



The Royal School

Wolverhampton

Curriculum 2024
ENGLISH

Curriculum 2024 English

English curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society. In Key Stage 3, we use an interleaved approach to teaching the curriculum. Each scheme of work will have a vehicle text at its core (either a novel, play or anthology of short stories) and will be interleaved with a variety of different texts types and style models. These include: poems, non-fiction, non-literary fiction, writing style models and extracts for narrative and descriptive writing.

The intent of our KS3 curriculum is to establish the substantive knowledge needed to explore disciplinary English at KS3. During this key stage, students will accumulate knowledge over time and lay a foundation for cultural capital.

In particular we aim to ensure all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- acquire an in depth cultural knowledge which will help form their interpretations of texts
- use inquiry to identify patterns in texts.

English curriculum implementation

In English we teach 4 lessons per week at KS3 with an additional Drama lesson, 5 lessons per week at KS4 and 6 lessons per week at KS5. Our curriculum is structured in learning cycles with units of work sometimes being taught over two cycles. Each cycle lasts for 7 weeks and includes at least one soft assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. At the end of a unit of work, students will receive an accumulative assessment where they will measure their skills and knowledge over the course of the unit. Within each learning sequence, students will have regular opportunities to check their learning over time with assessment for learning taking the form of low stakes quizzing and question review. There are 5 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework is set at the start of lesson.
- The learning journey shared including lesson objectives and success criteria.

- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as: Exhibition lessons which are designed to develop pupils' creative writing skills; theatre trips which includes both visits to theatres and visiting theatre groups and outside lectures.

English curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- Number of pupils opting for English Literature at A-level.
- Accumulative assessments at the end of a unit of work.
- Regular whole class feedback with feedback in action.
- Live marking.
- At least one self and peer assessment per learning cycle.
- Low stakes quizzes and learning review.
- Homework projects which explores learning over time.
- Explicit instruction of tier 2 and tier 3 vocabulary with regular review.

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice universities to study English Degree Subjects.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment with an English based bias.
- Increased retention at Key Stage 5.

English KS3 Curriculum Mapping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
Aims: Reading and Writing			
<p>Reading at Key Stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.</p>	<p>Novel study: Cirque Du Freak and Can You See Me?</p> <p>Play Study: Romeo and Juliet</p> <p>Non-Fiction Debating</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p>	<p>Novel Study: The Hunger Games</p> <p>Modern Play: Blood Brothers</p> <p>Short Story: Crime anthology (short stories and poems which precede the crime genre and beyond).</p> <p>Poetry, non-fiction and non-literary fiction will be interleaved throughout each SOW with a variety of poems, contextual study, non-fiction, writing and oracy studied.</p>	<p>Novel Study: Frankenstein</p> <p>Play Study: Noughts and Crosses.</p> <p>Non-Fiction and non-literary fiction from 19th – 21st Century.</p> <p>Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p> <p>Short stories will be interleaved throughout each SOW. These stories will be from the literary canon.</p>
<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts.</p>	<p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the 	<p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the 	<p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • paying attention to accurate grammar, punctuation and spelling; applying the

	spelling patterns and rules set	spelling patterns and rules set	spelling patterns and rules set
Pupils require an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language.	Non-Fiction debating creating viewpoint <ul style="list-style-type: none"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	Non-Fiction debating Creating presentations <ul style="list-style-type: none"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	Non-Fiction debating and differing viewpoints <ul style="list-style-type: none"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read.	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read.	Extending and applying the grammatical knowledge and programmes of study to analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read.

