

## Youth Challenge, 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. At Youth Challenge 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.

## Curriculum Design

The English curriculum for Bolton Impact Trust 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.

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.

## English at Youth Challenge

Typically, many of the students who join us at Youth Challenge have literacy levels that are below their age related expectations. Due to suspensions and periods of disengagement, large number of our students have missed extended period of time at school throughout their primary and secondary education; consequently they have gaps in learning, sometimes including missing phonetical awareness. To help identify students who would benefit from additional support, or students who may have undiagnosed specific learning needs, such as dyslexia, we conduct a number of assessment at students' point of admission. On entry, all students complete the WRAT4 and KBIT assessment. These provide us with standardised scores for verbal and non verbal IQ, reading and spelling. Early identification of gaps in learning and specific learning needs enable us to put in targeted intervention at an early stage and work towards removing barriers to learning promptly. For students who do have specific literacy difficulties, we employ a specialist dyslexia tutor who undertakes bespoke targeted intervention sessions with them and completes any further assessments deemed necessary. All staff have received dyslexia training and know how to ensure that their lessons are prepared and delivered in a dyslexia friendly way. Students identified as having Irlen syndrome use overlays or coloured paper across all subject areas.

At KS3, students receive four 50 minute English lessons per week that are delivered by a highly skilled teacher with primary experience. Students also have one timetabled IDL intervention session per week where they follow their own personalised learning journey to increase their reading age and competency. At KS4, students receive four 50 minute lessons per week focussing on a combination of GCSE and functional skills. At Youth Challenge we use AQA as our GCSE exam board and focus on English Language. On occasion we do enter students for GCSE English Literature but this is dependent on how much of the course content students have covered prior to joining us. Many of our students struggle with the pressure and finality of GCSE examinations; lots of factors that are out of our control can impact on their state of mind and subsequent performance on the day. To address this, we aim to ensure that students have achieved a functional skills qualification in English prior to sitting their GCSE exam so that they have already experienced success and feel a little more confident going in to the examination.

Many of the pupils who join us are reluctant readers with limited access to high quality texts and so we ensure that our students have access to variety of engaging texts, including age appropriate texts that are suited to their ability. We encourage and reward reading, as a class or individually, and utilise texts such as short playscripts to engage our students. We find that our supportive low threat environment encourages students to read aloud without fear of judgement or embarrassment. Within our English curriculum, we choose topics and texts that our students can relate to but that also broaden and enrich our students' minds. Planning is linked across subject areas and opportunities to explore SMSC within English are utilised. We arrange and facilitate learning opportunities such as theatre trips where appropriate; a high proportion of our students have never visited the theatre before and the feedback following these visits is always very positive. Our English curriculum is closely linked to our Wider World and ECM curriculum at KS3 and so we try to incorporate educational visits and activities that deepen and enrich the learning that is taking place in the classroom. For example, when studying a text set in WW2, we took students to visit the Stockport Airraid shelters to bring their knowledge to life.

Teaching staff are provided with regular CPD sessions on specific aspects of teaching and learning good practice, delivered regularly by the trust's central team; these sessions cover areas such as chunking, vocabulary development and retention. Additionally, teachers of English meet regularly with other English teachers across the trust as part of our hubs. These hubs provide a fantastic opportunity to share resources, moderate work and share good practice. English staff are also encouraged to access training opportunities offered by exam boards and utilise the support of mainstream colleagues where appropriate. All lessons are supported by a learning mentor within the classroom who also has access to appropriate CPD opportunities; they assist with the adaptation of resources and sometimes withdraw students for one to one or smaller group learning.

