Curriculum and Assessment in English at KS3

Curriculum Statement: English

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Once you learn to read you will be free forever.
- Fredrick Douglass

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Powerful Knowledge in English

Our curriculum will provide students with the powerful knowledge that can too often be hidden from view and in doing so help to make the implicit, explicit.

- Students to understand that behind every text ever written there is writer intent.
- Students to know that we can and should make predictions about any text both fiction and non-fiction by asking a set of initial questions both of fiction and non-fiction texts.
- There are a set of fundamental universal and timeless themes/ideas that influence the intentions of writers and this spans the 'entire' chronology of literary canon including what will become the canon of the future as these ideas/themes transcend the boundaries of time. E.g. Class divide, abuse of power, gender boundaries and inequality.
- Students to know that they too are connected to these universal and timeless themes/ideas and this can inform their own personal responses to a text.
- To understand and acquire a control over language both written and spoken so that students can discover the potential power it can have and can give.

Curriculum features

KS3: A content rich curriculum, one that spans the 'entire' chronology of the literary canon. The story is chronological in structure to help students construct a sense-making narrative that connects our literary tradition. A structure that will allow them to see, understand and explore the underpinning ideas/themes and intentions of writers from across literary history and a range of cultures.

Running alongside our Key Stage three curriculum is an ongoing focus on developing student's spoken language skills through our Oracy Curriculum and our relentless focus on enabling all our student to be effective and articulate speakers and listeners who know when to lead and when to participate.

Co Curriculum enrichment

Students will be offered a wide variety of opportunities and experiences that enrich students' understanding of the world around them and how they are connected to it. These will include:

- Theatre and lecture trips help to develop a broader understanding of texts beyond their pages and beyond what is required of the exam specifications across all Key Stages.
- Manchester Actors internal productions of key curriculum texts.
- 'Poetry By Heart' – Competition
- 'Shakespeare By Heart' – Competition
- Mock Trials
- Cross Curricular London Trip with History Carnegie Book Awards.
- Creative writing competitions across the Key Stages.
- RSC Workshop opportunities
- Shakespeare Live Screenings

English Curriculum at KS3 – An Overview

The KS3 English Curriculum is built around a number of key reading and writing skills that underpin all studies within English. The curriculum is designed to cover a range of texts chronologically from ancient literature through to the modern day. Each unit of work will fall into one of the following historical periods: The Ancients, Medieval, Shakespeare, Romantics and Revolution and finally Great Wars and Hard Times. While at times there will be opportunities to study original texts, such as Shakespeare's plays, many of the texts are modern interpretations with historical settings to ensure that they are engaging and student friendly.

The rationale is to provide students with a holistic approach to the wealth of literature and non-fiction texts in the English language. They will learn how these texts relate to the contexts within which they were written and will be encouraged to recognise key conventions and themes which transcend time.

The oracy programme of study has been designed to work alongside the KS3 curriculum, extending and consolidating students' verbal communication skills.

Each half term there will be assessment points in reading and/or writing and regular assessments in oracy will also take place. Progress will be measured based on their attainment in the following areas:

Reading	Understanding and inference (AO1)	Analysis of language (AO2)	Analysis of structure (AO2)	Comparison of writer's ideas and methods (AO3)	Personal and critical response to the text (AO4)	Historical context and writers' messages (LIT)
Writing	Engaging communication (AO5)	Organisation of texts (AO6)	Sentence use and punctuation (AO7)	Vocabulary (AO8)	Spelling (including homophones) (AO9)	
Oracy	Discussion, debate and questioning	Listening and responding	Reading aloud and presenting			

KASH Reporting Criteria in English: Knowledge and Skills at KS3

Year 7:

Students will develop their **KNOWLEDGE** of:

Reading -

- a range of texts to help students articulate their ideas in a sophisticated way
- the way in which language, structure, form and context are used to enable a writer to express their ideas
- the development of texts throughout the history of Literature, including 5 key areas: Ancient, Medieval, Shakespearean and Renaissance, Victorian and War and Hard Times
- an understanding that although historical context may have an impact on how a reader might interpret a text, universal themes transcend time

Writing –

- the methods used to write with engagement and control, including sentence structure, punctuation, vocabulary, whole-text structuring and spelling
- an understanding of different formats and tones to suit a specific purpose

Speaking and Listening -

- the various ways in which talk and discussion can be used to articulate meaning

Students will develop their **SKILLS** in:

Reading –

- developing reading skills such as evaluation, prediction, inference and summarising
- articulating informed interpretations of meanings supported by textual reference.
- analyse methods used to convey ideas, including language, structure & form
- compare ideas, attitudes, methods and contexts in order to evaluate effectiveness
- relate different texts to their relevant social, historical and literary context
- identify and comment on the effect of writer's methods
- know and identify a wide range of language and structure terminology

Writing –

- select appropriate words and phrases from a rich and wide vocabulary
- demonstrate control of spelling, punctuation and grammar
- utilise a variety of sentence structures with control
- organise cohesive whole texts, effectively sequencing and structuring details within texts
- produce texts that match the audience, purpose and register of different genres