<p>writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.</p>	<p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p>	<p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p>	<p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p>
<p>Subject Content: Reading and Writing</p>			
<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction.</p>	<p>Novel study: Cirque Du Freak and Can You See Me? Play Study: Romeo and Juliet Non-Fiction Debating Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods.</p>	<p>Novel Study: The Hunger Games Modern Play: Blood Brothers Short Story: Crime anthology (short stories and poems which precede the crime genre and beyond). Poetry, non-fiction and non-literary fiction will be interleaved throughout each SOW with a variety of poems, contextual study, non-fiction, writing and oracy studied.</p>	<p>Novel Study: Frankenstein Play Study: Noughts and Crosses. Non-Fiction and non-literary fiction from 19th – 21st Century. Poetry will be interleaved throughout each SOW with a variety of poems from different cultures and time periods. Short stories will be interleaved throughout each SOW. These stories will be from the literary canon.</p>
<p>Understand increasingly challenging texts.</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries by studying a variety of texts Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Checking their understanding to make sure that what they have read makes sense</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries by studying a variety of texts Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Checking their understanding to make sure that what they have read makes sense.</p>	<p>Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries by studying a variety of texts Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Checking their understanding to make sure that what they have read makes sense</p>
<p>Develop their reading critically through knowing how language, including figurative language, vocabulary choice, grammar, text</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p>	<p>Recognising a range of poetic conventions and understanding how these have been used.</p>

<p>structure and organisational features, presents meaning.</p>	<p>Studying setting, plot, and characterisation, and the effects of these. Making critical comparisons across texts.</p>	<p>Studying setting, plot, and characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Making critical comparisons across texts. Studying a range of authors, including at least two authors in depth each year.</p>	<p>Studying setting, plot, and characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Making critical comparisons across texts. Studying a range of authors, including at least two authors in depth each year.</p>
<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information. Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> · well-structured formal expository and narrative essays · stories, scripts, poetry and other imaginative writing · notes and polished scripts for talks and presentations · a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. <p>Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information. Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> · well-structured formal expository and narrative essays · stories, scripts, poetry and other imaginative writing · notes and polished scripts for talks and presentations · a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. <p>Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>	<p>Develop pupils' ability to write accurately, fluently, effectively and at length for pleasure and information. Writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> · well-structured formal expository and narrative essays · stories, scripts, poetry and other imaginative writing · notes and polished scripts for talks and presentations · a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. <p>Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p>
<p>Consolidate and build on pupils' knowledge of grammar and vocabulary.</p>	<p>Extending and applying the grammatical knowledge and programmes of study to</p>	<p>Extending and applying the grammatical knowledge and programmes of study to</p>	<p>Extending and applying the grammatical knowledge and programmes of study to</p>

	<p>analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech. Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>	<p>analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech. Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>	<p>analyse more challenging texts. Studying the effectiveness and impact of the grammatical features of the texts they read. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p> <p>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Using Standard English confidently in their own writing and speech. Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>
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<p>Spoken English: Develop pupils ability to speak confidently and effectively.</p>	<ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
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English Curriculum Map 2024-2025

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 12 GCSE Resit	Year 13
Learning Cycle 1	<p>Transition Unit: Vehicle Text: Can You See Me?</p> <p>Literacy Lesson One lesson per week</p>	<p>Societal Feuds Vehicle Text: Blood Brothers</p> <p>Literacy Lesson One lesson per week</p>	<p>Exploring Identity Vehicle Text: Noughts and Crosses Play by Malorie Blackman</p>	<p>2x 'A Christmas Carol'</p> <p>1x Power & Conflict</p> <p>2x Language: Paper One Section A</p>	<p>2x English Language: Language Paper Two</p> <p>3x English Literature</p> <p>X2: 'Macbeth'</p> <p>X1: Unseen Poetry</p>	<p>Elements of Crime (X2): An Introduction to the elements of Crime & 'The Rime of the Ancient Mariner.'</p> <p>Aspects of Tragedy: An Introduction to tragedy & 'Othello'</p>	Paper One & Two	<p>Aspects of Tragedy: 'Keats Poetry': NEA: Thomas Hardy Poetry</p> <p>Elements of Crime: 'Murder of Roger Ackroyd'. Prose NEA</p>
Learning Cycle 2	<p>Oddballs and Outsiders. Vehicle Text: Cirque du Freak.</p> <p>Literacy Lesson One lesson per week</p>	<p>Societal Feuds Vehicle Text: Blood Brothers</p> <p>Literacy Lesson One lesson per week</p>	<p>Exploring Identity Vehicle Text: Noughts and Crosses Play by Malorie Blackman</p>	<p>3x Literature: 2X 'A Christmas Carol'</p> <p>x1 Power & Conflict</p> <p>2x Language: Paper One Section B</p>	<p>3x English Literature</p> <p>X2: 'Macbeth'</p> <p>X1 P&C Consolidation</p>	<p>Unseen Crime Elements 'Rime of the Ancient Mariner.'</p> <p>Aspects of Tragedy: 'Othello'</p>	Paper One & Two	<p>Aspects of Tragedy: 'The Great Gatsby': NEA: Thomas Hardy Poetry</p> <p>Elements of Crime: 'Murder of Roger Ackroyd'. Prose NEA</p>

