

# English

## Course overview

In Key Stage 3 English at Bishop Luffa pupils develop their skills in the three areas of reading, writing, and speaking and listening. Pupils are encouraged to develop an appreciation and love of reading, and to read increasingly challenging material with independence. In writing, pupils make progress towards becoming fluent and accurate writers, able to adapt their style for different forms and purposes. Pupils are also taught to speak confidently and effectively through giving presentations, participating in drama tasks, and contributing to debates. The consolidation of grammar and vocabulary is embedded in schemes of work.

Assessment is via regular checking of students' books, as well as a number of more formally set and assessed tasks throughout the year. Each pupil will be made aware at the start of the academic year of the current Step within which they are working, and given a tracker sheet to monitor their progress in that Step from the first stage of 'launching,' to 'developing,' through to 'mastery.'

The majority of pupils are taught in mixed ability classes. In each KS3 year group, there are 8 such mixed ability classes, plus 2 smaller classes for pupils with additional literacy needs.

**Year 7:** Pupils have 7 English lessons per fortnight and study the following schemes of work:

- Autumn Term: Autobiography (2 weeks); The Island (5 weeks); A Christmas Carol (7 weeks)
- Spring Term: The Class Novel (7 weeks); Poetry (2 weeks)
- Summer Term: Big Issues (7 weeks); Play Script (7 weeks)

**Year 8:** Pupils have 6 English lessons per fortnight and study the following schemes of work:

- Autumn Term: Introduction to Shakespeare (7 weeks); Poetry (7 weeks)
- Spring Term: Travel Writing (6 weeks); Publisher's Intern (5 weeks)
- Summer Term: Experiences of War (14 weeks)

**Year 9:** Pupils have 6 English lessons per fortnight and study the following schemes of work:

- Autumn Term: Class Novel (10 weeks); Non-Fiction Reading and Writing (4 weeks)
- Spring Term: Romeo and Juliet (6 weeks); Global Literature 1 (5 weeks)
- Summer Term: Global Literature 2 (7 weeks); Literary Shorts (7 weeks)

# English Steps – Reading

Step	Competency
1	<p><b>My reading responses are becoming clear</b></p> <ul style="list-style-type: none"> <li>▪ I can <b>choose</b> and <b>comment</b> on how writers use <b>language</b> features to convey events</li> <li>▪ I can <b>choose</b> and <b>comment</b> on the <b>effects</b> of <b>layout/</b> presentational devices</li> <li>▪ I can <b>choose</b> and <b>comment</b> on the <b>effects</b> of <b>themes</b></li> <li>▪ I can <b>choose</b> and <b>recall</b> generally <b>relevant information</b> from the text when <b>explaining</b> my point of view</li> <li>▪ I can <b>recall</b> and <b>describe</b> what I have read in my own words. I can <b>mention</b> things that happen in the text and give my <b>opinion</b> on them</li> <li>▪ With guidance, I am beginning to ‘<b>read between the lines</b>’</li> <li>▪ I can <b>read</b> an extended text <b>independently</b></li> </ul>
2	<p><b>My reading responses are clear and consistent</b></p> <ul style="list-style-type: none"> <li>▪ I can <b>locate</b> and <b>explain</b> how writers use <b>language</b> to create <b>effects</b>. I can work out the meaning of words from the context (the action or events that take place within sentences and paragraphs)</li> <li>▪ I can <b>locate</b> and <b>explain</b> how writers use <b>structure/</b> presentational devices to create <b>effects</b></li> <li>▪ I can <b>locate</b> and <b>explain</b> how writers use <b>themes</b> to create <b>effects</b></li> <li>▪ I can <b>locate quotations</b> and information from the text (fiction and non-fiction) to <b>support</b> my views</li> <li>▪ I can <b>develop</b> my explanations and make <b>comparisons</b> between and across texts</li> <li>▪ I can <b>comment</b> on different layers of meaning, and explain with evidence my <b>inferences and deductions</b></li> <li>▪ I can <b>read</b> age appropriate books, including whole novels (i.e. range of extended texts, across different genres) <b>independently</b></li> </ul>
3	<p><b>My reading responses are confident</b></p> <ul style="list-style-type: none"> <li>▪ I can <b>discuss</b> in detail meaning, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>language</b></li> <li>▪ I can <b>discuss</b> meaning in detail, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>structure</b> and presentation</li> <li>▪ I can <b>discuss</b> meaning in detail, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>themes</b></li> <li>▪ I can carefully <b>select quotations</b> and, where necessary, combine them with information from a variety of texts to <b>support</b> my views</li> <li>▪ I can <b>assemble comparisons</b> between texts</li> <li>▪ I can confidently <b>develop inference and deduction</b> to enhance my understanding of the text, and where relevant, explore how a text is influenced by its social, cultural, and historical <b>context</b> and how contexts influence interpretation</li> <li>▪ I can <b>read</b> texts other than those recommended for my age group, exploring a range of genres, <b>independently</b></li> </ul>
4	<p><b>My reading responses are assured</b></p> <ul style="list-style-type: none"> <li>▪ I can <b>interpret</b> in detail, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>language</b></li> <li>▪ I can <b>interpret</b> in detail, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>structure/</b> presentational devices</li> <li>▪ I can <b>interpret</b> in detail, with relevant <b>terminology</b>, how writers achieve <b>effects</b> through <b>themes</b></li> <li>▪ I can <b>distinguish</b> between precise <b>quotations</b> and information from a variety of texts and use them carefully to <b>support</b> my views</li> <li>▪ I can <b>construct</b> detailed <b>comparisons</b> between texts</li> <li>▪ I can <b>employ inference and deduction</b> to enhance my <b>analysis/interpretations</b> of the text, and where relevant, explore how a text is influenced by its social, cultural, and historical <b>context</b></li> <li>▪ I can <b>read</b> challenging material, exploring a range of genres, <b>independently</b></li> </ul>