Speaking and Listening -

- talk in purposeful and imaginative ways to explore ideas and feelings
- deliver ideas and views in a confident and clear way
- listen and respond to others, including in pairs and groups
- create and sustain different roles and scenarios
- understand the range and uses of spoken language

KASH Reporting Criteria in English: Knowledge and Skills at KS3

Year 8:

Students will develop their **KNOWLEDGE** of:

Reading -

- a range of texts to help students articulate their ideas in a sophisticated way
- the way in which language, structure, form and context are used to enable a writer to express their ideas
- the development of texts throughout the history of Literature, including 5 key areas: Ancient, Medieval, Shakespearean and Renaissance, Victorian and War and Hard Times
- an understanding that although historical context may have an impact on how a reader might interpret a text, universal themes transcend time

Writing –

- the methods used to write with engagement and control, including sentence structure, punctuation, vocabulary, whole-text structuring and spelling
- an understanding of different formats and tones to suit a specific purpose

Speaking and Listening -

- the various ways in which talk and discussion can be used to articulate meaning

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Foundation Stages in English – Assessment Criteria at KS3

	AO1 Understanding and Inference	AO2 Language	AO2 Structure	AO3 Comparison of writers' ideas & methods	AO4 Personal and Critical Response to Text	LIT Context and Writer's Message
	Beyond 5 - As below, but with insight, independence, flair and increasing sophistication.					
5 **Effective and Excelling**	• Successfully considers a range of writers' ideas. • Able to give effective and valid explanations of implicit meanings and viewpoints independently. • Consistently embeds a range of appropriately chosen textual detail at all times.	• Analyses and evaluates a range of writer's language choices in depth, and can comment accurately on some advanced language. • Uses a wide range of subject terminology accurately, including some more challenging terms. • Considers author's intentions in relative depth.	• Analyses and evaluates the effects of a range of writers' structural choices. • Uses more complex subject terminology accurately. • Considers author's intentions in relative depth.	• Makes clear and valid comparisons, evaluating some more challenging and inferential ideas. • Explanations are consistently detailed and apt, considering the author's intentions in depth.	• Evaluates the text clearly and in detail. Appreciates the effects of the writer's methodology and can comment on challenging ideas, using adverbs skilfully. • Comments are firmly rooted in the text, interesting and inferential.	• Explores the writer's ideas and attitudes within the social, historical and cultural context of the text. Can consider the varied audiences and the author's possible message. • Comments are well-argued, clear and valid.
4 **Consistently enhancing**	• Beginning to successfully express an understanding of writers' purpose and ideas. • Increasingly understands inferred meanings and can explain, but this can be inconsistent. • Begins to embed more relevant textual detail with increasing consistency.	• Explains the effects of a writer's language choices in detail, and attempts to analyse some more advanced language. • Uses a range of subject terminology with increasing accuracy. • Makes some valid comments about author's intentions.	• Explains the effects of a writer's structural choices in some detail. • Uses subject terminology with increasing accuracy. • Makes some valid comments about author's intentions.	• Makes clear comparisons between texts, and identifies a few implicit ideas (but perhaps doesn't explain them in as much depth as possible). • Explanations are relatively detailed and consistently valid. Begins to explore author's intentions.	• Makes evaluative comments about the text with an understanding of writer's methodology. Can begin to discuss some more challenging ideas, using adverbs and verbs effectively. • Comments are often inferential and rooted in the text.	• Explains the writer's ideas and attitudes and connects these to different aspects of context, including how different readers / audiences might react. • Comments are detailed and well-explained, but some minor misconceptions might still be evident.
3 **Competent and Secure**	• Developing understanding of writers' purpose and ideas. • Able to attempt some inferences, but there may be errors in understanding.	• Identifies and explains the effects of a writer's techniques and language choices, but tends to comment on more obvious techniques.	• Explains the effects of some of the writer's structural choices. • Able to use some subject terminology about structure but not always accurately.	• Identifies some similarities and/or differences between texts, but they're mostly obvious. Possibly some implicit comments.	• Makes some evaluative comments about the text with a growing awareness of the writer's methodology, but still tends to comment on the more simple ideas. May begin to use adverb and	• Beginning to identify writer's ideas and attitudes in the text and links these to context. • Comments are more detailed,