<p>Learning Cycle 3</p>	<p>Oddballs and Outsiders. Vehicle Text: Cirque du Freak.</p> <p>Literacy Lesson One lesson per week.</p>	<p>Crime and Punishment. Vehicle Text: Crime Anthology</p> <p>Literacy Lesson One lesson per week</p>	<p>The Pursuit of Truth. Vehicle Text: Frankenstein</p>	<p>3x Literature: x2 A Christmas Carol' Thursday x1 Power & Conflict</p> <p>2x Language:.. Paper two Section A</p>	<p>Precision Teaching plan based on needs of cohort identified in November Mock examinations</p>	<p>Elements of Crime: 'Atonement.' Aspects of Tragedy: 'Othello' and 'Death of a Salesman'.</p>	<p>Precision Teaching plan based on needs of cohort identified in November examination.</p>	<p>Aspects of Tragedy: Keats poetry. NEA: Thomas Hardy Poetry</p> <p>Elements of Crime: 'Murder of Roger Ackroyd' and Unseen Crime Elements. Prose NEA</p>
<p>Learning Cycle 4</p>	<p>Exploring Relationships. Vehicle Text: Romeo and Juliet.</p> <p>Literacy Lesson One lesson per week</p>	<p>New World Order. Vehicle Text: The Hunger Games.</p> <p>Literacy Lesson One lesson per week</p>	<p>The Pursuit of Truth. Vehicle Text: Frankenstein</p>	<p>3x Literature:.. x2 'An Inspector Calls' Thursday x1 Power & Conflict</p> <p>2x Language: Paper Two Section B</p>	<p>Precision Language and Literature Revision Teaching plan based on needs of cohort identified in November Mock examinations; see Spring 2 Next Steps Plan for detailed lesson outline.</p>	<p>Elements of Crime: 'Atonement.' Aspects of Tragedy: 'Death of a Salesman'.</p>	<p>Precision Language Revision Teaching plan based on needs of cohort identified in November examination; see Spring 2 Next Steps Plan for detailed lesson outline.</p>	<p>Aspects of Tragedy: 'Keats Poetry': Consolidation of Tragedy Paper.</p> <p>Elements of Crime: Consolidation of Unseen Crime elements exam paper.</p>
<p>Learning Cycle 5</p>	<p>Exploring Relationships.</p>	<p>New World Order.</p>	<p>Aspects of Poverty.</p>	<p>3x Literature X2 'An Inspector Calls'</p>	<p>GCSE/BTEC exams followed by A level bridging work</p>	<p>Elements of Crime: 'Atonement' and teaching</p>	<p>GCSE/BTEC exams followed by A level bridging work</p>	<p>A level/BTEC exams followed by University bridging work</p>

	<p>Vehicle Text: Romeo and Juliet.</p> <p>Literacy Lesson One lesson per week .</p>	<p>Vehicle Text: The Hunger Games.</p> <p>Literacy Lesson One lesson per week</p>	<p>Fiction and non-fiction anthology.</p>	<p>X1 Power and Conflict Poetry</p> <p>2x Language review inc. Preparation for Spoken Language.</p>		<p>of the Critical Anthology.</p> <p>Aspects of Tragedy: Poetry NEA: Thomas Hardy Poetry</p>		
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English Assessment Calendar

