

Lever Park, Bolton Impact Trust English Curriculum

English Curriculum Rationale

We understand the significant power that words can have, and how a curriculum which develops pupils' ability to understand and engage in ideas and emotions, and to communicate their own; fluently and with confidence, empowers our pupils to succeed in the modern world. At Lever Park our pupils need to be able to read, write, speak, listen and communicate and to apply these skills effectively to a range of purposes in the workplace and in other real life situations. Our English curriculum ensures that pupils develop these functional skills whilst also developing pupils' ability to understand and engage in ideas and emotions, and to communicate their own; fluently and with confidence. Through their study of literature pupils will understand what it is to be human and will develop key characteristics like empathy, tolerance and respect for other people, their cultures and beliefs.



Knowledge

We ensure that throughout the English curriculum pupils acquire the key knowledge required to:

- read easily, fluently and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- elaborate and explain clearly their understanding and ideas



Character

We ensure that pupils develop their own character attributes by engaging with challenging and thought-provoking literature from a range of genres, social, cultural and historical contexts. Pupils are taught to read, listen, discuss and debate with sensitivity and respect



Creativity

We ensure that pupils can use language creatively and imaginatively in varied forms for a range of audiences and purposes. Pupils will also experience the best that has been thought and said in the field of English Literature



Innovative Thinking

We inspire pupils to think creatively and to develop a critical and analytical approach to the texts that they experience. We hope that the literature they engage with can encourage them to become active and productive members of society



Transform

Pupils will transform the essential knowledge and skills that they are taught in the English curriculum into long-lasting success in the world of further study and work. They will be able to read and write fluently and communicate clearly and effectively with others. Through their study of literature they will understand what it is to be human and will develop key characteristics like empathy, tolerance and respect for other people, their cultures and beliefs.

The English curriculum at Lever Park is designed to induct students into a conversation about the place of language within their lives while experiencing the wonder of literature from across history and the world. Removing prior barriers towards English and reducing the 'fear factor' is an essential component in helping Lever Park students to understand concepts and gain functional knowledge, while at the same time experience a rich and diverse range of texts. The English curriculum is designed around the explicit teaching of powerful conceptual knowledge students need to understand in order to gain linguistic confidence and begin to master the discipline. The curriculum gives a sound basis for making judgements and generalisations about the world beyond students' own experiences. It has the capacity to challenge and change preconceptions, values or understanding, and provide a language for positively engaging in personal, political and moral debates.

The texts studied are complex and challenging enough to widen literary and linguistic horizons while provoking creativity and stimulating debate. Curriculum materials are used as a vehicle for students to learn **skills and concepts** that underpin both literary history and linguistic functionality:

Expression beyond the concrete and into the figurative

Patterns in language, poetry and prose

Features of the narrative

The art of rhetoric and debate

Context and its effect on language

Grammar and the mechanics of syntax.

English Curriculum Design

The curriculum has a coherent narrative of its own as it is carefully sequenced with each aspect chosen to connect and build on the previous focus. For example, in year 7 students are introduced to the origins of myth and stories and to major literary figures. In year 8 the focus builds on this weighty foundation

to witness the social and cultural contexts of wider voices and contexts. In year 9 texts full of provocation and debate demand Lever Park students to make sense and make judgements based on the points of view from some voices that can be seen on the fringes. KS4 revisits the canon while maintaining a focus on the modern and the diverse within our literary heritage while preparing students for their next steps. Texts and extracts are chosen based on the level of demand of vocabulary and syntax and it's appropriateness for the year group, it's diversity of authorship and narrative voice and the richness of its stylistic content.

The KS3 curriculum is designed to re-engage Lever Park students in meaningful English learning where they gain an increased level of fluency in reading, writing and spoken English. It is a curriculum where students experience reading for pleasure with abundant opportunities for retrieval activities to solidify learning and ensure students experience the minimal amount of cognitive overload within their English lessons. Planning at KS3 ensures students:

- develop a range of reading strategies for approaching reading and use reading as a means of gathering information to support points of view
- understand language choices when writing for different purposes and for different audiences
- write with increasing awareness of the conventions of grammar, punctuation and spelling
- understand the mechanics of letter formation and the process of fluent and legible handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- develop their spoken language skills in drama and debate activities and as a valuable tool and progression to develop their writing and social-emotional skills
- express opinions, articulate feelings
- formulate appropriate responses to increasingly complex questions.

The 2-year long term plan for KS4 ensures that pupils' skills and conceptual knowledge from KS3 are retrieved and developed further in order to complete examinations for appropriate qualifications in Functional Skills and GCSE English Language.

- Use appropriate/ambitious vocabulary
- Use a range of sentence types
- Structure text according to text type
- Use SPaG accurately
- Identify and infer information from texts
- Analyse a writer's use of language for effect
- Explain how writer's use structural devices
- Evaluate writer's ideas and perspectives
- To write creatively or in a critical voice
- Explain the context in which a text was written
- Demonstrate presentation skills
- Listen and respond appropriately to spoken language.

