

Park School, Bolton Impact Trust English Curriculum

Rationale

As a Trust, 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. English staff at Park School embrace fully the Trust's vision: to BELIEVE, INSPIRE and TRANSFORM through our curriculum content and its delivery. English staff are passionate about their subject and seek to enthuse students and equip them with vital communication skills for a competitive 21st century world.

Students often arrive at Park with barriers and gaps in knowledge. They may have had negative experiences of the subject at mainstream and lack confidence in their abilities in the subject, as well as in themselves generally. Students may present with high levels of anxiety or complex mental health which means they struggle to communicate verbally. In addition, some of our cohort are autistic and also find verbal communication challenging. The majority of our cohort also present with a reading age below their chronological age; however some equally present with a reading age exceeding it. As a result, English staff need to support pupils 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.

Curriculum Design

The English curriculum is carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the academic year and the various pathways, knowledge and understanding is deepened and regularly revisited. Our curriculum topics are planned in a way which ensures that our pupils can experience the full programme of study at both key stages which build in depth and level of challenge for each term that they are with us. Knowledge and skills are repeated regularly to enable pupils to retrieve prior learning regularly, to increase their confidence, and to address the needs of the pupils who join us throughout the year and with vastly different abilities and experiences of the English curriculum prior to joining us. Pupils who leave us to return to mainstream are able to re-engage with the English curriculum there because we do not narrow their offer when they are with us.

Key Stage 3

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 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. They will learn to write formal and academic essays as well as writing imaginatively and for a variety of purposes and audiences across a range of contexts. Pupils will learn how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils will be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They will use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language.

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.

There are three academic groups in the main school; one Key stage 3 group and two Key Stage 4 groups. There is also a Wellbeing group; this group are preparing to learn and is made up of students across the two key stages. The main school groups have 5 x 45 minute sessions of English per week and are delivered as single sessions to support students' learning. The Wellbeing group have 3 x 45 minute sessions per week with literacy being camouflaged into lessons throughout the timetable.

Reading is a priority at Park School overall and English staff strive to engage often reluctant readers. Students have their reading age assessed on entry within English lessons and this informs teaching. These are then tested twice per academic year and there is usually an upwards trend in reading ages where students attend on a regular or full time basis.

Texts studied at Key stage 3 English are carefully selected in relation to the cohort's reading ages. Students are expected to read in English wherever possible whether in a whole class situation, on a one-to-one basis or to themselves. There is a range of reading material available to students – books from an external library service, the department's 'library' and magazines. Students are read to daily by teaching staff where feasible. Students are encouraged at every possible chance to read for pleasure both within lessons where time is available, in pastoral time and at home.

Students are taught how to decode words through explicit teaching of etymology, root words, prefixes and suffixes, as well as reading for meaning, inference and deduction.

The Trust has a hub system where English staff across the various academies meet and undertake CPD as directed by the Head of Standards. Opportunities for staff to attend external CPD are considered against the whole school and English department's development plan. Staff are supported with CPD; one member of the department is currently undertaking an NPQSL which is fully supported by the Trust.

All students at Key Stage 4 have the opportunity to study GCSE English Language and gain a qualification. A select number of students also study English Literature; this depends on the individual circumstances of the student. Most students across the Key Stages gain a Functional Skills qualification at Entry Level also.

English teaching at Park School has a positive impact on outcomes for Year 11 leavers. The majority of students leave Park with an outcome in English whether at GCSE level or at Functional Skills; a number achieve both. In the last 3 years the average pass rate in English at GCSE was 95% and in the summer examinations in 2022 69% of pupils achieved or exceeded their target grade in English GCSE. Crucially, Park School students go on to Post 16 courses equipped with social, academic and independent skills required to flourish.

Students who have EHCPs have relevant targets from the 4 areas in their EHCPs; these are attached to their Personal Learning Plans (PLPs) in English. Staff ensure that opportunities are presented for students to work on these targets and report their progress when reviews take place. Students are in small, nurturing groups and can access 1-2-1 support with the teacher or Learning Mentor. English resources aim to be dyslexia-friendly where possible. Students use coloured overlays if they have difficulties reading texts and the department has a range of exercise books that contain colour pages.

Pupils are encouraged to extend their learning outside of the classroom where appropriate. Staff know their students very well and therefore tasks for learning outside of school are provided as and when necessary.