<b>5</b>	<p><b>My reading responses are sophisticated and impressive</b></p> <ul style="list-style-type: none"> <li>▪ I can <b>analyse</b> and <b>evaluate</b> perceptively how writers achieve <b>effects</b> through <b>language</b></li> <li>▪ I can <b>analyse</b> and <b>evaluate</b> perceptively how writers achieve <b>effects</b> through <b>structure/</b> presentational devices</li> <li>▪ I can <b>analyse</b> and <b>evaluate</b> perceptively how writers achieve <b>effects</b> through <b>themes</b></li> <li>▪ I can <b>examine</b> precise <b>quotations</b> and <b>ideas</b> from different texts, using them to effectively <b>challenge</b> my <b>arguments</b></li> <li>▪ I can <b>formulate</b> critical and insightful <b>comparisons</b> across a range of texts</li> <li>▪ I can <b>argue</b> my own <b>interpretation</b> of texts, consistently drawing on sophisticated <b>insights</b> and wider textual knowledge when <b>judging</b> evidence. I can <b>appraise</b> how social, cultural, and historical <b>contexts</b> influence both writers and reader <b>interpretations</b> of a text</li> <li>▪ I can <b>read</b> increasingly challenging material <b>independently</b> through reading a wide range of fiction and non-fiction, including from the English Literary Heritage and other cultures</li> </ul>
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## English Steps – Writing

