

| ENGLISH | | Emerging Learner | Developing Learner | Evolving Learner | Secure Learner | Proficient Learner | Expert Learner |
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| YEAR 9 Progression Chart | <u>Autumn Term 1</u> Reading – Modern Novel Of Mice and Men How does Steinbeck present...? (Each teacher will choose a specific character) | <p>Limited awareness of how a particular character is present to the reader. Some specific, straightforward information recalled. Limited engagement with the writer's craft. Limited awareness of how a writer uses language to achieve specific effects.</p> | <p>Can make simple comments about characterisation with Teacher support. Shows simple awareness of the effects of language choice and how text structure presents meaning.</p> | <p>Can make some straightforward comments about characterisation. Can make some straightforward comments on grammatical and language features and begin to give reasons for choices.</p> | <p>Clearly understands how the character is presented. Is able to refer to the author's choice of language and structure. Ideas are explained in more detail, using different parts of the text. Is able to give some explanation of how the context contributes to the way the character is presented.</p> | <p>Can make detailed comments about characterisation. Can explore how the writer chooses to introduce and develop the character referring to the text as a whole. Can explain how the context influences the actions/choices of the character.</p> | <p>Can evaluate and make perceptive and original interpretations about characterisation. Is able to track the character through the text making perceptive comments about their actions/choices. Explores the writer's choices in detail and explores how the historical and cultural background influences the presentation of a character.</p> |
| | Writing – Dreams Imagine that you have the chance to get your 'dream' everything. Your dream job. Your dream partner. Your dream house. Your dream holiday. Describe each and explain reasons for your choice. | <p>Writing requires support through scaffolding and a word bank. Teacher or TA will have supported the student in generating ideas. Simple sentences will be correct. There may be some sense of structure.</p> | <p>Writing is straightforward and less reliant on scaffolding. There will be some use of paragraphs. The vocabulary will be more descriptive. Thoughts will be presented but lack any sense of development.</p> | <p>Writing is promising and organised yet ideas need to be developed further in parts. Ideas are sequenced into paragraphs. Can use simple and compound sentences which are linked with connectives. Capital letters and full stops are used accurately. Common words are spelt accurately as are some irregular words.</p> | <p>Writing is considered and well developed. Can organise writing, sequencing ideas and material with direction and control. Starting to link ideas within and across paragraphs. Use of punctuation is controlled and accurate. Can use a range of sentence structures and connectives. Can use past, present and future tenses accurately. Can spell common and regular words correctly.</p> | <p>Writing is detailed and secure. Writing is crafted using a variety of devices such as humour and hyperbole. Can use cohesion within and across paragraphs. Vocabulary is varied and interesting. Can generally spell correctly throughout, including some uncommon and ambitious words, although there may be some errors in complex words.</p> | <p>Writes with pose and flair. Can sequence and sustain material and ideas in a whole text, using a variety of devices to position the reader, and shaping individual paragraphs for imaginative or rhetorical effect. Uses ambitious vocabulary with confidence. Can spell correctly throughout. Can use a range of punctuation accurately in order to vary pace, clarify meaning and create a deliberate effect (e.g. colon, semi-colon, parenthetical commas, dashes and brackets).</p> |

