

KS4 English Language Curriculum Map

<i>Learning Focus/Criteria</i>	Emerging Learner	Developing Learner	Evolving Learner	Secure Learner	Proficient Learner	Expert Learner
Reading: Identify and interpret explicit and implicit information and ideas Select and synthesise evidence	Attempts to retrieve explicit ideas or information – possibly one piece Attempts to select a key word or explicit information, possibly related to the question	Retrieves explicit ideas and information Selects key words/explicit information related to the question	Retrieves explicit ideas and information Identifies examples related to the question	Interprets explicit and implicit ideas and information Selects and comprehends information and ideas	Interprets explicit and implicit ideas and information Extends and explores information and ideas	Interprets explicit and implicit ideas and information Synthesise and summarise information and ideas Once embedded can use skill to create own texts
Reading: Explain/comment/analyse: Writers' use of language and structure How a writer effects and influences readers Students must use subject terminology to support views	Begins to recall something connected to language and structure May make a simple comment No awareness of terminology	Simple awareness of language and structure Simple comments not including subject terminology i.e. noun, adjective Simple textual detail or reference, possible simple mention of subject terminology	Attempts to comment on the effect of language and structure Some understanding of structural/ language features Selects some relevant quotations/examples Some subject terminology used – not always appropriate	Clearly explains the effect of writers' choices of language and structure Range of relevant quotations/examples Subject terminology used accurately	Clearly explains the effect of writers' choices of language and structure Selects key terminology and explores alternatives Subject terminology used accurately	Analyses the effects of the writers choices of language and structure Selects a judicious range of quotations Uses a sophisticated subject terminology accurately

<p>Reading: Compare writers' ideas and perspectives</p> <p>How are they conveyed across two or more texts</p>	<p>No real awareness of different ideas</p> <p>no cross reference of ideas/perspectives no identification of how difference is conveyed</p> <p>makes no references or textual detail from one or both texts</p>	<p>Simple awareness of different ideas/perspectives</p> <p>Simple cross reference of ideas/perspectives</p> <p>Simple identification of how difference is conveyed</p> <p>Simple references or textual detail from one or both texts</p>	<p>Identify differences between ideas and perceptive</p> <p>Attempts to compare ideas and perspectives</p> <p>Some comment on how methods are used to convey ideas and perspectives</p> <p>Selects quotations/references, not always supporting – one or both texts</p>	<p>Clear understanding of differences between ideas and perspectives</p> <p>Compares ideas/perspectives relevantly and clearly</p> <p>Explains clearly – methods used and how ideas are conveyed</p> <p>Selects relevant quotations to support from both texts</p>	<p>Assured understanding of differences between ideas and perspectives</p> <p>Compares ideas/perspectives relevantly and clearly</p> <p>Explores and extends how ideas are conveyed</p> <p>Selects relevant quotations to support from both texts</p>	<p>Detailed understanding of the differences between ideas and perspectives</p> <p>Compare ideas and perspectives in a perceptive way</p> <p>Analyse how methods are used to convey ideas and perspectives</p> <p>Selects judicious range of quotations from both texts</p>
<p>Reading: Evaluate texts critically</p> <p>Support with appropriate textual references</p>	<p>Comment lacks any evaluative comment on the text</p> <p>No or inappropriate example offered – fails to explain view</p> <p>No mention of writers' methods</p>	<p>Simple evaluative comment on the text</p> <p>Simple example offered – may explain view</p> <p>Mention of writers' methods</p> <p>Simple reference to</p>	<p>Attempt at a evaluative comment on the text</p> <p>Offers example from the text to explain view(s)</p> <p>Attempts to comment on writers' methods</p>	<p>Clearly evaluated text</p> <p>Offers examples to explain views, clearly</p> <p>Clearly explains the effect of the writers' choices</p> <p>Selects some relevant quotations to support</p>	<p>Confidently evaluated text</p> <p>Offers examples to explain views, assuredly</p> <p>Confidently explains the effect of the writers' choices</p>	<p>Critically evaluated the text in a detailed way</p> <p>Offers examples from the text to explain views convincingly</p> <p>Analyses effects of a range of writer's choices</p>