## The English Curriculum Intent

	Being Me in My World	The Wider World – Breaking down barriers	The Power of Words
<b>Year 9</b>	<p><b>Reading:</b> Read, analyse, compare and critically respond to two or more pieces of narrative writing.</p> <p><b>Writing:</b> 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><b>Speaking and Listening:</b> Perform a play script.</p>	<p><b>Reading:</b> Read, analyse, compare and critically respond to two or more pieces of literature including poetry from different cultures or historical periods.</p> <p><b>Writing:</b> Produce two narrative pieces in contrasting genres or styles.</p> <p><b>Speaking and Listening:</b> Take part in a formal debate or discussion.</p>	<p><b>Reading:</b> 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><b>Writing:</b> Produce a powerful, persuasive speech.</p> <p><b>Speaking and Listening:</b> Perform a powerful, persuasive speech.</p>
<b>Year 8</b>	<p><b>Reading:</b> Read, analyse and critically respond to a novel or play focused on someone's life.</p> <p><b>Writing:</b> 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><b>Speaking and Listening:</b> Give a formal presentation.</p>	<p><b>Reading:</b> Read, analyse and critically respond to a novel or play focused on another culture or historical period.</p> <p><b>Writing:</b> Produce an article on a key historic event and its impact upon the world today.</p> <p><b>Speaking and Listening:</b> Take part in a formal debate or discussion.</p>	<p><b>Reading:</b> Read, analyse and critically respond to a collection of poems or short stories with a political theme.</p> <p><b>Writing:</b> Produce a descriptive piece of writing or poem.</p> <p><b>Speaking and Listening:</b> Perform a reading of a poem or a persuasive speech.</p>

<b>Year 7</b>	<p><b>Reading:</b> Read and analyse an extended narrative text focused on someone's life.</p> <p><b>Writing:</b> Produce a formal piece of writing such as a letter or article on a current issue in your community.</p> <p><b>Speaking and Listening:</b> Give a short speech to inform</p>	<p><b>Reading:</b> Read and analyse plot, character and settings in a play from a historical period prior to 1914.</p> <p><b>Writing:</b> Produce a descriptive writing piece</p> <p><b>Speaking and Listening:</b> Give a presentation on a key event in history.</p>	<p><b>Reading:</b> Read and analyse plot, character and settings in a contemporary narrative.</p> <p><b>Writing:</b> Produce a piece of writing to argue or persuade.</p> <p>Produce a poem to describe a place.</p> <p><b>Speaking and Listening:</b> Give a speech to argue a point of view.</p>
---------------	--	--	--

At Youth Challenge we use a more simple intent which is based upon the Trust's Key stage 3 curriculum 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

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





# 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

### Being Me In My World

#### Non-Fiction Writing

Pupils will know how to write formally to inform



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



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



#### Speaking and Listening

Pupils will know how to give a presentation to inform



#### Contemporary Literature

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



#### Non-Fiction Writing

Pupils will know how to write to argue or persuade

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



# 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 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*



## Speaking and Listening

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

## 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

## 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

## 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

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

## Descriptive Writing

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

## 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

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

Alternative Provisions	Love and Relationships	Power and Conflict	Worlds and Lives
<b>Developing and Securing</b> (Typically year 11 age-related level)	<p><b>Reading:</b> 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><b>Writing:</b> To inform and explain. To describe.</p> <p><b>Speaking and Listening:</b> Take part in a formal debate or discussion.</p>	<p><b>Reading:</b> Read, understand and critically evaluate contemporary fiction</p> <p><b>Writing:</b> To argue and persuade.</p> <p><b>Speaking and Listening:</b> Perform a powerful, persuasive speech.</p>	Consolidate learning and prepare for exams
<b>Entering and Emerging</b> (Typically year 10 age-related level)	<p><b>Reading:</b> Read, understand, critically evaluate and respond to a piece of contemporary literature.</p> <p><b>Writing:</b> To argue and persuade.</p> <p><b>Speaking and Listening:</b> Take part in a formal debate or discussion.</p>	<p><b>Reading:</b> Read, understand, critically evaluate and respond to a Shakespeare play. E.g Macbeth)</p> <p><b>Writing:</b> To describe.</p> <p><b>Speaking and Listening:</b> Perform a reading of your favourite poem or something you have written</p>	<p><b>Reading:</b> Read, understand, critically evaluate and respond to a piece of classic literature.</p> <p><b>Writing:</b> To inform and explain.</p> <p><b>Speaking and Listening:</b> Give a formal presentation.</p>
<b>Alternative Pathway</b> (Typically outreach or pupils requiring significant support)	<p><b>Reading:</b> Read, understand and evaluate a Shakespeare play. (Eg Romeo and Juliet)</p> <p><b>Writing:</b> To inform and explain.</p> <p><b>Speaking and Listening:</b> Take the role of a character and perform from a playscript</p>	<p><b>Reading:</b> Read, understand and evaluate a contemporary piece of literature.</p> <p><b>Writing:</b> To describe.</p> <p><b>Speaking and Listening:</b> Take part in a debate or discussion.</p>	<p><b>Reading:</b> Read, understand and evaluate a piece of classic literature.</p> <p><b>Writing:</b> To argue and persuade.</p> <p><b>Speaking and Listening:</b> 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 Youth Challenge 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



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



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

## 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 <b>all</b> of the skills listed in 8b in <b>all</b> aspects of their work	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 8b when producing various types of texts.	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 8b when producing various types of texts.
8b	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when responding to various types of texts, that they are able to:</p> <ul style="list-style-type: none"> <li>summarise and critically evaluate with detailed and perceptive understanding</li> <li>understand and respond with insight to explicit and implicit meanings and viewpoints</li> <li>analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>communicate with impact and influence</li> <li>produce ambitious, accomplished and effectively-structured texts</li> <li>use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>spell, punctuate and use grammar accurately so that writing is virtually error-free.</li> </ul>

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



7c	To achieve this level students will demonstrate that they meet the criteria for level 6a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 7b
	<b>Reading</b>	<b>Writing</b>	<b>Spelling, Punctuation and Grammar</b>
6a	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 6b in <b>all</b> aspects of their work	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 6b when producing various types of texts.	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 6b when producing various types of texts.
6b	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• summarise and confidently evaluate with clear and some detailed understanding</li> <li>• understand and respond effectively to explicit and implicit meanings and viewpoints</li> <li>• analyse and confidently evaluate aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with well-selected references to texts and contexts</li> <li>• Make secure links and comparisons between texts.</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• communicate confidently with impact on the reader</li> <li>• produce confident, well-structured and purposeful texts</li> <li>• use a range of sentence types and structures and use vocabulary appropriate to purpose and effect</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• spell, punctuate and use grammar accurately with occasional errors on more complex elements.</li> </ul>
6c	To achieve this level students will demonstrate that they meet the criteria for level 5a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are 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 <b>all</b> of the skills listed in 5b in <b>all</b> aspects of their work	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 5b when producing various types of texts.	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 5b when producing various types of texts.
5b	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate with accuracy and clear understanding</li> <li>• understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• analyse and evaluate relevant aspects of language, grammar and structure</li> <li>• support their understanding and opinions with apt references to texts, informed by their wider reading</li> <li>• make credible links and comparisons between texts.</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• communicate effectively, sustaining the reader's interest</li> <li>• produce coherent, well-structured and purposeful texts</li> <li>• vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• spell, punctuate and use grammar accurately with occasional errors.</li> </ul>
5c	To achieve this level students will demonstrate that they meet the criteria for level 4a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> 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 <b>all</b> of the skills listed in 4b in <b>all</b> aspects of their work	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 4b when producing various types of texts.	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 4b when producing various types of texts.
4b	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate the main points with accuracy and understanding</li> <li>• understand and respond to explicit meanings and viewpoints. Responses to implicit meanings may be inconsistent.</li> <li>• explain relevant aspects of language and structure</li> <li>• support their comments and opinions with relevant references to texts</li> <li>• make explicit links between texts and develop points of comparison.</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• communicate clearly to engage the reader's interest</li> <li>• produce texts with a clear overall structure and understanding of purpose</li> <li>• vary sentence types and structures and use vocabulary for some purpose and effect</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>• spell, punctuate and use grammar accurately overall, with some errors.</li> </ul>
4c	To achieve this level students will demonstrate that they meet the criteria for level 3a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 4b
	<b>Reading</b>	<b>Writing</b>	<b>Spelling, Punctuation and Grammar</b>
3a	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 3b in <b>all</b> aspects of their work	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 3b when producing various types of texts.	To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 3b when producing various types of texts.