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| | <p><u>Autumn Term 2</u></p> <p>Reading – Analysis of Crime and Detection Fiction piece from Smart Learning</p> <p>Writing – Report Writing Crime Scene Police Report</p> | <p>Communicates ideas about audience and purpose with limited clarity. Ideas are skimpily presented. Limited awareness of what certain words infer.</p> <p>Writing requires support through scaffolding and a word bank. Teacher or TA will have supported the student in generating ideas. Once ideas are bullet pointed the student can organise their points.</p> | <p>Shows simple awareness of the purpose, audience for and context of the writing. Can make simple inferences with Teacher Support.</p> <p>Writing is straightforward and less reliant on scaffolding. Writing demonstrates awareness of text type and style. Student tries to add detail to basic information.</p> | <p>Can make some straightforward comments about the purpose, audience for and context of the writing. Can make some straightforward comments based on evidence from a single part of the text.</p> <p>Writing is encouraging and organised yet ideas need to be expanded on. Deliberate vocabulary choices have been made and writing is starting to show evidence of an expanding range of vocabulary. Sentences do vary in length and there is some use of subordination. A greater range in punctuation needs to be practised. Careless technical errors need to be addressed through the proofreading process. When writing poetry the student is beginning to use stylistic devices but these need to be secured.</p> | <p>Can identify and comment on the main purpose of and audience for the writing, with some explanation of how the context in which it is written and read contributes to meaning. Can comment on the choices writers make to achieve effects.</p> <p>Writing has a clear purpose and is in the appropriate form. An appropriate style is used to engage the reader. Sentences are varied and a range of punctuation is used. Can use a growing range of vocabulary for effect, and to match the topic.</p> | <p>Can identify and explain in detail the overall purpose of and audience for the writing. Can write about the impact of it with close reference to the text. Can identify and explore layers of meaning in a text.</p> <p>Writing matches purpose and audience throughout. A variety of sentence lengths and structures are used to convey meaning. A variety of punctuation is used for deliberate effect. A varied and ambitious range of vocabulary is used for effect, and to match the topic.</p> | <p>Can develop an appreciation and evaluation of the overall purpose, audience and impact of a text, with close reference to it. Can make perceptive connections and interpretations of texts, weighing up the evidence from different sections.</p> <p>Writing demonstrates that the student can successfully adapt and innovate, showing a consistent control of style to suit purpose and audience. It is technically accurate throughout.</p> |

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| | <p><u>Spring Term 1</u> <u>Shakespeare</u> <u>Romeo and Juliet</u></p> <p>Reading – choice of three questions. - See Curriculum Map</p> <p>Writing – Explain how the key themes in ‘Romeo and Juliet’ are still applicable to today’s society</p> | <p>Shows awareness of the play’s setting, plot, and characterisation. Some specific, straightforward information is recalled.</p> <p>Writing requires support through scaffolding and a word bank. Teacher or TA will have supported the student in generating ideas. Simple sentences will be correct. There may be some sense of structure.</p> | <p>Can make simple comments about the play as a performance. Is able to identify some techniques used by Shakespeare and make simple comments about their reading with Teacher support.</p> <p>Writing is straightforward and less reliant on scaffolding. There will be some use of paragraphs. The student is able to identify the main themes but struggles to explore them in any detail.</p> | <p>Can make straightforward comments about a play as a performance and is beginning to explain the effects of some of the dramatist’s choices.</p> <p>Writing is encouraging and organised yet ideas need to be expanded on. Deliberate vocabulary choices have been made and writing is starting to show evidence of an expanding range of vocabulary. Is beginning to show an understanding of how the play is still applicable to today’s society.</p> | <p>Clearly understands how the work of dramatists is communicated effectively through performance. Is able to make a point about Shakespeare’s craft, provide evidence from the text and explain its effect on the audience.</p> <p>Writing has is thoughtful and developed. The student is able to articulate their thoughts about the relevance of the play in today’s society clearly. Sentences are varied and a range of punctuation is used. Can use a growing range of vocabulary for effect, and to match the topic.</p> | <p>Writes with confidence and in detail about the play. Short, key quotations are embedded successfully throughout the response. The effects of Shakespeare’s choice of language are explored demonstrating independent thought rather than main teaching points.</p> <p>Writing is confident and engaging. Independent thought and analysis is clearly evident. The student is able to refer to issues in today’s society and link these confidently to the text. Longer sentence structures are used accurately. A range of punctuation is used to create interesting effects.</p> | <p>Can explore the text in a sophisticated way. Is able to trace ideas through the play and analyse the effects of specific words. Is able to evaluate the writer’s craft with confidence.</p> <p>Writing demonstrates that the student can successfully adapt and innovate, showing a consistent control of style to suit purpose and audience. Writing is compelling and demonstrates a secure understanding of the context in which it is written. It is technically accurate throughout.</p> |