The English department recognise the value of students experiencing English-based activities beyond the classroom. Activities that support the spiritual, moral, social and cultural are at the heart of our curriculum. Staff ensure that students experience at least once in an academic year a visit to the theatre, a library and, or, a bookshop. Park School participates enthusiastically every year in World Book Day activities!

As mentioned, the English curriculum has SMSC activities built in to the planning and often capitalises on current events where appropriate to link with a topic being covered. In relation to careers, English staff often reference their own career choices, the careers of authors, playwrights and poets as well as the careers of others in the public domain. Staff make explicit links to the skills and creativity the subject provides in relation to the world of work and careers. Our curriculum aims to inspire and motivate students to follow their goals and ambitions, as well as ensuring they have the necessary communication skills and personal qualities to embrace post-16, university and their own fulfilling careers.

The department's aim is always to build trust, mutual respect and positive relationships with our cohort, so that our students can thrive. As part of this, we recognise the importance of our pupil voice. Pupil voice is gathered both formally, following lesson observations and informally. Overall, formal feedback is very positive. Students feel comfortable to discuss issues with staff, though this can take time. In addition, staff take the time to listen and respond appropriately to pupils' feedback and suggestions in informal exchanges. Staff are flexible in their approaches to teaching and learning; we recognise that at times tasks may need adapting to suit a particular learner and we readily do so.

The department has a development plan in place for the academic year 2022-23 with a focus on developing further reading skills and oracy.

Bolton Impact Trust English Curriculum Intent

	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.</p> <p>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.</p> <p>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.</p> <p>Produce a poem to describe a place.</p> <p>Speaking and Listening: Give a speech to argue a point of view.</p>

At Park School we use a simpler overview which is based upon the Trust's Key stage 3 curriculum intent but reflects the fact that we are unable to group pupils by ability or age and are required to deliver English to mixed groups. We use the general overview below to create schemes of work for each theme around a novel, play or collection of poems to deliver to the class, ensuring that pupils are given the opportunity to attempt the various reading, writing and speaking and listening tasks at a level which matches their ability. There are three versions of each scheme which are delivered as a rolling two year program to ensure that pupils who remain with us for more than 3 terms do not repeat the same work.

We ensure that across the year pupils will encounter:

- Fiction in the form of a novel, a play and a collection of poems
- Fiction from another culture, historical fiction and contemporary fiction
- Non-Fiction in the form of a diary, review, letter, blog, article, leaflet, speech and advertisement
- Writing tasks where the purpose is to describe, explain, entertain, argue, persuade, review and to inform
- Speaking and Listening tasks where the purpose is to explain, inform, express a view, discuss, argue and persuade

Park School	Being Me in My World	The Wider World – Breaking down barriers	The Power of Words
	<p>Reading: Fiction – Autobiographical novels, First person narrative Non-Fiction – Diaries, letters, blogs, reviews</p> <p>Writing: To describe, to entertain, to argue, to inform</p> <p>Speaking and Listening: To inform, to express a view, to entertain</p>	<p>Reading: Fiction – Novel, poetry, plays from a historical period or another culture Non-Fiction – Articles, leaflets, speeches</p> <p>Writing: To describe, to entertain, to inform, to review</p> <p>Speaking and Listening: To argue, to inform, to persuade</p>	<p>Reading: Contemporary fiction – novels, short stories, plays, poetry Non-Fiction – advertisements, leaflets, articles, speeches</p> <p>Writing: To persuade, describe, entertain, argue</p> <p>Speaking and Listening: To perform, to argue, to persuade</p>