	<p>Fails to reference textual detail, if they do, incorrect</p> <p><i>In this level there will be simple personal comment, most likely incorrect</i></p>	<p>textual detail</p> <p><i>In this level there will be simple personal comment</i></p>	<p>Selects some quotations, which occasionally support views</p> <p><i>At the top of this level there will be some evaluative comments</i></p>	<p>views</p> <p><i>At the top of this level critical evaluation will be clear and consistent</i></p>	<p>Selects some pertinent quotations to support views</p> <p><i>At the top of this level critical evaluation will be confident and assured</i></p>	<p>Selects a range of relevant quotations to validate views</p> <p><i>At the top of this level critical evaluation will be perceptive and detailed</i></p>
<p>Writing: Communicates clearly , effectively and imaginatively</p> <p>Selects and adapts tone, style and register for different forms, purposes and audiences</p> <p>Organises information and ideas</p> <p>Uses structural and grammatical features to support coherence of texts</p>	<p>CONTENT –MINIMAL ORGANISATION –NO EVIDENCE</p> <p>Content Fails communicate idea/s</p> <p>No awareness of P/F/A</p> <p>No attempt at simple linguistic devices</p> <p>Organisation No real relevant ideas offered</p> <p>No paragraphed structure</p> <p>No evidence of structural features</p>	<p>CONTENT – SIMPLE ORGANISATION – SIMPLE AND LIMITED</p> <p>Content Simple success in communicating ideas</p> <p>Simple awareness of P/F/A – limited register</p> <p>Simple vocabulary, linguistic devices</p> <p>Organisation One or two relevant ideas – simply linked</p> <p>Random paragraph structure</p> <p>Evidence of simple structural features</p>	<p>CONTENT – SUCCESSFUL AND CONTROLLED ORGANISATION – LINKED AND RELEVANT – PARAGRAPHED</p> <p>Content Communication is mostly successful</p> <p>Sustained attempt to match P/F/A</p> <p>Some control of register</p> <p>Conscious use of vocabulary with some linguistic devices</p> <p>Organisation Increasing variety of inked and relevant ideas</p> <p>Some paragraphs and</p>	<p>CONTENT – CLEAR AND CHOSEN FOR EFFECT ORGANISATION – ENGAGING</p> <p>Content Communication is consistently clear and effective</p> <p>Tone, style and register is matched to P/F/A</p> <p>Increasingly sophisticated vocabulary and phrasing –increasingly effective and appropriate devices</p> <p>Organisation A range of carefully chosen ideas</p> <p>Engaging</p>	<p>CONTENT – CLEAR AND CHOSEN FOR EFFECT ORGANISATION – ENGAGING</p> <p>Content Communication is consistently confident and assured</p> <p>Tone, style and register is matched to P/F/A</p> <p>Sophisticated vocabulary and phrasing – effective and appropriate devices</p> <p>Organisation A range of detailed and connected ideas</p> <p>Confident and Engaging</p>	<p>CONTENT - CONVINCING AND CRAFTED ORGANISATION – STRUCTURED, DEVELOPED, COMPLEX AND VARIED</p> <p>Content Communication – convincing and compelling throughout</p> <p>Tone, style and register assuredly matched to P/F/A</p> <p>Manipulative, subtle, increasingly abstract</p> <p>Extensive ambitious vocabulary</p> <p>Sustained crafting of linguistic devices</p>

			discourse markers Some use of structural features	Coherent paragraphs – integrated discourse markers Secure structural features	Coherent paragraphs – integrated discourse markers Effective structural features	Organisation Highly structured, developed, incorporating a range of integrated and complex ideas Fluently linked paragraphs, seamlessly integrated discourse markers Varied and inventive use of structure
Writing: Use of a range of vocabulary and sentence structures for clarity, purpose and effect Accurate spelling and punctuation	Little or no sentence demarcation, inaccurate No evidence of punctuation Incorrect sentence forms – if any Incorrect use of Standard English with no control of agreement inaccurate basic spelling Simple use of	Occasional sentence demarcation Some evidence of conscious punctuation Simple range of sentence forms Occasional use of Standard English with limited control of agreement Accurate basic spelling Simple use of	Sentence demarcation is mostly secure and sometimes accurate Some control of a range of punctuation Attempts a variety of sentence forms Some use of Standard English with some control of agreement Some accurate spelling of more complex words Varied use of	Sentence demarcation is mostly secure and accurate Range of punctuation is used, mostly with success Uses a variety of sentence forms for effect Mostly uses Standard English appropriately Mostly Controlled grammatical structures	Sentence demarcation is confident and assured Confident use of punctuation, good level of accuracy Confident use of a range of appropriate sentence forms – for effect Standard English confident and appropriate – assured control of grammatical structures	Sentence demarcation is consciously secure and consistently accurate Wide range of punctuation, high level of accuracy Full range of appropriate sentence forms – for effect Standard English consistent and appropriate – secure control of grammatical

	vocabulary	vocabulary	vocabulary	Generally accurate spelling, including complex and irregular words Increasingly sophisticated vocabulary	Good level of accuracy in spelling, including ambitious words Confident and assured use of ambitious use of vocabulary	structures High level of accuracy in spelling, including ambitious words Extensive and ambitious use of vocabulary
<p>Speaking and Listening: Demonstrate presentation skills in a formal setting</p> <p>Listen and respond appropriately to spoken language, including questions and feedback on presentations</p> <p>Use spoken Standard English effectively in speeches and presentations</p>	<p>Criteria have not been released and will not until mid-July.</p> <p>Students will be marked on: Pass Merit Distinction This will have no weighting against the actual GCSE.</p>					