3b	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when responding to various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>the work generally shows less confidence and less understanding of the texts</li> <li>there will be straightforward responses to explicit information and viewpoints.</li> <li>links and comparisons between texts will be clear but not developed</li> <li>work will start to support comments and opinions with some textual references but these may not be the most appropriate</li> <li>comments on language and structure will offer explanation rather than analysis</li> <li>comments on the text and the impact on the reader will often be generic.</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>some attempt to engage with the task and the reader</li> <li>use of structure and understanding of purpose is insecure</li> <li>writing will have some varied sentence types and structures but with limited awareness of purpose and effect</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>spell, punctuate and use grammar with some accuracy, but with frequent errors.</li> </ul>
3c	<p>To achieve this level students will demonstrate that they meet the criteria for level 2a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 3b</p>
	<b>Reading</b>	<b>Writing</b>	<b>Spelling, Punctuation and Grammar</b>
2a	<p>To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 2b in <b>all</b> aspects of their work</p>	<p>To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 2b when producing various types of texts.</p>	<p>To achieve this level students will be able to demonstrate <b>all</b> 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"> <li>describe and summarise with some accuracy and understanding</li> <li>respond in a straightforward way to most explicit information and viewpoints</li> <li>make some relevant comments about language and structure</li> <li>support their comments and opinions with some general references</li> <li>make straightforward links between texts.</li> </ul>	<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"> <li>communicate simply with some clarity for the reader</li> <li>produce texts with basic structures and some awareness of purpose</li> <li>show some control over sentence type and structure and use familiar vocabulary to some effect</li> </ul>	<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"> <li>spell, punctuate and use grammar with limited accuracy.</li> </ul>
2c	<p>To achieve this level students will demonstrate that they meet the criteria for level 1a, but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 2b</p>
	<b>Reading</b>	<b>Writing</b>	<b>Spelling, Punctuation and Grammar</b>
1a	<p>To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 1b in <b>all</b> aspects of their work</p>	<p>To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 1b when producing various types of texts.</p>	<p>To achieve this level students will be able to demonstrate <b>all</b> of the skills listed in 1b when producing various types of texts.</p>
1b	<p>To achieve this level students will demonstrate that for <b>the majority</b> 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 <b>the majority</b> of their work when producing various types of texts, they are able to:</p> <ul style="list-style-type: none"> <li>communicate simply with limited clarity for the reader</li> </ul>	<p>To achieve this level students will demonstrate that for <b>the majority</b> of their work when producing various types of texts, they are able to:</p>