English Key Stage 3

The Wider World- Breaking down barriers



The Journey Starts

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

Being Me In My World

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

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 formally to inform

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

Speaking and Listening

Pupils will know how to give a presentation to inform

The Power of Words Contemporary Literature

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

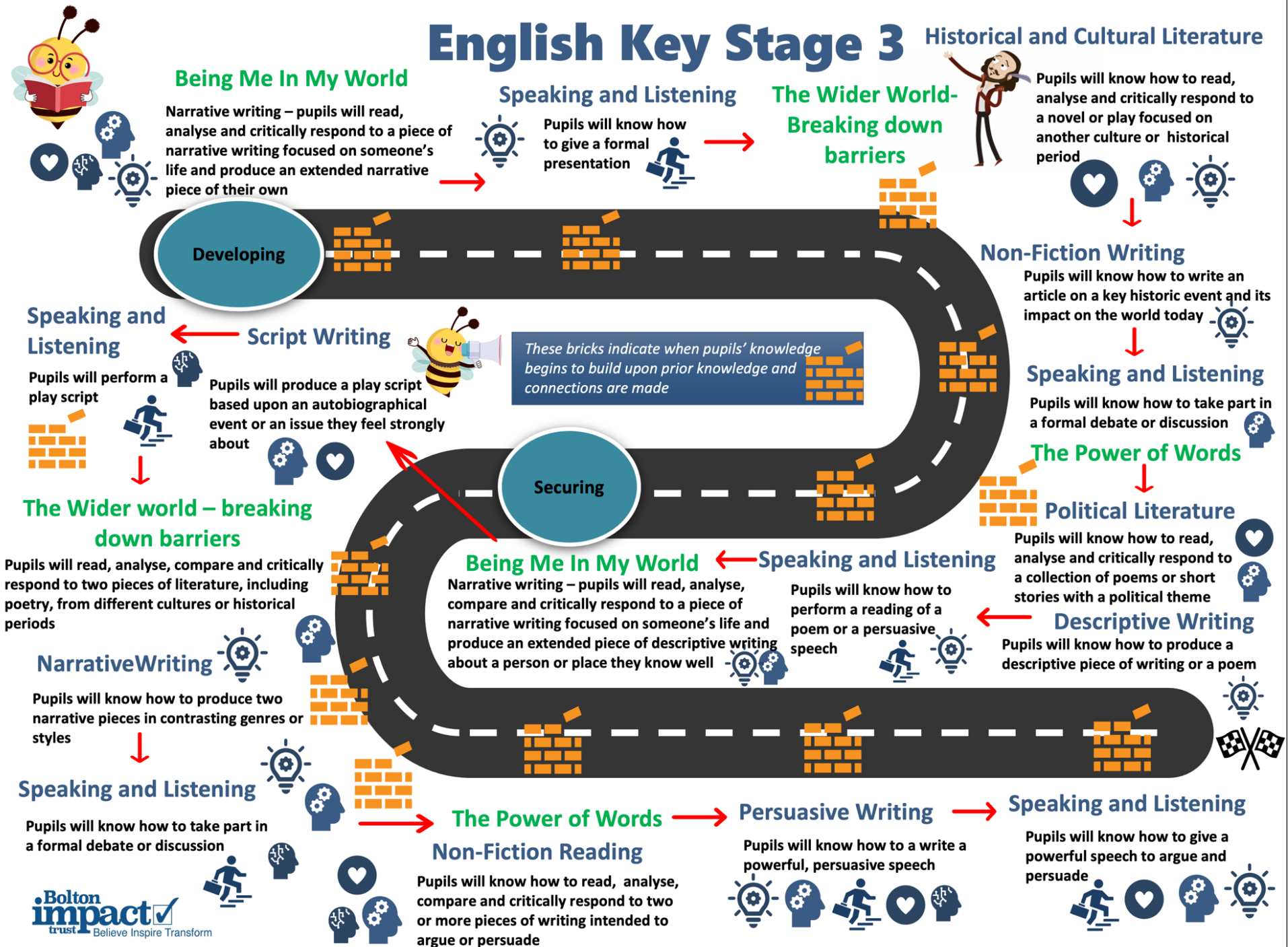
Descriptive Writing
Pupils will know how to write a descriptive poem

Speaking and Listening

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

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

English Key Stage 3 Historical and Cultural Literature



The English Curriculum Intent – KS4

Alternative Provisions	Love and Relationships	Power and Conflict	Worlds and Lives
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
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>
Alternative Pathway (Typically outreach or pupils requiring significant support)	<p>Reading: Read, understand and evaluate a Shakespeare play. (E.g. 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 in year 10 at Park School will be expected to be either on the Alternative Pathway or begin on the Entering and Emerging pathway, moving onto the Developing and Securing pathway in year 11 and working towards a GCSE or Functional Skills qualification. Pupils who arrive in year 11 will be placed either in the Entering and Emerging pathway or the Developing and Securing pathway depending upon ability. They will work towards a qualification in English, typically a functional skills qualification in the Entering and Emerging stage for one year or less, or a GCSE qualification in the Developing and Securing stage for one year or less.



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



Love and Relationships

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



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



Alternative Pathway

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

Entering and Emerging

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





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



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	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: <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 	To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to: <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 	To achieve this level students will demonstrate that for the majority of their work when producing various types of texts, they are able to: <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>

Pre GCSE 4	<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>
Pre GCSE 3	<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>
Pre GCSE 2	<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

