Key Stage 3 Curriculum Progress Map: Year 7 English

		HALF -TERM 1	HALF TERM 2	HALF –TERM 3	HALF TERM 4	HALF TERM 5
TOPIC TITLES		Reading Detectives	Ye Olde to Yolo: Non-fiction Writing	Ye Olde to Yolo: Poetry Analysis	Monsters from the Deep: Non-Fiction Writing	Character Voice: Narrative Writing
Objectives (the things we want pupils to make progress in)		• To be able to retrieve and interpret information from texts to demonstrate understanding. • To be able to identify specific features of language and analyse their effect.	To be able to write in a lively, engaging style, accurately and effectively.	. To identify and analyse poetic techniques.	To be able to write in a lively, engaging style, accurately and effectively.	To be able to structure an effective narrative. To be able to use language effectively to construct an engaging character.
ASSESSMENT CRITERIA	**STAGE 4** (GCSE 7-9)	• Range of embedded, relevant quotations. • Thoughtful and detailed inferences based on specific language and structure choices. Clear and accurate terminology. • Clear understanding of writer's views used to underpin accurate and relevant comparisons. • Clear, sometimes thoughtful, links between contextual factors and task.	• Register is consistently matched to audience, consistently matched to purpose and engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is consistently secure and consistently accurate. • A range of punctuation is used with accuracy. • Uses a range of appropriate sentence forms for effect. • Uses Standard English consistently and appropriately. • High level of accuracy in spelling, including ambitious vocabulary.	• Register is consistently matched to audience, consistently matched to purpose and engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is consistently secure and consistently accurate. • A range of punctuation is used with accuracy. • Uses a range of appropriate sentence forms for effect. • Uses Standard English consistently and appropriately. • High level of accuracy in spelling, including ambitious vocabulary.	• Range of embedded, relevant quotations. • Thoughtful and detailed inferences based on specific language and structure choices. Clear and accurate terminology. • Clear understanding of writer's views used to underpin accurate and relevant comparisons. • Clear, sometimes thoughtful, links between contextual factors and task.	• Register is consistently matched to audience, consistently matched to purpose and engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is consistently secure and consistently accurate. • A range of punctuation is used with accuracy. • Uses a range of appropriate sentence forms for effect. • Uses Standard English consistently and appropriately. • High level of accuracy in spelling, including ambitious vocabulary.
	STAGE 3 (GCSE 5-6)	• Clear and relevant references. • Valid inferences based on specific language and structure choices. Clear and accurate terminology. • Understanding of writer's views used to underpin accurate and relevant comparisons. • Awareness of links between contextual factors and task.	• Register is clearly matched to audience and purpose. • Increasingly sophisticated vocabulary chosen for effect and successful use of linguistic devices. • Uses structural features effectively. • Uses coherent and cohesive paragraphing. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Range of punctuation (e.g. inverted commas and speech) is used mostly correctly. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Uses a variety of sentence forms for effect. • Generally accurate spelling, including complex and irregular words.	• Register is clearly matched to audience and purpose. • Increasingly sophisticated vocabulary chosen for effect and successful use of linguistic devices. • Uses structural features effectively. • Uses coherent and cohesive paragraphing. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Range of punctuation (e.g. inverted commas and speech) is used mostly correctly. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Uses a variety of sentence forms for effect. • Generally accurate spelling, including complex and irregular words.	• Clear and relevant references. • Valid inferences based on specific language and structure choices. Clear and accurate terminology. • Understanding of writer's views used to underpin accurate and relevant comparisons. • Awareness of links between contextual factors and task.	• Register is clearly matched to audience and purpose. • Increasingly sophisticated vocabulary chosen for effect and successful use of linguistic devices. • Uses structural features effectively. • Uses coherent and cohesive paragraphing. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Range of punctuation (e.g. inverted commas and speech) is used mostly correctly. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Uses a variety of sentence forms for effect. • Generally accurate spelling, including complex and irregular words.
	STAGE 2 (GCSE 3-4)	• Generally appropriate references. • Some inferences based on language and structure choices. Some use of terminology. • Identifies with some accuracy writer's views and attempts some simple comparisons. • Simple awareness of links between contextual factors and task.	• Makes conscious choices in language and structure to match register to audience and purpose. • Varies vocabulary with some appropriate use of linguistic devices. • Uses simple structural features effectively. • Writes in paragraphs with some discourse markers. • Sentence demarcation is mostly secure. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Uses a variety of sentence forms. • Mostly accurate spelling.	• Makes conscious choices in language and structure to match register to audience and purpose. • Varies vocabulary with some appropriate use of linguistic devices. • Uses simple structural features effectively. • Writes in paragraphs with some discourse markers. • Sentence demarcation is mostly secure. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Uses a variety of sentence forms. • Mostly accurate spelling.	• Generally appropriate references. • Some inferences based on language and structure choices. Some use of terminology. • Identifies with some accuracy writer's views and attempts some simple comparisons. • Simple awareness of links between contextual factors and task.	• Makes conscious choices in language and structure to match register to audience and purpose. • Varies vocabulary with some appropriate use of linguistic devices. • Uses simple structural features effectively. • Writes in paragraphs with some discourse markers. • Sentence demarcation is mostly secure. • Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). • Uses a variety of sentence forms. • Mostly accurate spelling.
	STAGE 1 (GCSE 1-2)	• Some references/paraphrasing. • Some simple comments on the effects of language, possibly with some misreading. Simple use of terminology. • Identifies some ideas and attempts some simple cross references. • Limited awareness of links between contextual factors and task.	• Simple awareness of register/audience/purpose. • Simple vocabulary; simple linguistic devices. • Evidence of simple structural features. • Random paragraph structure. • Occasional use of 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 awareness of register/audience/purpose. • Simple vocabulary; simple linguistic devices. • Evidence of simple structural features. • Random paragraph structure. • Occasional use of 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.	• Some references/paraphrasing. • Some simple comments on the effects of language, possibly with some misreading. Simple use of terminology. • Identifies some ideas and attempts some simple cross references. • Limited awareness of links between contextual factors and task.	• Simple awareness of register/audience/purpose. • Simple vocabulary; simple linguistic devices. • Evidence of simple structural features. • Random paragraph structure. • Occasional use of 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.

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