For the most vulnerable Lever Park students, Nurture and Outreach will follow the main school English curriculum with a differentiated approach appropriate for the cohort. Their 'curriculum experience' will be close to their peers but will be underpinned by functional literacy and may access alternative texts if necessary.

The majority of English curriculum time is spent reading with an emphasis on reading for meaning. The frequent use of performance texts are chosen to support this and to support students to gain fluency. Students will understand of the mechanics of fluency in their **own reading** and begin to identify their strengths and next areas for development through: expression, pace, smoothness, decoding, punctuation, comprehension and phrasing. Other significant components that underpin effective reading will also be taught explicitly through the English curriculum: range of vocabulary, background knowledge, language structures, verbal reasoning, literacy knowledge, sight recognition, decoding, and phonological awareness. Texts have been carefully chosen through the appropriate demand of lexical and syntactical challenge and the appropriateness of its content for the age group being taught. Students are also made explicitly aware of strategies in recognising, learning and decoding new vocabulary.

Profiling students' reading is also an essential part of English at Lever Park, frequent diagnostic testing through IDL allows teaching staff to identify and plan to intervene. Teachers model reading strategies during shared reading within lessons, whilst students have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Students also have the opportunity to read 1-1 or in a small group with an adult in collaborative reading sessions.

Key Stage 3

The KS3 curriculum is designed to re-engage Lever Park students in meaningful English learning where they gain an increased level of fluency in reading, writing and spoken English. The texts studied are varied and challenging enough to widen literary and linguistic horizons while provoking interest, creativity and stimulating debate. During KS3, curriculum materials are used as a vehicle for students to learn essential **skills and concepts** that underpin both literary history and linguistic functionality:

Concrete into figurative language

Language patterns

Narrative features

Rhetoric and debate

Context and meaning

Mechanics of syntax

The curriculum has a coherent narrative of its own as it is carefully sequenced with each aspect chosen to connect and build on the previous focus. For example, in year 7 students are introduced to the origins of myth; stories stemming from the oral tradition into the written form and finally on to major literary figures. In year 8 the focus builds on this weighty foundation to witness the social and cultural contexts of wider voices influencing writing. In year 9, texts full of provocation and debate demand Lever Park students to make sense, make supportive judgements and find their own writing voice. It's a curriculum where students experience reading for pleasure with abundant opportunities for retrieval activities to solidify learning and ensure students experience the minimal amount of cognitive overload within their English lessons.

The key stage 3 English curriculum is organised into three key topics for each term-

Being me in my world – Pupils in each year group or stage (entering, emerging, developing and securing) will read fiction and non-fiction texts such as letters, diaries, blogs, reviews, first person narratives and novels which are focused upon what it is to be yourself, to have a view and to be a member of a community. They will begin to find their own voice by developing writing and speaking and listening skills which enable them to be articulate- to clearly explain and creatively describe and communicate their thoughts and feelings in letters, articles, diaries, blogs, reviews, narratives, speeches and presentations.

The wider world – breaking down barriers - Pupils in each year group or stage (entering, emerging, developing and securing) will read fiction and non-fiction texts such as novels, plays, poetry, articles, leaflets and speeches from a range of historical and cultural backgrounds. Pupils will gain an understanding of other times in history, different cultures, different elements of society and of life experiences that may be unfamiliar to them. They will learn how these have shaped the world and theirs and others' views. They will build upon their knowledge of their own world and finding their own voice to understand the voice of others. They will develop their own writing skills and vocabulary to express themselves more creatively and imaginatively. They will learn to argue and to persuade in their writing and through discussions and debate.

The Power of Words - Pupils in each year group or stage (entering, emerging, developing and securing) will understand the power of language through reading fiction and non-fiction texts such as novels, short stories, plays, advertisements, leaflets, articles, speeches and presentations. They will gain an understanding of the way that words can be used to change the world and to influence others. They will learn to analyse, to understand bias and to question and think critically. They will develop their own writing and speaking and listening skills to express themselves and to influence others. They will further develop their creativity and their ability to use powerful vocabulary, figurative language and performance skills.

Key Stage 4

The 2-year plan for KS4 continues to balance the engaging curriculum experiences we want students to have alongside the knowledge and skills we want them to acquire. It is essential that pupils' skills and conceptual knowledge from KS3 are retrieved and developed further in order to complete examinations for appropriate qualifications in Functional Skills and GCSE English Language. In terms of texts, the literary experience continues to be significant with a revisit to

the literary canon while maintaining a focus on the diverse within our literary heritage and at the same time preparing students for final examinations and post 16 education.

The Key Stage 4 English Curriculum is organised into three key topics for each term-

Love and Relationships– Pupils in each year group or stage (entering and emerging, and developing and securing) will read both historical and modern works of fiction such as a novel, a play or poetry which are focused on the theme of love and relationships. Pupils will gain an understanding of the way that love and relationships are presented over time. Pupils will explore this theme in their own writing by producing creative pieces and by responding critically and analytically to the works of fiction that they read.

