. Make clear and relevant contributions to group discussion. Adopt roles and responsibilities with independence.</p>	<p>Make an increasingly controlled use of the full range of punctuation (may be some comma splices or misuse of semi-colons). Write with a variety of sentence forms throughout, sometimes for effect. Use Standard English with some control of agreement. Spell with general accuracy. Use some sophisticated vocabulary.</p> <p><u>Grade 5 Pupils can...</u> Demarcate sentences increasingly securely and accurately (a few errors). Full range of punctuation is used mostly with success (a few errors). Use a variety of sentence forms for effect (e.g. embedded clauses, antithesis, repetition or balance in sentence structures). Mostly use Standard English appropriately with mostly controlled grammatical structures (secure control of complex verb forms). Spell with general accuracy, including complex and irregular words. Use increasingly sophisticated vocabulary.</p> <p><u>Grade 6 pupils can...</u> Demarcate sentences securely and accurately (very few errors). Use a wide range of punctuation with success (very few errors).</p>	
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	Complete all the grade 5 descriptors with an increased level of depth and detail.	Grade 6 Pupils can... Complete all the grade 5 descriptors with an increased level of depth and detail.	Use a variety of appropriate sentence forms for effect. Use Standard English appropriately with mostly controlled grammatical structures. Spell generally accurately, including complex and irregular words. Use increasingly sophisticated vocabulary.
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Summary of Year 10 English: GCSE English Literature AQA

Pupils will be taking their GCSE in English Literature, studying GCSE texts Shakespeare's *Merchant of Venice* or *Macbeth* or *Romeo and Juliet*, George Orwell's *Animal Farm*, Charles Dickens' *A Christmas Carol* or Conan Doyle's *The Sign of Four* and Poetry (the Anthology – Power and Conflict and Unseen). Pupils will be preparing to respond to extracts from the text as well as to the whole text.

Pupils will also be preparing for their English Language GCSE speaking and listening assessment and this will provide them the opportunity to write non-fiction texts in the production of their speech. Pupils will

End of Year 10	Step 4	<p>Grade 4 Pupils can... Generally match register to audience and purpose. Clearly choose vocabulary for effect and use linguistic devices appropriately. Use structural features usually effectively (coherent paragraphs, range of discourse markers). Write engagingly and with a range of connected ideas.</p> <p>Grade 5 Pupils can... Consistently match register to audience and purpose.</p>	<p>Grade 4 Pupils can... Make some explained response to the task using references to support a <u>range of</u> relevant comments. Make relevant comments on writer's choices (and some understanding of the effect of language <u>and</u> structural features) with some relevant use of subject terminology and identification of the effect on the reader. Show some understanding of ideas and how the text relates to other texts or the time it was written (some exploration of textual conventions, some detailed discussion of how contexts can affect meaning). Show some ability to evaluate with increasing clarity and focus.</p>	<p>Grade 4 Pupils can... Demarcate sentences mostly securely and mostly accurately. Make an increasingly controlled use of the full range of punctuation (may be some comma splices or misuse of semi-colons). Write with a variety of sentence forms throughout, sometimes for effect. Use Standard English with some control of agreement. Spell with general accuracy.</p>	<p>The exam is the final AQA English Literature exam: it comprises of two papers; paper 1 – Shakespeare extract to whole play essay and 19th Century Text extract to whole text essay; paper 2 – Animal farm essay and Anthology Power and Conflict comparison essay and Unseen</p>