	<ul style="list-style-type: none"> <li>describe and summarise with limited accuracy and understanding</li> <li>respond in a straightforward way to some explicit information and viewpoints</li> <li>make some relevant comments about language and structure</li> <li>occasionally support their comments and opinions with some general references</li> <li>make some links between texts.</li> </ul>	<ul style="list-style-type: none"> <li>produce texts with basic structures and limited awareness of purpose</li> <li>show limited control over sentence type and structure and use familiar vocabulary to limited effect</li> </ul>	<ul style="list-style-type: none"> <li>spell punctuate and use grammar so as not to hinder meaning</li> </ul>
1c	To achieve this level students will demonstrate that they meet the criteria for level Pre GCSE 5 but for <b>some</b> 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 <b>some</b> 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 <b>some</b> of their work when producing various types of texts, they are beginning to be able to demonstrate some of the skills in 1b
	<b>Reading</b>	<b>Writing</b>	<b>Spelling, Punctuation and Grammar</b>
Pre GCSE 5	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>summarise a piece of text, with some accuracy and understanding, and with a high-level of support</li> <li>respond to a piece of text and begin to recognise one or two other viewpoints, with prompts</li> <li>make limited comments about language and structure</li> <li>independently, students can link images to some general references</li> <li>make limited links between texts.</li> </ul> <p>To move to 1c, students must demonstrate <b>all</b> the skills in Pre-GCSE 5, in <b>all</b> of their work.</p>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>communicate simply and with confidence, with little to no clarity for the reader</li> <li>confidently use a basic structure, with little prompting</li> <li>use simple and compound sentences with considerable accuracy, when prompted</li> <li>use familiar words with some understanding of effect.</li> </ul> <p>To move to 1c, students must demonstrate <b>all</b> the skills in Pre-GCSE 5, in <b>all</b> of their work.</p>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>spell high frequency words</li> <li>use phonetic understanding to spell simple words with considerable accuracy</li> <li>confidently, use capital letters and punctuation to show demarcation.</li> <li>use grammar with considerable accuracy.</li> </ul> <p>To move to 1c, students must demonstrate <b>all</b> the skills in Pre-GCSE 5, in <b>all</b> of their work.</p>
Pre GCSE 4	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>summarise a piece of text, with limited accuracy and understanding, and with a high-level of support</li> </ul>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>communicate simply and with some confidence, with little to no clarity for the reader</li> </ul>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>spell most high frequency words correctly</li> </ul>



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

	To move to Pre-GCSE 3, students must demonstrate <b>all</b> the skills in Pre-GCSE 2, in <b>all</b> of their work.		
Pre GCSE 1	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>with adult support, follow a piece of text when someone else is reading</li> <li>describe the main aspects of a piece of text, with limited accuracy and understanding, and with a high-level of support</li> <li>answer simple questions, verbally, about explicit aspects of a piece of text</li> <li>say what they like and/or dislike about a piece of text.</li> </ul> <p>To move to Pre-GCSE 2, students must demonstrate <b>all</b> the skills in Pre-GCSE 1, in <b>all</b> of their work.</p>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>attempt to communicate simply, with a high-level of support</li> <li>use a basic structure, with some prompting and scaffolding</li> <li>use simple sentences with limited accuracy, when prompted</li> </ul> <p>To move to Pre-GCSE 2, students must demonstrate <b>all</b> the skills in Pre-GCSE 1, in <b>all</b> of their work.</p>	<p>To achieve this level, students will demonstrate that for <b>the majority</b> of their lessons and in their work, they are able to:</p> <ul style="list-style-type: none"> <li>use phonetic understanding to attempt spellings of familiar words</li> <li>attempt to use capital letters</li> <li>read their own writing, with some confidence and fluidity</li> </ul> <p>To move to Pre-GCSE 2, students must demonstrate <b>all</b> the skills in Pre-GCSE 1, in <b>all</b> 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"> <li>They can speak audibly and use standard English.</li> <li>They use language which is appropriate to the task and the audience.</li> <li>They can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.</li> <li>They are able to organise and structure their presentation using an effective range of strategies to engage the audience.</li> <li>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.</li> </ul>
	Merit	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> <li>They can speak audibly and use standard English.</li> <li>They can use language which is appropriate to the task and the audience.</li> <li>They are able to express challenging ideas/information/feelings using a range of vocabulary.</li> <li>They are able to organise and structure their presentation clearly and appropriately to meet the needs of the audience.</li> <li>They can successfully achieve the purpose of their presentation and listen to questions/feedback responding formally and in some detail.</li> </ul>
	Pass	<p>To achieve this level, pupils will demonstrate that:</p> <ul style="list-style-type: none"> <li>They can speak audibly and use standard English.</li> </ul>

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

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																																												