Step	Competency
<b>1</b>	<p><b>My writing is becoming clear</b></p> <ul style="list-style-type: none"> <li>▪ I am beginning to use a <b>variety of words</b> and <b>verb forms</b> to keep the reader’s interest and for effect</li> <li>▪ My <b>spelling</b> of longer words is usually correct but I might make errors with homophones</li> <li>▪ I can use simple, compound and complex <b>sentences</b> for variety, including linking subordinating connectives</li> <li>▪ I can use basic <b>punctuation</b> accurately throughout my writing, including question marks, capital letters, full stops, and exclamation marks, commas for lists and apostrophes for contraction and possession</li> <li>▪ I organise my writing clearly by using <b>paragraphs</b> and can link them so that the reader can follow my ideas</li> <li>▪ I can use some <b>language features</b> to share my ideas, including description for characters and setting</li> <li>▪ I understand the difference between <b>Standard English</b> and other styles</li> <li>▪ Most of my <b>ideas</b> are interesting</li> </ul> <p><b>N.B My handwriting is easy to read.</b></p>
<b>2</b>	<p><b>My writing is clear and consistent</b></p> <ul style="list-style-type: none"> <li>▪ I use a wide <b>vocabulary</b> to make my writing interesting depending on how formal my writing is</li> <li>▪ My <b>spelling</b> is correct with some common errors</li> <li>▪ I use different <b>sentence types</b> to make my writing more interesting, including adverbials, prepositions and expanded noun phrases (iSPACE). I can vary where the clauses go in my sentences</li> <li>▪ I can use all the <b>punctuation</b> in Step 1 as well as speech marks, inverted commas, commas for clarity, brackets, semi colons, dashes, colons and hyphens</li> <li>▪ I use <b>paragraphs</b> and <b>connectives</b> consistently, leading the reader through what I have written</li> <li>▪ I can use <b>language features</b> well to hold the reader’s interest for different purposes, such as creating atmosphere, using dialogue, exaggeration, similes etc</li> <li>▪ I can write in <b>Standard English</b> and other styles, such as colloquial language for effect</li> <li>▪ My <b>ideas</b> are interesting clear and consistent</li> </ul>

<p style="text-align: center;"><b>3</b></p>	<p><b>My writing is confident</b></p> <ul style="list-style-type: none"> <li>▪ I use exciting and precise <b>vocabulary</b> which is varied for effect, including changing my formality and experimenting with grammar</li> <li>▪ My <b>spelling</b> is generally correct, including polysyllabic spellings</li> <li>▪ I experiment with <b>sentence types</b> for effect, including the sentence types in step 1 and 2 and minor sentences</li> <li>▪ I use a variety of <b>punctuation</b> effectively from Steps 1 and 2, as well as semi colons and colons to mark parts of clauses</li> <li>▪ I use <b>paragraphs</b> and <b>connectives</b> to sequence my ideas confidently, varying paragraph length</li> <li>▪ I use <b>language features</b> confidently, such as humour, sarcasm, rhetoric, personification etc according to purpose, audience and format</li> <li>▪ I can write confidently in <b>Standard English</b> and a range of styles, varying my formality for effect</li> <li>▪ My <b>ideas</b> are exciting, clear, consistent and relevant</li> </ul>
<p style="text-align: center;"><b>4</b></p>	<p><b>My writing is assured</b></p> <ul style="list-style-type: none"> <li>▪ I use a creative and original <b>vocabulary</b> for specific effect</li> <li>▪ I use correct <b>spelling</b>, including that of uncommon spellings, throughout my writing</li> <li>▪ I use varied <b>sentence types</b> for intended effect on the reader, and manipulate the position of clauses</li> <li>▪ I use the full range and advanced <b>punctuation</b> securely within and between sentences, and for effect, including ellipsis and parenthesis</li> <li>▪ My writing is thought-provoking and convincing. I express my ideas logically and creatively through a secure use of <b>paragraphs</b> and <b>connectives</b>. I can use a one sentence paragraph for effect</li> <li>▪ I use an extensive range of <b>language features</b> thoughtfully to influence the reader which is linked to purpose, audience and format</li> <li>▪ I can write assuredly in <b>Standard English</b> and a range of styles, influencing the formality I use</li> <li>▪ My <b>ideas</b> are creative and imaginative</li> </ul>
<p style="text-align: center;"><b>5</b></p>	<p><b>My writing is sophisticated</b></p> <ul style="list-style-type: none"> <li>▪ I use an innovative and ambitious <b>vocabulary</b> for specific effect</li> <li>▪ I use correct <b>spelling</b>, including that of complex words, throughout my writing</li> <li>▪ I experiment with <b>sentence types</b> for powerful effect on the reader</li> <li>▪ I use the full range and carefully select advanced <b>punctuation</b> for subtle effects</li> <li>▪ My writing is imaginative and original. It is a pleasure to read! I structure my ideas logically and inventively through a varied use of <b>paragraphs</b> lengths and structures</li> <li>▪ I imaginatively use a range of <b>language features</b> to influence the reader which is linked to purpose, audience and format</li> <li>▪ I can write effectively in <b>Standard English</b> and a range of styles, manipulating the formality I use for specific effect</li> <li>▪ My <b>ideas</b> are provocative and sophisticated</li> </ul>