Power and Conflict- Pupils in each year group or stage (entering and emerging, and developing and securing) will read extended literary non-fiction, such as essays, reviews and journalism focused on the theme of power and conflict. Pupils will gain an understanding of the way in which power and conflict affects the world we live in and our views. They will analyse the effectiveness and impact of the texts that they read and will produce their own extended pieces of non-fiction within this theme. Pupils will also read works of fiction such as a novel, play or poetry based upon the theme of power and conflict and respond critically and analytically to the works of fiction that they read.

Worlds and Lives Pupils in each year group or stage (entering and emerging, and developing and securing) will read both historical and modern works of fiction such as a novel, a play or poetry and non-fiction such as articles, reviews and reports which are focused on the theme of worlds and lives. Pupils will gain an understanding of how people view the world we live in, our relationships with places and ideas about home, heritage, belonging and connection. They will respond to these pieces by demonstrating their ability to analyse and respond critically. Pupils will explore this theme in their own writing by producing both creative pieces and non-fiction pieces of writing.

The Curriculum overview plans provide guidance for subject teachers on what core component knowledge and skills should be focused on for each theme and at each year group or stage. Teachers are encouraged to plan schemes of work which are based upon the guidance but also personalised to address the needs of the pupils that they are teaching.

The English Curriculum Intent

SEMH Academy – Lever Park	Being Me in My World	The Wider World – Breaking down barriers	The Power of Words
Year 9	<p>Reading: Read, analyse, compare and critically respond to two or more pieces of narrative writing.</p> <p>Writing: Produce an extended piece of descriptive writing about a person or place that you know well. Produce a play script based upon an autobiographical event or an issue you feel strongly about.</p> <p>Speaking and Listening: Perform a play script.</p>	<p>Reading: Read, analyse, compare and critically respond to two or more pieces of literature including poetry from different cultures or historical periods.</p> <p>Writing: Produce two narrative pieces in contrasting genres or styles.</p> <p>Speaking and Listening: Take part in a formal debate or discussion.</p>	<p>Reading: Read, analyse, compare and critically respond to two or more pieces of writing intended to argue or persuade (E.g advertisement, speeches, journalistic writing.)</p> <p>Writing: Produce a powerful, persuasive speech.</p> <p>Speaking and Listening: Perform a powerful, persuasive speech.</p>
Year 8	<p>Reading: Read, analyse and critically respond to a novel or play focused on someone’s life.</p> <p>Writing: Produce a piece of writing to argue or persuade regarding a personal issue you feel strongly about. Produce an extended narrative text based upon an autobiographical event.</p> <p>Speaking and Listening: Give a formal presentation.</p>	<p>Reading: Read, analyse and critically respond to a novel or play focused on another culture or historical period.</p> <p>Writing: Produce an article on a key historic event and its impact upon the world today.</p> <p>Speaking and Listening: Take part in a formal debate or discussion.</p>	<p>Reading: Read, analyse and critically respond to a collection of poems or short stories with a political theme.</p> <p>Writing: Produce a descriptive piece of writing or poem.</p> <p>Speaking and Listening: Perform a reading of a poem or a persuasive speech.</p>
Year 7	<p>Reading: Read and analyse an extended narrative text focused on someone’s life.</p> <p>Writing: Produce a formal piece of writing such as a letter or article on a current issue in your community.</p> <p>Speaking and Listening: Give a short speech to inform</p>	<p>Reading: Read and analyse plot, character and settings in a play from a historical period prior to 1914.</p> <p>Writing: Produce a descriptive writing piece</p> <p>Speaking and Listening: Give a presentation on a key event in history.</p>	<p>Reading: Read and analyse plot, character and settings in a contemporary narrative.</p> <p>Writing: Produce a piece of writing to argue or persuade. Produce a poem to describe a place.</p> <p>Speaking and Listening: Give a speech to argue a point of view.</p>

Engage and Outreach and Nurture	<p>Reading: Read and understand a piece of narrative writing focused on someone's life.</p> <p>Writing: Produce a simple narrative piece such as a diary entry or a letter to a friend.</p> <p>Speaking and Listening: Engage in a discussion and express a viewpoint.</p>	<p>Reading: Read and understand a work of literature from a historical period before 1914.</p> <p>Writing: Write a report to inform based on the historical period you are reading about. Write a review of the text that you have read</p> <p>Speaking and Listening: Talk to your teacher about what you have learned about the historical period you are reading about.</p>	<p>Reading: Read and understand a work of literature from another culture.</p> <p>Writing: Produce an advertisement for a product that you design. Produce a short story linked to the theme of the piece of literature you have read.</p> <p>Speaking and Listening: Write a speech to argue or persuade.</p>
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English Key Stage 3

The Wider World- Breaking down barriers



Being Me In My World

The Journey Starts

All pupils will complete an IDL assessment in their first half term



Narrative writing – pupils will read and understand a piece of narrative writing focused on someone’s life and produce a simple narrative piece of their own



Speaking and Listening

Discussions – Pupils will know how to engage in a discussion and express a viewpoint