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	<p>Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.</p> <p>Use structural features effectively (coherent paragraphs, integrated discourse markers).</p> <p>Write engagingly using a range of clear connected ideas.</p> <p>Present and participate in extended turns and support ideas with relevant detail.</p> <p>Adapt vocabulary and non-verbal features to match audience, purpose and context.</p> <p>Make some selections from a range of conventions and forms of speech.</p> <p>Maintain the use of Standard English and adapt the level of formality in a range of different contexts. Make deliberate choices of speech, gesture and movement and maintain them.</p> <p>Grade 6 pupils are able to achieve at least two of the Grade 7 descriptors.</p> <p>Grade 7 pupils can...</p> <p>Convincingly match register to audience and purpose.</p> <p>Use extensive vocabulary with conscious crafting of linguistic devices.</p> <p>Use varied and effective structural features (consistently coherent use of paragraphs with integrated discourse markers).</p> <p>Write highly engagingly with a range of developed complex ideas.</p> <p>Engage listeners' attention and interest by exploring complex ideas with precision and impact.</p>	<p>Grade 5 Pupils can...</p> <p>Make clear explained responses with effective use of references to support them.</p> <p>Clearly explain a writers' methods (and clearly explain the effect of language and structural features) with appropriate use of relevant terminology and understanding of the effect on the reader.</p> <p>Show clear understanding of ideas and how the text relates to other texts or the time it was written (some analysis of how different meanings and interpretations of a text can relate to the context in which it was written or read).</p> <p>Make clear and relevant evaluations of the focus of the statement.</p> <p>Identify, sift and summarise the most important points or key ideas from a talk or discussion.</p> <p>Develop ideas through relevant comments and suggestions. Make clear and relevant contributions to group discussion. Adopt roles and responsibilities with independence.</p> <p>Grade 6 pupils are able to achieve at least two of the Grade 7 descriptors.</p> <p>Grade 7 pupils can...</p> <p>Make thoughtful, developed responses to tasks and whole texts with apt references integrated into interpretations.</p> <p>Examine writer's methods (and the effect of language and structural features with subject terminology used effectively to support this consideration and examine the effects of the writer's methods on the reader.</p>	<p>Use some sophisticated vocabulary.</p> <p>Grade 5 Pupils can...</p> <p>Demarcate sentences increasingly securely and accurately (a few errors).</p> <p>Full range of punctuation is used mostly with success (a few errors).</p> <p>Use a variety of sentence forms for effect (e.g. embedded clauses, antithesis, repetition or balance in sentence structures).</p> <p>Mostly use Standard English appropriately with mostly controlled grammatical structures (secure control of complex verb forms).</p> <p>Spell with general accuracy, including complex and irregular words.</p> <p>Use increasingly sophisticated vocabulary.</p> <p>Grade 6 pupils can...</p> <p>Demarcate sentences securely and accurately (very few errors).</p> <p>Use a wide range of punctuation with success (very few errors).</p> <p>Use a variety of appropriate sentence forms for effect.</p> <p>Use Standard English appropriately with mostly</p>	<p>Poetry single poem essay and comparison poetry essay.</p>
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	<p>Make apt and flexible choices of vocabulary, grammar and non-verbal features to suit different audiences and contexts. Shape talk in deliberate ways for clarity and effect to engage and guide the listener.</p> <p>Use and adapt a range of conventions and forms of spoken text in different contexts.</p> <p>Use fluent and sustained Standard English and appropriate levels of formality to match the audience, purpose and context, Apply a wide range of dramatic approaches in order to establish convincing roles.</p>	<p>Shows thoughtful consideration of ideas and examines detailed links with other texts or the context of the text</p> <p>Develop a convincing and critical response to the focus of the statement</p> <p>Explain the speaker’s intentions and make inferences from speech in a variety of contexts.</p> <p>Engage by making perceptive responses and extending meanings. Make effective contributions.</p> <p>Draw on a range of group roles to sustain effective discussion through collaboration.</p>	<p>controlled grammatical structures.</p> <p>Spell generally accurately, including complex and irregular words.</p> <p>Use increasingly sophisticated vocabulary.</p> <p>Grade 7 pupils are able to achieve at least two of the Grade 8 descriptors.</p>	
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Summary of Year 11 English