# English Steps – Speaking and Listening

Steps	Competency
1	<p><b>My speaking and listening is becoming clear</b></p> <ul style="list-style-type: none"> <li>▪ In <b>discussion</b>, I can talk with clarity and listen in a variety of tasks</li> <li>▪ In <b>role</b>, I can use obvious ideas to create simple characters and express a point of view</li> <li>▪ I am beginning to change my speech to suit different purposes, asking questions and making comments</li> <li>▪ I can use words carefully to describe events and present my opinion showing my understanding of the main points of discussion</li> <li>▪ I use Standard English in most contexts</li> </ul>
2	<p><b>My speaking and listening is clear and consistent</b></p> <ul style="list-style-type: none"> <li>▪ In <b>discussion</b>, I can take part, expressing straightforward ideas/ information/ feelings and showing understanding and sensitivity to others</li> <li>▪ In <b>role</b>, I can develop roles and characters through suitable use of language, gesture and movement</li> <li>▪ In <b>presentations</b>, I organise my talk logically and I can interest the listener through my expression and vocabulary</li> <li>▪ I listen to <b>questions/feedback</b> and I provide an appropriate response in a straightforward way</li> <li>▪ I can change how I speak to suit <b>different purposes and audiences</b></li> <li>▪ I am fluent in my use of <b>Standard English</b></li> </ul>
3	<p><b>My speaking and listening is confident</b></p> <ul style="list-style-type: none"> <li>▪ In <b>discussion</b>, I can make a range of contributions to develop conversation and debate</li> <li>▪ In <b>role</b>, I can confidently shape roles and characters through suitable use of language, gestures, facial expression and movement</li> <li>▪ In <b>presentations</b>, my talk is well organised to interest the audience using a wide vocabulary precisely and communicating confidently</li> <li>▪ I listen to <b>questions/feedback</b> and I respond formally in detail</li> <li>▪ I can adapt my talk in a wide range of demanding <b>formal and informal</b> situations</li> <li>▪ I am confident in my use of <b>Standard English</b></li> </ul>
4	<p><b>My speaking and listening is assured</b></p> <ul style="list-style-type: none"> <li>▪ In <b>discussion</b>, I can make significant contributions, express challenging ideas/ information/ feelings and value others' ideas</li> <li>▪ In <b>role</b>, I can create complex characters effectively through using a range of thoughtful dramatic approaches such as asides, dramatic irony, entrances and exits, tone</li> <li>▪ In a <b>presentation</b>, I can organise my ideas in an assured way to meet the needs of the audience, using exciting vocabulary, tone of voice, volume and emphasis</li> <li>▪ I carefully listen to <b>questions/feedback</b> and I respond formally in detail to elaborate on my ideas</li> <li>▪ I can experiment with my style of talk to a demanding range of <b>formal and informal</b> situations</li> <li>▪ I am assured in my use of <b>Standard English</b> and can adjust for effect</li> </ul>
5	<p><b>My speaking and listening is sophisticated</b></p> <ul style="list-style-type: none"> <li>▪ In <b>discussion</b>, I can make substantial contributions, express sophisticated ideas/ information/ feelings and evaluate others' ideas</li> <li>▪ In <b>role</b>, I can create multifaceted characters effectively through the skilful selection of dramatic approaches</li> <li>▪ In a <b>presentation</b>, I can structure my talk creatively, using ambitious vocabulary, tone of voice, volume and emphasis to engage the audience</li> <li>▪ I can listen perceptively to <b>questions/feedback</b> in order to elaborate on ideas</li> <li>▪ I can manipulate my style of talk to a demanding range of <b>formal and informal</b> situations</li> <li>▪ I am sophisticated in my use of <b>Standard English</b> and can modify for intended effect</li> </ul>