Historical Literature

Pupils will know how to read and understand literature from a historical period



Non-Fiction Writing

Pupils will know how to write a report to inform



The Power of Words Literature from another culture

Pupils will know how to read and understand literature from another culture



Non-Fiction Writing

Pupils will know how to produce an advertisement to persuade
Pupils will know how to produce a short story



Speaking and Listening

Pupils will know how to write and perform a speech to argue or persuade



Emerging

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Speaking and Listening

Pupils will know how to write and perform a speech to inform



The Wider world – breaking down barriers



Historical Literature

Pupils will know how to read and analyse plot, character and settings in an historical play



Descriptive Writing

Pupils will know how to write to describe



Non-Fiction Writing

Pupils will know how to write formally to inform



Being Me In My World

Narrative writing – pupils will read and analyse an extended piece of narrative writing focused on someone’s life and produce a simple narrative piece of their own



Non-Fiction Writing

Pupils will know how to write to argue or persuade

Speaking and Listening

Pupils will know how to give a speech to argue and persuade



Contemporary Literature

Pupils will know how to read and analyse plot, character and settings in a contemporary narrative



Descriptive Writing

Pupils will know how to write a descriptive poem



English Key Stage 3 Historical and Cultural Literature



Being Me In My World

Narrative writing – pupils will read, analyse and critically respond to a piece of narrative writing focused on someone’s life and produce an extended narrative piece of their own

Speaking and Listening

Pupils will know how to give a formal presentation

The Wider World- Breaking down barriers

Pupils will know how to read, analyse and critically respond to a novel or play focused on another culture or historical period



Non-Fiction Writing

Pupils will know how to write an article on a key historic event and its impact on the world today

Speaking and Listening

Pupils will know how to take part in a formal debate or discussion

The Power of Words

Political Literature

Pupils will know how to read, analyse and critically respond to a collection of poems or short stories with a political theme

Descriptive Writing

Pupils will know how to produce a descriptive piece of writing or a poem

Speaking and Listening

Pupils will perform a play script

Script Writing

Pupils will produce a play script based upon an autobiographical event or an issue they feel strongly about

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Securing

Being Me In My World

Narrative writing – pupils will read, analyse, compare and critically respond to a piece of narrative writing focused on someone’s life and produce an extended piece of descriptive writing about a person or place they know well

Speaking and Listening

Pupils will know how to perform a reading of a poem or a persuasive speech

The Wider world – breaking down barriers

Pupils will read, analyse, compare and critically respond to two pieces of literature, including poetry, from different cultures or historical periods

Narrative Writing

Pupils will know how to produce two narrative pieces in contrasting genres or styles

Speaking and Listening

Pupils will know how to take part in a formal debate or discussion

The Power of Words

Non-Fiction Reading

Pupils will know how to read, analyse, compare and critically respond to two or more pieces of writing intended to argue or persuade

Persuasive Writing

Pupils will know how to write a powerful, persuasive speech

Speaking and Listening

Pupils will know how to give a powerful speech to argue and persuade

The English Curriculum Intent– KS4

SEMH Academy – Lever Park	Alternative Provisions	Love and Relationships	Power and Conflict	Worlds and Lives
Year 11	Developing and Securing (Typically year 11 age-related level)	<p>Reading: Read a collection of poems on love and relationships – compare, analyse and critically respond to them by referring to context, themes, structure and style</p> <p>Writing: To inform and explain. To describe.</p> <p>Speaking and Listening: Take part in a formal debate or discussion.</p>	<p>Reading: Read, understand and critically evaluate a contemporary novel</p> <p>Writing: To argue and persuade.</p> <p>Speaking and Listening: Perform a powerful, persuasive speech.</p>	Consolidate learning and prepare for exams
Year 10	Entering and Emerging (Typically year 10 age-related level)	<p>Reading: Read, understand, critically evaluate and respond to a piece of contemporary literature.</p> <p>Writing: To argue and persuade.</p> <p>Speaking and Listening: Take part in a formal debate or discussion.</p>	<p>Reading: Read, understand, critically evaluate and respond to a Shakespeare play. E.g Macbeth)</p> <p>Writing: To describe.</p> <p>Speaking and Listening: Perform a reading of your favourite poem or something you have written</p>	<p>Reading: Read, understand, critically evaluate and respond to a piece of classic literature.</p> <p>Writing: To inform and explain.</p> <p>Speaking and Listening: Give a formal presentation.</p>
Engage and Outreach and Nurture	Alternative Pathway (Typically outreach or pupils requiring significant support)	<p>Reading: Read, understand and evaluate a Shakespeare play. (Eg Romeo and Juliet)</p> <p>Writing: To inform and explain.</p> <p>Speaking and Listening: Take the role of a character and perform from a playscript</p>	<p>Reading: Read, understand and evaluate a contemporary piece of literature.</p> <p>Writing: To describe.</p> <p>Speaking and Listening: Take part in a debate or discussion.</p>	<p>Reading: Read, understand and evaluate a piece of classic literature.</p> <p>Writing: To argue and persuade.</p> <p>Speaking and Listening: Plan and prepare to talk to your teacher or a peer about a topic you feel strongly about</p>

The Key Stage 4 curriculum is designed to ensure that across one academic year pupils will experience a wide range of literary texts, non-fiction texts and the opportunity to write formal and academic essays as well as writing imaginatively and for a variety of purposes and audiences across a range of contexts. The key stage 4 curriculum continues to build upon the knowledge and skills that were delivered at key stage 3. Pupils are expected to continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.

