**Year 7 English Agreed End Points**

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| **Key Knowledge** | **Key skills:** |
| Students will know:  Key Concepts:   * Reading helps build a better vocabulary and develop stronger thinking skills * Having a broad vocabulary, you are able to communicate effectively in both spoken and written forms * Reading is an important life skill which allows more freedom to choose and promotes independence * Read like a writer: write like a reader * Understanding a story through the experiences of a character enables us to develop empathy and consider what it means to be human * Reading non fiction allows us to consider experiences through time and adopt a point of view * BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature   Subject Specific Knowledge   * Origins of stories and the Chronology of Literature * Greek mythology and Greek theatre * Narrative structure: Christopher Booker’s 7 Basic story plots, setting and atmosphere * Aristotle’s Art of Rhetoric and use of pathos, ethos and logos in speeches * Shakespeare’s Globe theatre and conventions of Comedy, Tragedy and History * Presentation of characters, themes and plot in Lord of the Flies * Introduction to structure, form rhyme and rhythm in range of selected poems through different times and cultures | Students will be able to:  Reading   * Read with confidence and fluency a range of fiction and non fiction texts from different genres and contexts * Retrieve information from fiction and non fiction texts * Explain key ideas, by making inferences and deductions (Explain Which Word Works? and use the What How Why structure) * Use relevant quotations to support ideas * Identify and comment on writers’ choices within texts * Apply some subject terminology when discussing texts * Start to comment on how writers’ choices in language and structure might affect the reader * Start to use sentence openers to develop academic style of analysis * Make some links between the text and its historical and social context * Draw out some relevant similarities and differences between texts with examples   Communication (Writing and Speaking)   * Clearly communicate relevant ideas developed with some detail * Show some awareness of a number of different forms and some purposes * Organise ideas with a clear beginning and ending * Use a range of simple connectives and signal words * Show some control over a range of sentence types (Alan Peat) * Start to use more tier 2 vocabulary with some effective choices   Writing only   * Show some control of a wider use of punctuation, with assured control of full stops, capital letters and commas. * Spell most common vocabulary accurately * Use some paragraphs |

**Year 9 English Agreed End Points**

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| **Key knowledge** | **Key skills:** |
| Students will know:  Key Concepts:   * Studying Literature opens up a world of inspiration and creativity, while also developing skills that are essential for living in today’s environment * If you can begin to appreciate writers such as Shakespeare and understand his language, then reading and analytical skills will improve – skills that we need for all aspects of life. * Literature from different times and contexts demonstrates that humans have been struggling with the same conflicts since the beginning of time. * BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature   Subject Specific Knowledge   * The use of dual narrative structure in Noughts and Crosses to challenge our perceptions of race, power and truth * Aristotle’s Art of Rhetoric and the use of pathos, ethos and logos in speeches from diverse strong leaders and influencers * The context of Jacobean era and how it influenced Shakespeare * Characters, plot and themes in Macbeth, including conscience, politics, society and Shakespeare’s presentation of women and how Shakespeare uses imagery to explore the themes of violence and conflict * Context of Victorian London, expectations of respectable gentlemen and significance of social class * Plot and characters in Dr Jekyll and Mr Hyde and themes of: duality, science and the unexplained, the Supernatural, urban terror and the raise in Gothic and detective literature * Victorian values and the implications of Darwinism and evolution on religion and science and Freud’s theory of repression | Students will be able to:  Reading   * Explain ideas in thoughtful detail * Show an increasing awareness of patterns, links and/or different interpretations * Use a range of quotations to support ideas, and start to embed and gather quotes to support interpretations * Identify and comment on range of writers’ choices of language and structure within texts * Apply a range of accurate terminology at word, sentence and text level when discussing texts * Explore the writer’s intent and purpose and how it might affect the reader * Develop use of academic style of analysis, using what how why structure * Develop specific links between the text and its historical context * Draw out some relevant specific similarities and differences between texts with specific examples   Communication (Writing and Speaking)   * Clearly communicate with imaginative detail * Demonstrate sound awareness of writing/speaking for a number of different audiences and styles, both formal and informal * Match ideas, tone and language choices to form, audience and purpose * Construct a variety of sentence structures, with an understanding of effect * Use an increasing range of more ambitious vocabulary to suit purpose   Writing only   * Use a range of punctuation with increasing success * Spell with general accuracy, including a range of polysyllabic vocabulary * Consistently use appropriate paragraphs |

**Year 11 English Agreed End Points**

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| **Key knowledge** | **Key skills:** |
| Students will know:  Key Concepts:   * English develops and enhances essential personal skills in expression and communication and encourages debate on a wide variety of issues * English prepares us to make informed decisions about further learning opportunities and career choices and to use language to participate effectively in society and employment * English helps explore and analyse some of life’s greatest questions: the themes and fundamental concepts which transcend time. * The styles of writing and thought processes of historical texts are vital to understanding the world and how humans perceive our surroundings * BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature   Subject Specific Knowledge   * ‘An Inspector Calls’ by J B Priestley: WWI/II, post war drama; economic, political and social issues; social responsibility, socialism and capitalism; democracy and fascism. * ‘A Christmas Carol’ by Charles Dickens: Victorian Union workhouses, Poor Laws, Thomas Malthus, Henry Mayhew, Disraeli. * ‘Romeo and Juliet’ Shakespeare: Elizabethan era and Shakespearean England; influences of the Renaissance era; understanding of features of prose and verse; concept of patriarchal society; Shakespeare’s representation of women and Elizabethan marriage. Stagecraft and techniques: tragedy, foreshadowing, soliloquy, oxymorons, and imagery * Love and Relationships cluster of the poetry anthology: Content, language, structure and form of a cluster of thematically linked poems with knowledge of context and poet’s backgrounds and influences * Students read and respond to 19th, 20th and 21st centuries non fiction texts on a range of political, social and cultural topics of interest including prison system, conflict and education. | Students will be able to:  Reading:   * Identify and interpret explicit and implicit information and ideas * Show more detailed and increasingly clear understanding of writer’s choice of language with subject terminology and select a more judicious range of quotations * Analyse the effects of writer’s choice of structural features with use of subject terminology * Evaluate clearly the effect on the reader with an understanding of the writer’s methods * Maintain a critical style and develop an informed personal response * Use knowledge to explore contextual influences and reactions * Select, synthesise and interpret evidence from different texts * Compare writers’ ideas and perspectives and how they are conveyed   Writing:   * Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences * Organise information and ideas, using a range of structural and grammatical features to support coherence and cohesion of texts (discourse markers and clear paragraphs) * Use a range of sentence structures, for clarity, purpose and effect * Use a range of varied and ambitious vocabulary to suit purpose * Use a range of punctuation with increasing success and for effect * Spell with general accuracy, including a complex and irregular words   Spoken language   * Plan, organise and deliver a presentation in a formal context. * Express more challenging ideas/information, using a range of ambitious vocabulary and responding appropriately to questions * Use spoken Standard English |