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| | <p><u>Spring Term 2 & Summer Term 1</u></p> <p>Reading – Pre-1914 Text Oliver Twist Reading – How does Dickens create sympathy for Oliver Twist in the opening chapters of the novel?</p> <p>Writing Write a newspaper report describing the capture of a young pickpocket.</p> <p>OR</p> <p>Write and advice leaflet for your generation advising them of how to protect their valuables from pickpockets when visiting a large city.</p> | <p>Limited engagement with the writer’s craft. Limited awareness of how a writer uses language to achieve specific effects.</p> <p>Can at times make it clear why they are writing and use some of the features of the text type. Writing requires support through scaffolding and a word bank. Teacher or TA will have supported the student in generating ideas.</p> | <p>Shows simple awareness of the effects of language choice and how text structure presents meaning.</p> <p>Writing shows awareness of purpose, audience and text type. Points need to be developed much further using a range of sentences that are suitable for purpose. Use of tenses and verbs is not always secure.</p> | <p>Can make some straightforward comments on grammatical and language features and begin to give reasons for choices.</p> <p>Writing is in the correct form but does not always match purpose. Writing includes vocabulary that fits the topic. Paragraphs are used but always securely.</p> | <p>Can identify and comment on various grammatical and literary features of language in a text, with some explanation for why they are used and their effect.</p> <p>Writing is secure in terms of purpose, audience and text type. Paragraphs are structured clearly to support the purpose of the text. Simple and complex sentences are used. Student can use a range of syntax and punctuation.</p> | <p>Can make detailed comments and explain how texts are organised and structured to support theme or purpose, and the choices the writers make over structure, to achieve effects.</p> <p>Writing matches purpose and audience throughout. A variety of sentence lengths and structures are used to convey meaning. A variety of punctuation is used for deliberate effect. A varied and ambitious range of vocabulary is used for effect, and to match the topic.</p> | <p>Can evaluate and make perceptive and original interpretations about setting, plot and characterisation. Can evaluate how texts are organised and structured to support theme or purpose, and the choices writers make over structure, to achieve effects.</p> <p>Writing demonstrates that the student can successfully adapt and innovate, showing a consistent control of style to suit purpose and audience. It is technically accurate throughout.</p> |

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| Summer Term 2 | | | | | | | |
| AQA Reading Assessment Paper | Communicates ideas about audience and purpose with limited clarity. Ideas are skimpily presented. Limited awareness of what certain words infer. | Shows simple awareness of the purpose, audience for and context of the writing. Can make simple inferences with Teacher Support. | Can make some straightforward comments about the purpose, audience for and context of the writing. Can make some straightforward comments based on evidence from a single part of the text. | Can identify and comment on the main purpose of and audience for the writing, with some explanation of how the context in which it is written and read contributes to meaning. Can comment on the choices writers make to achieve effects. | Can identify and explain in detail the overall purpose of and audience for the writing. Can write about the impact of it with close reference to the text. Can identify and explore layers of meaning in a text. | Can develop an appreciation and evaluation of the overall purpose, audience and impact of a text, with close reference to it. Can make perceptive connections and interpretations of texts, weighing up the evidence from different sections. | |
| AQA Writing Assessment Paper | Some ideas are presented but not always in line with the text's purpose or intended audience. Some sentences are correctly demarcated however, others lack control. A greater range of ideas need to be presented. | Writing matches its intended audience and purpose in parts. Some ideas are successfully conveyed which need to be developed further in the time available. | In writing the student can structure writing, choosing content and an appropriate style. Some variety in sentence structures is used. A greater range of punctuation needs to be employed. | In writing the student can consistently maintain a purpose for writing over a complete text, selecting and adapting features of genre and form, using an appropriate style to engage the reader. Writing is secure. | In writing the student can adapt writing across a wide range of forms and genres to suit purpose and audience, including more formal purposes. | In writing the student can successfully adapt and innovate across a wide range of forms and genres, showing a consistent control of style to suit purpose and audience, including more formal purposes. | |