Pupils will experience either the Engage and Outreach or Nurture pathway or will be in the main school and will move through the year 10 and 11 pathway. For pupils who are on the Engage and Outreach or Nurture pathway for more than one academic year, we expect them to move to the Entering and Emerging pathway in year 2. All pupils will be working towards an English qualification which matches their ability.



Love and Relationships

Read, understand and evaluate a Shakespeare play

English Key Stage 4

Non-Fiction Writing

Pupils will know how to write to inform and explain

Speaking and Listening

Pupils will know how to take the role of a character and perform from a playscript

Power and Conflict

Contemporary Literature

Pupils will know how to read, understand and evaluate a piece of contemporary piece of literature

Descriptive Writing

Pupils will know how to write to describe

Speaking and Listening

Pupils will know how to take part in a debate or discussion

Worlds and Lives

Pupils will know how to read, understand and evaluate a piece of classic literature

Non-Fiction Writing

Pupils will know how to produce a piece of writing to argue and persuade

Speaking and Listening

Pupils will know how to plan and prepare a talk on a topic they feel strongly about



Entering and Emerging

Persuasive Writing

Pupils will know how to write to argue or persuade

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Love and Relationships

Pupils will know how to read, understand, critically evaluate and respond to a piece of contemporary literature

Speaking and Listening

Pupils will know how to take part in a formal debate or discussion

Power and Conflict

Pupils will read, understand, critically evaluate and respond to a Shakespeare play

Descriptive Writing

Pupils will know how to write to describe

Speaking and Listening

Pupils will know how to perform a reading

Worlds and Lives

Read, understand and critically respond to a piece of classic literature

Non-Fiction Writing

Pupils will know how to write to inform and explain

Speaking and Listening

Pupils will know how to give a formal presentation



Love and Relationships



Pupils will read a collection of poems on the theme of love and relationships. Pupils will know how to compare, analyse and critically respond to them by referring to context, themes, structure and style

English Key Stage 4

Non-Fiction Writing

Pupils will know how to write to inform and explain



Descriptive Writing

Pupils will know how to write to describe



Developing and Securing

Speaking and Listening

Pupils will know how to take part in a formal debate or discussion



Power and Conflict Contemporary Literature

Pupils will know how to read, understand and critically evaluate a contemporary novel



These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Speaking and Listening

Pupils will know how to plan and perform a powerful, persuasive speech



Non-Fiction Writing

Pupils will know how to produce a piece of writing to argue and persuade



Consolidating Learning and Preparing for Exams

Pupils will spend the summer term consolidating all that they have learned and preparing for their formal examinations



Assessment and Progress in English

The Trust has established its own grade descriptors for English in all of its secondary provisions, they range from Pre GCSE levels to GCSE grade 9. The grade descriptors are aligned with GCSE grades, Functional Skills levels and Pearson Steps and they are called 'BIT Levels'. Progress is reported in these levels each term and teachers are expected to make a 'best fit' decision on which level each pupil is at for Reading and for Writing (including SPAG) using a mixture of formative and summative assessments throughout each term. These levels are moderated both by the English subject leads, SLT and the Trust's Central Team.

BIT Level Descriptors for English

Level	Descriptor		
	Reading	Writing	Spelling, Punctuation and Grammar
9a	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.		
9b			
9c			
	Reading	Writing	Spelling, Punctuation and Grammar
8a	To achieve this level students will be able to demonstrate all of the skills listed in 8b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 8b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 8b when producing various types of texts.
8b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, that they are able to:</p> <ul style="list-style-type: none"> summarise and critically evaluate with detailed and perceptive understanding understand and respond with insight to explicit and implicit meanings and viewpoints 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> communicate with impact and influence produce ambitious, accomplished and effectively-structured texts use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> spell, punctuate and use grammar accurately so that writing is virtually error-free.

	<ul style="list-style-type: none"> analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure substantiate their understanding and opinions with illuminating references to texts and contexts make convincing and apt links and comparisons within and between texts. 		
8c	To achieve this level students will demonstrate that they meet the criteria for level 7a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 8b	To achieve this level students will demonstrate that they meet the criteria for level 7a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 8b	To achieve this level students will demonstrate that they meet the criteria for level 7a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 8b
	Reading	Writing	Spelling, Punctuation and Grammar
7a	To achieve this level students will be able to demonstrate all of the skills listed in 7b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 7b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 7b when producing various types of texts.
7b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, that they are able to:</p> <ul style="list-style-type: none"> Summarise and critically evaluate with detailed understanding Understand and make confident responses to explicit and implicit meanings and viewpoints Analyse and critically evaluate detailed aspects of language, grammar and structure Support understanding and opinions with references to texts and contexts, supported by wider reading Make perceptive links and comparisons between texts 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> Communicate confidently, having some impact Produce accomplished and effectively-structured texts Use a wide range of sentence types and structures and ambitious vocabulary to achieve impact 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> Spell, punctuate and use grammar accurately so that writing is virtually error free

