English Literature GCSE Curriculum Map 2015

Learning Focus/Criteria	Emerging Learner	Developing Learner	Evolving Learner	Secure Learner	Proficient Learner	Expert Learner
Exploring Texts: Read understand and respond to texts Maintain a critical style Develop informed personal response Use textual references, including quotations, to support and illustrate interpretations	Simple comments relevant to task – mainly narrative Simple comment on comparison Reference to relevant details	Supported response to task and text including comparison Comments on references	Some explained response/ comparison References used to support a range of relevant comments	Clear explained response to task and whole text or comparison Effective use of references to support explanation	Thoughtful developed response to task and whole text - or comparison Apt references integrated into interpretations	Critical, exploratory, conceptualised responses to task and whole text – or comparison Judicious used of precise references to support interpretations

Analysing writer's craft: Analyse how language, form and structure have been used to create meaning and effects Use relevant terminology	Awareness of deliberate choices in writing Possible reference to subject terminology	Identify writers' methods Some reference to subject terminology	Explained/relevant comments on writers' methods Some relevant subject terminology Identification of effects of writers' methods on reader	Clear explanation of writers' methods Appropriate use of relevant subject terminology Understanding of effects of writers' methods on reader	Examination of writers' methods with subject terminology used effectively to support considerations Examination of writers' methods effects on reader	Analysis of writers' methods with subject terminology used judiciously Exploration of effects of writers' methods on reader
Contextual understanding: Understand the relationships between texts and the contexts in which they were written	Simple comment on explicit ideas/ contextual factors Familiar with text	Some awareness of implicit ideas/ contextual factors	Some understanding of implicit ideas/perspectives/context shown by links between context/text/task	Clear understanding of ideas/perspectives/context Specific links between context/text/task	Thoughtful consideration of ideas/perspectives/context Specific detailed links between context/text/task	Exploration of ideas/perspectives/context Specific, detailed links between context/text/task
Writing skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect Accurate spelling and punctuation	Spell and punctuate with some accuracy Attempt a range of vocabulary Attempt a range of sentence structures	Spell and punctuate with reasonable accuracy Reasonable range of vocabulary Reasonable range of sentence structures	Spell and punctuate mostly accurate Confident range of vocabulary and sentence structures to achieve a general control of meaning	Spell and punctuate with considerable accuracy Considerable range of vocabulary and sentence structures to achieve a general control of meaning	Use of Spelling and punctuation assuredly accurate Assured use of vocabulary and sentence structures to achieve effective control of meaning	Use of Spelling and punctuation consistently accurate Consistent use of vocabulary and sentence structures to achieve effective control of meaning

	Errors may hinder meaning in the response	Errors do not hinder meaning in the response				