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Data drop 23 rd October	Data drop 23 rd October	Data drop 23 rd October In class reading assessment: How does the writer use language and structure to convey their feelings about Apartheid	Data drop 16 th October Literature: Power and Conflict Assessment: How is pride presented in Ozymandias? Language: Paper 1 Question 1-3.	Data drop 16 th October Literature: Compare how poets' nature in Exposure and one other poem from their anthology.	Data drop 16 th October Elements of Crime: Unseen Crime extract Aspects of Tragedy: Tragedy conventions assessment.	Data drop 16 th October Elements of Crime: Rime of the Ancient Mariner Aspects of Tragedy:
Learning Cycle 2	Data Drop 11 th December	Data Drop 11 th December	Data Drop 11 th December End of Unit assessment.	Data drop 4 th December Literature: ACC extract question Language: Paper 1 Section B	Data drop 4 th December Mock Data Drop: 11 th December	Data drop 4 th December Elements of Crime: Oliver extract. Aspects of Tragedy:	Data drop 4 th December Mock Data: 8 th January
Learning Cycle 3	Data Drop: 4 th March End of unit assessment	Data Drop: 4 th March	Data Drop: 4 th March End of unit assessment	Data Drop: 11 th March Literature: Power and Conflict full comparison Language: Paper 2 Section A.	Data Drop: 11 th March Mock Data Drop: 18 th March	Mock Data Drop: 29 th January Data Drop: 11 th March Aspects of Tragedy: Section A Elements of Crime: Section A	Data Drop: 11 th March

Learning Cycle 4				Mock Data drop: 29 th April			
Learning Cycle 5	Data Drop: 1 st July End of unit assessment	Data Drop: 17 th June	Data Drop: 10 th June Writing assessment: Descriptive or Narrative Writing	Data Drop: 1 st July Literature: An Inspector Calls Language: Paper 2 Section B	GCSE/BTEC exams	Mock Data Drop: 1 st July	A level/BTEC exams

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7 Reading	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Analysing the writer crafts and the effect	I can attempt to analyse the effect of certain techniques, word types, and the impact on the reader.	I am starting to analyse the effect of certain techniques, word types, and the impact on the reader.	I am mostly accurate when I analyse the effect of certain techniques, word types, and the impact on the reader.	I am confidently analysing the effect of techniques and the impact on the reader.
Deeper meaning	I can attempt to identify some connotations within the text.	I am beginning to identify some connotations within the text.	I can accurately identify some connotations within the text.	I can confidently demonstrate interpretations of deeper meaning.
Compare	I can attempt to make straightforward connections made between the texts	I beginning make straightforward connections made between the texts	I make straightforward connections made between the texts	I make clear connections between the texts.
Time of writing	I can attempt to show some ideas about how the text was influenced	I beginning to show some ideas about how the text was influenced	I show some ideas about how the text was influenced	I can show clear understanding of how different ideas have influenced the text
Context				
Devices and word types	I can attempt beginning to identify some devices and basic word types.	I am beginning to identify some devices and basic word types.	I can identify some devices and basic word types.	I can identify devices accurately and can pick out different word types.
Using examples from the text	I can attempt to use some examples from the text - not always the best examples.	I beginning to use some examples from the text - not always the best examples.	I can use some examples from the text - not always the best examples.	I can use examples from the text that clearly support your ideas.
Understanding of the text	I can attempt to can show a sound understanding of the text	I beginning can show a sound understanding of the text	I can show a sound understanding of the text	I can show a good understanding of the text.