7c	To achieve this level students will demonstrate that they meet the criteria for level 6a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 7b	To achieve this level students will demonstrate that they meet the criteria for level 6a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 7b	To achieve this level students will demonstrate that they meet the criteria for level 6a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 7b
	Reading	Writing	Spelling, Punctuation and Grammar
6a	To achieve this level students will be able to demonstrate all of the skills listed in 6b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 6b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 6b when producing various types of texts.
6b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> • summarise and confidently evaluate with clear and some detailed understanding • understand and respond effectively to explicit and implicit meanings and viewpoints • analyse and confidently evaluate aspects of language, grammar and structure • Support their understanding and opinions with well-selected references to texts and contexts • Make secure links and comparisons between texts. 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • communicate confidently with impact on the reader • produce confident, well-structured and purposeful texts • use a range of sentence types and structures and use vocabulary appropriate to purpose and effect 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • spell, punctuate and use grammar accurately with occasional errors on more complex elements.
6c	To achieve this level students will demonstrate that they meet the criteria for level 5a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 6b	To achieve this level students will demonstrate that they meet the criteria for level 5a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 6b	To achieve this level students will demonstrate that they meet the criteria for level 5a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 6b

			beginning to be able to demonstrate some of the skills in 6b
	Reading	Writing	Spelling, Punctuation and Grammar
5a	To achieve this level students will be able to demonstrate all of the skills listed in 5b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 5b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 5b when producing various types of texts.
5b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> • summarise and evaluate with accuracy and clear understanding • understand and make valid responses to explicit and implicit meanings and viewpoints • analyse and evaluate relevant aspects of language, grammar and structure • support their understanding and opinions with apt references to texts, informed by their wider reading • make credible links and comparisons between texts. 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • communicate effectively, sustaining the reader's interest • produce coherent, well-structured and purposeful texts • vary sentence types and structures and use vocabulary appropriate to purpose and effect 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • spell, punctuate and use grammar accurately with occasional errors.
5c	To achieve this level students will demonstrate that they meet the criteria for level 4a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 5b	To achieve this level students will demonstrate that they meet the criteria for level 4a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 5b	To achieve this level students will demonstrate that they meet the criteria for level 4a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 5b

	Reading	Writing	Spelling, Punctuation and Grammar
4a	To achieve this level students will be able to demonstrate all of the skills listed in 4b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 4b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 4b when producing various types of texts.
4b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> • summarise and evaluate the main points with accuracy and understanding • understand and respond to explicit meanings and viewpoints. Responses to implicit meanings may be inconsistent. • explain relevant aspects of language and structure • support their comments and opinions with relevant references to texts • make explicit links between texts and develop points of comparison. 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • communicate clearly to engage the reader's interest • produce texts with a clear overall structure and understanding of purpose • vary sentence types and structures and use vocabulary for some purpose and effect 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> • spell, punctuate and use grammar accurately overall, with some errors.
4c	To achieve this level students will demonstrate that they meet the criteria for level 3a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 4b	To achieve this level students will demonstrate that they meet the criteria for level 3a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 4b	To achieve this level students will demonstrate that they meet the criteria for level 3a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 4b
	Reading	Writing	Spelling, Punctuation and Grammar
3a	To achieve this level students will be able to demonstrate all of the skills listed in 3b in all aspects of their work	To achieve this level students will be able to demonstrate all of the skills listed in 3b when producing various types of texts.	To achieve this level students will be able to demonstrate all of the skills listed in 3b when producing various types of texts.

3b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> the work generally shows less confidence and less understanding of the texts there will be straightforward responses to explicit information and viewpoints. links and comparisons between texts will be clear but not developed work will start to support comments and opinions with some textual references but these may not be the most appropriate comments on language and structure will offer explanation rather than analysis comments on the text and the impact on the reader will often be generic. 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> some attempt to engage with the task and the reader use of structure and understanding of purpose is insecure writing will have some varied sentence types and structures but with limited awareness of purpose and effect 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> spell, punctuate and use grammar with some accuracy, but with frequent errors.
3c	<p>To achieve this level students will demonstrate that they meet the criteria for level 2a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 3b</p>	<p>To achieve this level students will demonstrate that they meet the criteria for level 2a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 3b</p>	<p>To achieve this level students will demonstrate that they meet the criteria for level 2a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 3b</p>
	Reading	Writing	Spelling, Punctuation and Grammar
2a	<p>To achieve this level students will be able to demonstrate all of the skills listed in 2b in all aspects of their work</p>	<p>To achieve this level students will be able to demonstrate all of the skills listed in 2b when producing various types of texts.</p>	<p>To achieve this level students will be able to demonstrate all of the skills listed in 2b when producing various types of texts.</p>

