



Key Stage 3 Curriculum Progress Map: Year 8 English

TOPIC TITLES		HALF -TERM 1	HALF TERM 2	HALF -TERM 3
		The Canterbury Tales	Descriptive Writing	Non-Fiction Writing
Objectives (the things we want pupils to make progress in)		<ul style="list-style-type: none"> To be able to understand the genre and social and historical context. To be able to understand how language and structure can create meaning and effects. To be able to write analytically in an extended manner. 	To be able to write descriptively, accurately and effectively.	To be able to write formally, utilising a range of rhetorical devices.
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> Some judicious references. Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. Detailed understanding of writer's views used to compare in a perceptive way. Exploration of contextual factors through specific, detailed links between context and task. 	<ul style="list-style-type: none"> Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary. 	<ul style="list-style-type: none"> Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> Clear and relevant references. Clear 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 links between contextual factors and task. 	<ul style="list-style-type: none"> Register is clearly matched to audience and purpose. Increasingly sophisticated vocabulary and phrasing 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. 	<ul style="list-style-type: none"> Register is clearly matched to audience and purpose. Increasingly sophisticated vocabulary and phrasing 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)	<ul style="list-style-type: none"> Generally appropriate references. Valid 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. 	<ul style="list-style-type: none"> Register is generally matched to audience and to purpose. Varies vocabulary with some appropriate use of linguistic devices. Uses simple structural features effectively. Some coherent paragraphs with a range of 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. 	<ul style="list-style-type: none"> Register is generally matched to audience, generally matched to purpose. Varies vocabulary with some appropriate use of linguistic devices. Uses simple structural features effectively. Some coherent paragraphs with a range of 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)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Attempts to match register to audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Evidence of simple structural features. Attempt to write in paragraphs with some discourse markers, not always appropriate. Sentence demarcation is mostly secure and sometimes accurate. Some evidence of conscious punctuation. Attempts a variety of sentence forms. Some use of Standard English with some control of agreement. Some accurate spelling of more complex words. 	<ul style="list-style-type: none"> Attempts to match register to audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Evidence of simple structural features. Attempt to write in paragraphs with some discourse markers, not always appropriate. Sentence demarcation is mostly secure and sometimes accurate. Some evidence of conscious punctuation. Attempts a variety of sentence forms. Some use of Standard English with some control of agreement. Some accurate spelling of more complex words.



Key Stage 3 Curriculum Progress Map: Year 8 English

TOPIC TITLES		HALF -TERM 4	HALF TERM 4	HALF -TERM 5
		Wild Women: Gothic Extract Analysis	Gothic Narrative Writing	Unseen Poetry Analysis
Objectives (the things we want pupils to make progress in)		<ul style="list-style-type: none"> To be able to understand the social and historical context and the conventions of gothic fiction. To be able to understand how language and structure can create meaning and effects. To be able to write analytically in an extended manner. 	<p>To be able to create a mood, atmosphere, character and plot through effective language and structure choices.</p>	<ul style="list-style-type: none"> To be able to identify and analyse poet techniques. To be able to analyse the poets' language and structure choices.
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	<ul style="list-style-type: none"> Some judicious references. Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. Detailed understanding of writer's views used to compare in a perceptive way. Exploration of contextual factors through specific, detailed links between context and task. 	<ul style="list-style-type: none"> Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary. 	<ul style="list-style-type: none"> Some judicious references. Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. Detailed understanding of writer's views used to compare in a perceptive way. Exploration of contextual factors through specific, detailed links between context and task.
	STAGE 3 (GCSE 5-6)	<ul style="list-style-type: none"> Clear and relevant references. Clear 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 links between contextual factors and task. 	<ul style="list-style-type: none"> Register is clearly matched to audience and purpose. Increasingly sophisticated vocabulary and phrasing 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. 	<ul style="list-style-type: none"> Clear and relevant references. Clear 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 links between contextual factors and task.
	STAGE 2 (GCSE 3-4)	<ul style="list-style-type: none"> Generally appropriate references. Valid 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. 	<ul style="list-style-type: none"> Register is generally matched to audience and to purpose. Varies vocabulary with some appropriate use of linguistic devices. Uses simple structural features effectively. Some coherent paragraphs with a range of 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. 	<ul style="list-style-type: none"> Generally appropriate references. Valid 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.
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