Pupils will taking their English Language GCSE at the end of Year 11. Pupils will be learning to respond to a number of unseen texts from different times and analyse the effect of language, as well as relating texts to their context. They will need to show their ability to evaluate the ideas from the texts they have read. Pupils will be responding to fiction texts and non-fiction texts and there will be a comparison of non-fiction texts. Pupils will need to show their ability to write in a particular form with purpose and audience in mind and with a high level of spelling, punctuation and grammar accuracy. Pupils will be expected to write a story and a non-fiction text to a high standard and wider knowledge of the world and contextual understanding is key to this skill.

End of Year 11	Step 5	<p>Grade 5 Pupils can...</p> <p>Consistently match register to audience and purpose.</p> <p>Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.</p> <p>Use structural features effectively (coherent paragraphs, integrated discourse markers).</p> <p>Write engagingly using a range of clear connected ideas.</p> <p>Present and participate in extended turns and support ideas with relevant detail.</p>	<p>Grade 5 Pupils can...</p> <p>Make clear explained responses with effective use of references to support them.</p> <p>Clearly explain a writers’ methods (and clearly explain the effect of language and structural features) with appropriate use of relevant terminology and understanding of the effect on the reader.</p> <p>Show clear understanding of ideas and how the text relates to other texts or the time it was written (some analysis of how different meanings and interpretations of</p>	<p>Grade 5 Pupils can...</p> <p>Demarcate sentences increasingly securely and accurately (a few errors).</p> <p>Full range of punctuation is used mostly with success (a few errors).</p> <p>Use a variety of sentence forms for effect (e.g. embedded clauses, antithesis, repetition or balance in sentence structures).</p> <p>Mostly use Standard English appropriately with mostly controlled grammatical structures (secure control of complex verb forms).</p> <p>Spell with general accuracy, including complex and irregular words.</p> <p>Use increasingly sophisticated vocabulary.</p>	<p>The exam is the final AQA English Language exam: it comprises of two papers; paper 1 – Fiction reading Q1 – Q4 and Fiction Writing, a creative writing story; paper 2 – Non-Fiction reading Q1 – Q4 and a non-fiction writing task, writing for a specific</p>
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	<p>Adapt vocabulary and non-verbal features to match audience, purpose and context. Make some selections from a range of conventions and forms of speech. Maintain the use of Standard English and adapt the level of formality in a range of different contexts. Make deliberate choices of speech, gesture and movement and maintain them.</p> <p>Grade 6 pupils are able to achieve at least two of the Grade 7 descriptors.</p> <p>Grade 7 pupils can...</p> <p>Convincingly match register to audience and purpose.</p> <p>Use extensive vocabulary with conscious crafting of linguistic devices.</p> <p>Use varied and effective structural features (consistently coherent use of paragraphs with integrated discourse markers).</p> <p>Write highly engagingly with a range of developed complex ideas.</p> <p>Engage listeners' attention and interest by exploring complex ideas with precision and impact.</p> <p>Make apt and flexible choices of vocabulary, grammar and non-verbal features to suit different audiences and contexts. Shape talk in deliberate ways for clarity and effect to engage and guide the listener.</p> <p>Use and adapt a range of conventions and forms of spoken text in different contexts.</p>	<p>a text can relate to the context in which it was written or read).</p> <p>Make clear and relevant evaluations of the focus of the statement.</p> <p>Identify, sift and summarise the most important points or key ideas from a talk or discussion.</p> <p>Develop ideas through relevant comments and suggestions. Make clear and relevant contributions to group discussion. Adopt roles and responsibilities with independence.</p> <p>Grade 6 pupils are able to achieve at least two of the Grade 7 descriptors.</p> <p>Grade 7 pupils can...</p> <p>Make thoughtful, developed responses to tasks and whole texts with apt references integrated into interpretations.</p> <p>Examine writer's methods (and the effect of language and structural features with subject terminology used effectively to support this consideration and examine the effects of the writer's methods on the reader.</p> <p>Shows thoughtful consideration of ideas and examines detailed links with other texts or the context of the text</p> <p>Develop a convincing and critical response to the focus of the statement</p> <p>Explain the speaker's intentions and make inferences from speech in a variety of contexts.</p>	<p>Grade 6 pupils can...</p> <p>Demarcate sentences securely and accurately (very few errors).</p> <p>Use a wide range of punctuation with success (very few errors).</p> <p>Use a variety of appropriate sentence forms for effect.</p> <p>Use Standard English appropriately with mostly controlled grammatical structures.</p> <p>Spell generally accurately, including complex and irregular words.</p> <p>Use increasingly sophisticated vocabulary.</p> <p>Grade 7 pupils are able to achieve at least two of the Grade 8 descriptors.</p> <p>Grade 8 pupils can...</p> <p>Demarcate sentences consistently securely and consistently accurately.</p> <p>Use a wide range of punctuation with a high level of accuracy</p> <p>Use a full range of appropriate sentence forms for effect.</p> <p>Use standard English consistently and appropriately with secure control of complex grammatical structures.</p> <p>Spell with a high level of accuracy, including ambitious vocabulary.</p> <p>Use extensive and ambitious vocabulary.</p> <p>Grade 9 pupils can...</p> <p>Demarcate sentences consistently securely and consistently accurately.</p> <p>Wide range of punctuation is used with a very high level of accuracy.</p>	<p>purpose, audience and format.</p>
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	<p>Use fluent and sustained Standard English and appropriate levels of formality to match the audience, purpose and context, Apply a wide range of dramatic approaches in order to establish convincing roles.</p> <p>Grade 8 pupils can achieve at least two of the Grade 9 descriptors</p> <p>Grade 9 pupils can... Assuredly match register to purpose and write convincingly and compellingly for audience. Use extensive and ambitious vocabulary with sustained crafting of linguistic devices. Use varied and inventive structural features (fluently linked paragraphs with seamlessly integrated discourse markers). Write is compellingly, incorporating a range of convincing and complex ideas. Influence listeners by making creative and precise selections from a wide repertoire of strategies. Adapt vocabulary, grammar and non-verbal features to establish a distinct personal style. Organise and structure talk to maintain control. Manipulate talk to position the reader. Select judiciously from a broad repertoire of conventions and forms of spoken texts.</p>	<p>Engage by making perceptive responses and extending meanings. Make effective contributions.</p> <p>Draw on a range of group roles to sustain effective discussion through collaboration.</p> <p>Grade 8 pupils can achieve at least two of the Grade 9 descriptors</p> <p>Grade 9 pupils can... Make critical, exploratory, conceptualised responses to tasks and whole texts with judicious use of precise references. Analyse writer’s methods (and the effect of language and structural features) with judicious use of subject terminology and explore the effect of writer’s methods on the reader. Explore ideas with detailed specific links to other texts or context. Develop a fully convincing and critical response to the focus of the statement. Respond to and interrogate what is said. Question and challenge with sensitivity to develop ideas. Shape the direction and content of talk with well-judged contributions. Initiate and lead a variety of group roles. Manage a discussion with sensitivity.</p>	<p>Use a full range of appropriate sentence forms for judicious effect.</p> <p>Use standard English consistently and appropriately with secure control of complex grammatical structures, often chosen for effect.</p> <p>Spell almost completely accurately.</p> <p>Use extensive, ambitious and impressive vocabulary.</p>	
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		Make judicious and confident use of formal, Standard English to achieve deliberate and planned effects. Exploit dramatic approaches and techniques creatively to support the presentation of an engaging character or distinctive voice.			
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