2b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> describe and summarise with some accuracy and understanding respond in a straightforward way to most explicit information and viewpoints make some relevant comments about language and structure support their comments and opinions with some general references make straightforward links between texts. 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> communicate simply with some clarity for the reader produce texts with basic structures and some awareness of purpose show some control over sentence type and structure and use familiar vocabulary to some effect 	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> spell, punctuate and use grammar with limited accuracy.
2c	<p>To achieve this level students will demonstrate that they meet the criteria for level 1a, but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 2b</p>	<p>To achieve this level students will demonstrate that they meet the criteria for level 1a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 2b</p>	<p>To achieve this level students will demonstrate that they meet the criteria for level 1a, but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 2b</p>
	Reading	Writing	Spelling, Punctuation and Grammar
1a	<p>To achieve this level students will be able to demonstrate all of the skills listed in 1b in all aspects of their work</p>	<p>To achieve this level students will be able to demonstrate all of the skills listed in 1b when producing various types of texts.</p>	<p>To achieve this level students will be able to demonstrate all of the skills listed in 1b when producing various types of texts.</p>
1b	<p>To achieve this level students will demonstrate that for the majority of their work when responding to various types of texts, they are able to:</p>	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p>	<p>To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to:</p>

	<ul style="list-style-type: none"> describe and summarise with limited accuracy and understanding respond in a straightforward way to some explicit information and viewpoints make some relevant comments about language and structure occasionally support their comments and opinions with some general references make some links between texts. 	<ul style="list-style-type: none"> communicate simply with limited clarity for the reader produce texts with basic structures and limited awareness of purpose show limited control over sentence type and structure and use familiar vocabulary to limited effect 	<ul style="list-style-type: none"> spell punctuate and use grammar so as not to hinder meaning
1c	To achieve this level students will demonstrate that they meet the criteria for level Pre GCSE 5 but for some of their work when responding to various types of texts, they are beginning to be able to demonstrate some of the skills in 1b	To achieve this level students will demonstrate that they meet the criteria for level Pre GCSE 5 but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 1b	To achieve this level students will demonstrate that they meet the criteria for level Pre GCSE 5 but for some of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 1b
	Reading	Writing	Spelling, Punctuation and Grammar
Pre GCSE 5	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> summarise a piece of text, with some accuracy and understanding, and with a high-level of support respond to a piece of text and begin to recognise one or two other viewpoints, with prompts make limited comments about language and structure independently, students can link images to some general references make limited links between texts. <p>To move to 1c, students must demonstrate all the skills in Pre-GCSE 5, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> communicate simply and with confidence, with little to no clarity for the reader confidently use a basic structure, with little prompting use simple and compound sentences with considerable accuracy, when prompted use familiar words with some understanding of effect. <p>To move to 1c, students must demonstrate all the skills in Pre-GCSE 5, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> spell high frequency words use phonetic understanding to spell simple words with considerable accuracy confidently, use capital letters and punctuation to show demarcation. use grammar with considerable accuracy. <p>To move to 1c, students must demonstrate all the skills in Pre-GCSE 5, in all of their work.</p>

<p>Pre GCSE 4</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • summarise a piece of text, with limited accuracy and understanding, and with a high-level of support • respond to an explicit section of text by linking to their own lives, without prompting • independently, say what specific words and phrases make them think and/or feel and explain why • with support, students can link images to some general references. <p>To move to Pre-GCSE 5, students must demonstrate all the skills in Pre-GCSE 4, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • communicate simply and with some confidence, with little to no clarity for the reader • confidently use a basic structure, with some prompting • use simple and compound sentences with some accuracy, when prompted • use familiar words with limited understanding of effect. <p>To move to Pre-GCSE 5, students must demonstrate all the skills in Pre-GCSE 4, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • spell most high frequency words correctly • use phonetic understanding to spell simple words with some accuracy • use capital letters and punctuation to show demarcation, most of the time. • use grammar with some accuracy. <p>To move to Pre-GCSE 5, students must demonstrate all the skills in Pre-GCSE 4, in all of their work.</p>
<p>Pre GCSE 3</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • describe the main aspects of a piece of text, with some accuracy and understanding, independently • respond to an explicit section of text by linking to their own lives, with verbal prompting • with scaffolding, say what specific words and phrases make them think and/or feel and explain why • with support, students can link images to a few references. <p>To move to Pre-GCSE 4, students must demonstrate all the skills in Pre-GCSE 3, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • communicate simply, with little to no clarity for the reader • use a basic structure, with little prompting • use simple and compound sentences with limited accuracy, when prompted • use a range of familiar words repeatedly. <p>To move to Pre-GCSE 4, students must demonstrate all the skills in Pre-GCSE 3, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • spell some high frequency words correctly • use phonetic understanding to spell simple words with limited accuracy • use capital letters and punctuation to show demarcation, from time to time. • use grammar with limited accuracy. <p>To move to Pre-GCSE 4, students must demonstrate all the skills in Pre-GCSE 3, in all of their work.</p>
<p>Pre GCSE 2</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • follow a piece of text, when someone else is reading, independently • describe the main aspects of a piece of text, with some accuracy and understanding, and with a high-level of support • confidently answer simple questions about explicit aspects of piece of text • say what specific words and phrases make them think and feel 	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • attempt to communicate simply, with some support • use a basic structure, with some prompting • use simple sentences with some accuracy, when prompted 	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> • spell a limited amount high frequency words correctly • use phonetic understanding to attempt spellings of unfamiliar words • attempt to use capital letters and full stops • read their own writing, confidently and fluidly