NB. The assessment criteria matrix should be saved in the correct folder in the subject team.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7 Writing	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Creativity/Persuasive	I can attempt to repeated techniques and common ideas from other pieces of work.	I have repeated techniques and common ideas from other pieces of work.	My idea is similar to other pieces of writing but I have changed it to demonstrate creativity/persuasive techniques.	My piece of writing has some distinctive ideas so creativity/persuasive writing is evident.
Structure	I can attempt to organise my work into basic blocks.	My work is organised into basic blocks. My sequencing is sometime inaccurate and confused.	My work is mostly organised and the sequencing is mostly consistent.	My work is organised and I am beginning to use sequencing to engage the reader
Genre/Form	Can attempt to use some features of genre in my writing.	My writing is sometimes created in the genre/form I have been given.	I have a basic understanding of the genre/form conventions I am writing for.	I mostly write within genre/form conventions and show this throughout my writing.
Sentences and punctuation	I can attempt to use basic punctuation and sentences. .	My punctuation is basic and sometimes in accurate with simple sentences.	I have used at least three punctuation types with some accuracy as well as some variety of sentence types.	I can use more than five types of punctuation with accuracy alongside mostly accurate use of different sentence types.
Devices	I can attempt to use some basic devices.	I can use some basic devices.	I can use basic devices with more frequency	I can use a range of devices fluently.
Word Choices	I can attempt to repeat similar words in my work.	I am repeating similar words in my work.	I am starting to use different words in my work and these are becoming more ambitious	I have clearly thought about my word choices and I am using a range of different words if not always consistent or appropriate.
Paragraphs,	My work isn't yet using paragraphs.	I can attempt to use paragraphs	I am starting to use paragraphs.	I am using paragraphs.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 8 Reading	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Analysing the writer crafts and the effect	I am starting to analyse the effect of certain techniques, word types, and the impact on the reader.	I am mostly accurate when I analyse the effect of certain techniques, word types, and the impact on the reader.	I am confidently analysing the effect of techniques and the impact on the reader.	I am consistently and confidently analysing the effect of techniques and the impact on the reader.
Deeper meaning	I am beginning to identify some connotations within the text.	I can accurately identify some connotations within the text.	I can confidently demonstrate interpretations of deeper meaning.	I can consistently and confidently demonstrate interpretations of deeper meaning.
Compare	I beginning make straightforward connections made between the texts	I make straightforward connections made between the texts	I make clear connections between the texts.	I make clear and accurate connections between the texts.
Time of writing Context	I beginning to show some ideas about how the text was influenced	I show some ideas about how the text was influenced	I can show clear understanding of how different ideas have influenced the text	I can show clear and some insightful understanding of how different ideas have influenced the text
Devices and word types	I am beginning to identify some devices and basic word types.	I can identify some devices and basic word types.	I can identify devices accurately and can pick out different word types.	I can identify devices accurately and consistently and can pick out different word types.
Using examples from the text	I beginning to use some examples from the text - not always the best examples.	I can use some examples from the text - not always the best examples.	I can use examples from the text that clearly support your ideas.	I can use accurate examples from the text that clearly support your ideas.
Understanding of the text	I beginning can show a sound understanding of the text	I can show a sound understanding of the text	I can show a good understanding of the text.	I can show a good and sometimes insightful understanding of the text.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 8 Writing	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Creativity/Persuasive	I have repeated techniques and common ideas from other pieces of work.	My idea is similar to other pieces of writing but I have changed it to demonstrate creativity/persuasive techniques.	My piece of writing has some distinctive ideas so creativity/persuasive writing is evident.	My piece of writing has a distinctive idea so creativity/persuasive writing is evident.
Structure	My work is organised into basic blocks. My sequencing is sometime inaccurate and confused.	My work is mostly organised and the sequencing is mostly consistent.	My work is organised and I am beginning to use sequencing to engage the reader	My work is well organised and I am using sequencing to engage the reader
Genre/Form	My writing is sometimes created in the genre/form I have been given.	I have a basic understanding of the genre/form conventions I am writing for.	I mostly write within genre/form conventions and show this throughout my writing.	I can confidently write within genre/form conventions and show this throughout my writing.
Sentences and punctuation	My punctuation is basic and sometimes in accurate with simple sentences.	I have used at least three punctuation types with some accuracy as well as some variety of sentence types.	I can use more than five types of punctuation with accuracy alongside mostly accurate use of different sentence types.	I am mostly accurate when using a wide range of punctuation alongside accurate use of different sentence types.
Devices	I can use some basic devices.	I can use basic devices with more frequency	I can use a range devices fluently.	I can use a greater range and difficulty of devices fluently.
Word Choices	I am repeating similar words in my work.	I am starting to use different words in my work and these are becoming more ambitious	I have clearly thought about my word choices and I am using a range of different words if not always consistent or appropriate.	I have clearly thought about my word choices and I am using a range of different words.
Paragraphs,	My work isn't yet using paragraphs.	I am starting to use paragraphs.	I am using paragraphs.	I am starting to use paragraphs for effect.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 9 Reading	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Analysing the writer crafts and the effect	I am mostly accurate when I analyse the effect of certain techniques, word types, and the impact on the reader.	I am confidently analysing the effect of techniques and the impact on the reader.	I am consistently and confidently analysing the effect of techniques and the impact on the reader.	I can create meticulous and sustained analysis of language/ structure and the effect it has on the reader.
Deeper meaning	I can accurately identify some connotations within the text.	I can confidently demonstrate interpretations of deeper meaning.	I can consistently and confidently demonstrate interpretations of deeper meaning.	I can make sophisticated inference used throughout.
Compare	I make straightforward connections made between the texts	I make clear connections between the texts.	I make clear and accurate connections between the texts.	I make insightful connections made between the texts
Time of writing Context	I show some ideas about how the text was influenced	I can show clear understanding of how different ideas have influenced the text	I can show clear and some insightful understanding of how different ideas have influenced the text	I can make insightful understanding of how attitudes influenced the text and shaped our analysis
Devices and word types	I can identify some devices and basic word types.	I can identify devices accurately and can pick out different word types.	I can identify devices accurately and consistently and can pick out different word types.	I can consider the effect of different devices
Using examples from the text	I can use some examples from the text - not always the best examples.	I can use examples from the text that clearly support your ideas.	I can use accurate examples from the text that clearly support your ideas.	I can make use of an excellent range of examples that support excellent analysis.
Understanding of the text	I can show a sound understanding of the text	I can show a good understanding of the text.	I can show a good and sometimes insightful understanding of the text.	I can show a thorough understanding of the text