	• More relevant textual detail chosen, but selects obvious, or scaffolded, choices.	• Able to use some technical terminology but not always consistently. • Increasingly links to author's intentions, but still generalises somewhat.	• Increasingly links to author's intentions, but still generalises somewhat.	• Explanations are clear and mostly valid. Limited consideration of author's intentions.	verbs when discussing author's purpose. • Comments are more rooted in the text and explained well. May begin to infer.	with some generalisations and misconceptions still evident.
2 **Developing and establishing**	• No obvious misconceptions. • Deals successfully with explicit elements of the text. • Limited use of textual detail or extended references to the text, not always relevant to the task.	• Some ability to identify some basic language techniques and appropriate words but comments can be simple. • Attempts to use technical terminology, with a number of errors. • May attempt to discuss author's intentions, but mostly generalises.	• Discusses the sequence of a text in a more detailed manner, however any further comments are inaccurate or generalised. • May use some limited terminology but comments are mostly inaccurate. • May attempt to discuss author's intentions, but mostly generalises.	• Some straightforward links about similarities and/or differences between texts, using simple connectives. • Explanations more developed, but areas of misunderstanding evident. May focus on one text more than the other.	• Offers a straightforward opinion about the text. • Comments are not always well explained, but are generally rooted in the text.	• Shows familiarity with the writer's ideas and text in context whether as a reader now or in the social, historical context. • Comments are slightly more detailed, but misconceptions are evident.
1 **Emerging**	• Limited understanding of the text, with some significant misconceptions. • Deals purely with explicit, obvious meanings. • May be no textual detail, or inappropriately chosen reference to the text.	• A selection of words and phrases may be identified, but any comments are simple or repeat the quotation. • Very limited, or no, use of the technical terminology. Numerous errors in identification. • May give inaccurate comments on the author's intentions.	• Can make basic comments on the sequence of the text, but in a very generalised manner. • No use of the terminology. • May give inaccurate comments on the author's intentions.	• Some ability to comment on texts but no analytical linking or cohesion evident. • Explanation minimal or unclear.	• Makes very simple, overtly personal comment about the text. • Comments are unclear and not linked to the text.	• Makes some generalised and very simple comments about the writer's ideas and the text in context.

	AO5 – Communication	A06 – Organisation	AO7 – Sentences and punctuation	AO8 – Vocabulary	AO9 – Spelling (including homophones)
BFS5	Originality, **independence**, flair, sophistication				
5 Effectively excelling	• All communication is effective and engaging. • Reader is fully engaged and responds personally to the writing. • Matching tone / style to audience / purpose / task is embedded and contributes to the meaning.	• Conscious crafting of paragraphs and whole text. • Advanced discourse markers to subtly guide the reader effectively and are used to complement the text's purpose.	• Wide range of sentence structures are crafted to heighten reading and emotional impact. • Wide range of punctuation chosen for effect.	• All word choices combine to create a fluent and increasingly engaging tone. • Phrasing is ambitious, and crafted effectively on a number of occasions. • Devices are crafted and appropriately embedded throughout.	• Very rare spelling errors of even more complex words.
4 Consistently enhancing	• The communication is clear and effective. • Reader is engaged. • Matching tone / style to audience / purpose / task is embedded.	• Paragraphs are increasingly used for effect. Whole text is well structured. • A variety of more advancing discourse markers are deployed correctly and they create an appropriate effect.	• Conscious use of a range of sentence structures and forms. • Fewer errors with advanced punctuation.	• All word choices combine to create a successful, deliberate tone. • Vocabulary is often ambitious and more successful in complementing the tone. • Devices are embedded throughout and add to the overall effect.	• Spelling errors do not impact meaning and mistakes are few.
3 Competent and secure	• The whole piece communicates ideas clearly and tense is secure. • Increasing moments of engagement for the reader. • There is evidence that matching tone / style to audience / purpose / task was considered throughout the piece.	• Paragraphs are used accurately. Structuring of whole piece is accurate. • A variety of discourse markers are starting to be deployed (however, on the other hand, despite)	• Use of simple, compound and complex sentences. • Fronted adverbials and fronted verbs used mostly accurately • Commas starting to be used in subordinate clauses – mostly accurately. • Beginning to use a wider range of punctuation.	• All word choices are relevant to tone. • Students have begun to experiment with ambitious vocabulary. • Clear basic devices. Attempts at more complex ones.	• Attempting to spell more ambitious words correctly. Some errors.

2 Developing and establishing	• Most communication is clear. • Rare moments of engagement for the reader. • Attempts at matching tone / style to audience / purpose / task are more obvious.	• Text is in a logical order. • Paragraphs are used but not always accurately. • Appropriate time connectives (and, then, firstly, secondly...)	• Use of simple and compound sentences. • Basic punctuation is used correctly. Comma splicing evident. • Some errors with more complex punctuation.	• Most word choices are relevant to tone. • Some evidence of conscious, but simple, word selection. • Occasional use of devices. They are basic and may not be clear.	• Some errors with more complex spelling patterns.
1 Emerging	• Some of their writing communicates ideas clearly but there can be confusion. • Reader is not engaged. • There are attempts at matching tone and style to the audience, purpose and task.	• Text is in a logical order. • An inconsistent / limited use of paragraphs.	• All sentences are simple. Some compound. • Basic punctuation is used correctly most of the time (capitals, full stops)	• Some word choices are relevant to tone. • Word choices are simple. • May attempt simple language devices.	• Evidence of phonetic spelling.

Attitudes and Habits

At Laurus Ryecroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects**.

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations