

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

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

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

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

English Steps – Speaking and Listening

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