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 9 Writing	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Creativity/Persuasive	My idea is similar to other pieces of writing but I have changed it to demonstrate creativity/persuasive techniques.	My piece of writing has some distinctive ideas so creativity/persuasive writing is evident.	My piece of writing has a distinctive idea so creativity/persuasive writing is evident.	I have excellently applied creativity/persuasive techniques and have created a unique idea.
Structure	My work is mostly organised and the sequencing is mostly consistent.	My work is organised and I am beginning to use sequencing to engage the reader	My work is well organised and I am using sequencing to engage the reader	My work is using an innovative structure where I have extremely engaged the reader.
Genre/Form	I have a basic understanding of the genre/form conventions I am writing for.	I mostly write within genre/form conventions and show this throughout my writing.	I can confidently write within genre/form conventions and show this throughout my writing.	I am using genre/form conventions to make my work engaging. I may be challenging conventions to do this.
Sentences and Punctuation	I have used at least three punctuation types with some accuracy as well as some variety of sentence types.	I can use more than five types of punctuation with accuracy alongside mostly accurate use of different sentence types.	I am mostly accurate when using a wide range of punctuation alongside accurate use of different sentence types.	I am using punctuation and a variety of different sentence types for an effect.
Devices	I can use basic devices with more frequency	I can use a range of devices fluently.	I can use a greater range and difficulty of devices fluently.	I can use devices confidently and imaginatively throughout my work.
Word Choices	I am starting to use different words in my work and these are becoming more ambitious	I have clearly thought about my word choices and I am using a range of different words if not always consistent or appropriate.	I have clearly thought about my word choices and I am using a range of different words.	My vocabulary is exceptional and unique. I have used a wide variety of different words.
Paragraphs	I am starting to use paragraphs.	I am using paragraphs.	I am starting to use paragraphs for effect.	I am using paragraphs correctly and for effect.