	<ul style="list-style-type: none"> say what they like and/or dislike about a piece of text and explain why. <p>To move to Pre-GCSE 3, students must demonstrate all the skills in Pre-GCSE 2, in all of their work.</p>	To move to Pre-GCSE 3, students must demonstrate all the skills in Pre-GCSE 2, in all of their work.	To move to Pre-GCSE 3, students must demonstrate all the skills in Pre-GCSE 2, in all of their work.
Pre GCSE 1	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> with adult support, follow a piece of text when someone else is reading describe the main aspects of a piece of text, with limited accuracy and understanding, and with a high-level of support answer simple questions, verbally, about explicit aspects of a piece of text say what they like and/or dislike about a piece of text. <p>To move to Pre-GCSE 2, students must demonstrate all the skills in Pre-GCSE 1, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> attempt to communicate simply, with a high-level of support use a basic structure, with some prompting and scaffolding use simple sentences with limited accuracy, when prompted <p>To move to Pre-GCSE 2, students must demonstrate all the skills in Pre-GCSE 1, in all of their work.</p>	<p>To achieve this level, students will demonstrate that for the majority of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> use phonetic understanding to attempt spellings of familiar words attempt to use capital letters read their own writing, with some confidence and fluidity <p>To move to Pre-GCSE 2, students must demonstrate all the skills in Pre-GCSE 1, in all of their work.</p>

Spoken Language		
GCSE Endorsement Grade	Distinction	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> They can speak audibly and use standard English. They use language which is appropriate to the task and the audience. They can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary. They are able to organise and structure their presentation using an effective range of strategies to engage the audience. They can successfully achieve the purpose of their presentation, and are able to listen to questions/feedback and respond perceptively and if appropriate elaborate with further ideas and information.
	Merit	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> They can speak audibly and use standard English. They can use language which is appropriate to the task and the audience. They are able to express challenging ideas/information/feelings using a range of vocabulary. They are able to organise and structure their presentation clearly and appropriately to meet the needs of the audience.

		<ul style="list-style-type: none"> • They can successfully achieve the purpose of their presentation and listen to questions/feedback responding formally and in some detail.
	Pass	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> • They can speak audibly and use standard English. • They use language which is appropriate to the task and the audience. • They are able to express straightforward ideas/information/ feelings • When delivering a formal presentation they make an attempt to organise and structure their presentation. • They make an attempt to meet the needs of their audience, • They listen to questions/feedback and provide an appropriate response in a straight forward manner.
Key Stage 3 Age-Related Expectations	Year 9	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> • They can speak audibly and confidently using standard English. • They can give their views clearly and concisely in classroom discussions • When presenting they can express their ideas clearly and succinctly • They can participate effectively in formal debates and structured discussions summarising and/or building on what has been said. • They can perform and improvise convincingly using tone, volume, expression and action to portray a character or situation.
	Year 8	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> • They can speak audibly and with some confidence using standard English. • They are able to clearly express their own viewpoint in a classroom discussion • They can present their own ideas in a clear and organised structure • They can make a significant contribution to a formal debate or structured discussion • They can perform and improvise using tone, volume, expression and action to portray a character or situation
	Year 7	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> • They can speak audibly, using standard English in most contexts. • They are able to express their own viewpoint in a classroom discussion • They can present ideas in a structured way • They can make a valid contribution to a formal debate or structured discussion • They can portray a character or situation using some expression

In English, we have high expectations for our pupils and have created a flight path from which we judge the progress of our pupils each term. Once a pupil has been baselined, teachers calculate their expected progress using the flight path and reports each term whether pupils are meeting their expected progress, exceeding, or have not met. Pupils who do not meet their expected target level in English are offered additional support.

Bolton Impact Trust Expected Progress Flight Path English																																											
BTEC																Level 1 Pass			Level 1 Merit			Level 1 Distinction			Level 2 Pass			Level 2 Merit			Level 2 Distinction			Level 2 D*									
Functional Skills							Entry Level 1			Entry Level 2			Entry Level 3			Level 1						Level 2																					
Pearson Progression Step																1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th																
GCSE Grade																1			2			3			4			5			6			7			8			9			
BIT Level Descriptors	PG1c	PG1b	PG1a	PG2c	PG2b	PG2a	PG3c	PG3b	PG3a	PG4c	PG4b	PG4a	PG5c	PG5b	PG5a	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8a	9c	9b	9a	
BIT Expected Progress per academic year																																											
BIT Expected Progress per academic term																																											