Key Stage 3 Curriculum Progress Map: Year 9 English

TOPIC TITLES	HALF -TERM 1	HALF TERM 2	HALF –TERM 3
	Macbeth	Unseen Poetry	Faces of War: Descriptive Writing
Objectives (the things we want pupils to make progress in)	• 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 understand the social and historical context of conflict poems. • To be able to understand how language and structure can create meaning and effects in a poem. • To be able to write analytically in an extended manner.	To be able to write descriptively, accurately and effectively.

ASSESSMENT CRITERIA

	Macbeth	Unseen Poetry	Faces of War: Descriptive Writing
STAGE 4 (GCSE 7-9)	• Some judicious references. • Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. • Exploration of contextual factors through specific, detailed links between context and task.	• Some judicious references. • Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. • Exploration of contextual factors through specific, detailed links between context and task.	• 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)	• Clear and relevant references. • Range of clear inferences based on specific language and structure choices. Clear and accurate terminology. • Clear links between contextual factors and task.	• Clear and relevant references. • Range of clear inferences based on specific language and structure choices. Clear and accurate terminology. • Clear links between contextual factors and task.	• Register is generally matched to audience, generally matched to purpose, engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Usually effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, mostly with success. • Uses a variety of sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling, including complex and irregular words.
STAGE 2 (GCSE 3-4)	• Some appropriate references. • Attempts some valid inferences based on language and structure choices. Some use of terminology. • Awareness, with some understanding, of links between contextual factors and task.	• Some appropriate references. • Attempts some valid inferences based on language and structure choices. Some use of terminology. • Awareness, with some understanding, of links between contextual factors and task.	• Some sustained attempt to match register to audience and purpose. • Vocabulary clearly chosen for effect and appropriate use of linguistic devices. • Some effective use of structural features. • Some coherent paragraphs with range of discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, with some success. • Attempts to vary sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling.
STAGE 1 (GCSE 1-2)	• Some references/paraphrasing. • Some simple comments on the effects of language and structure choices. Simple use of terminology. • Simple awareness of links between contextual factors and task.	• Some references/paraphrasing. • Some simple comments on the effects of language and structure choices. Simple use of terminology. • Simple awareness of links between contextual factors and task.	• Attempts to match register to audience/purpose. • Begins to vary vocabulary with some use of linguistic devices. • Attempts to use structural features. • Attempt to write in paragraphs with some discourse markers, not always appropriate. • Sentence demarcation is mostly secure and sometimes accurate. • Some control of a range of punctuation. • Attempts a variety of sentence forms. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words.

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Key Stage 3 Curriculum Progress Map: Year 8 English

		HALF -TERM 4	HALF TERM 4	HALF –TERM 5
TOPIC TITLES		Utopia/Dystopia: Extract Analysis	Utopia/Dystopia: Persuasive Writing	GCSE English Language: Writing Exam
Objectives (the things we want pupils to make progress in)		• To be able to understand the social and historical context and the conventions of dystopian 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.	To be able to write formally, utilising a range of rhetorical devices.	• To be able to write formally, utilising a range of rhetorical devices. • To be able to write descriptively, accurately and effectively.
ASSESSMENT CRITERIA	**STAGE 4 (GCSE 7-9)**	• Some judicious references. • Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. • Exploration of contextual factors through specific, detailed links between context and task.	• 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.	• 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)	• Clear and relevant references. • Range of clear inferences based on specific language and structure choices. Clear and accurate terminology. • Clear links between contextual factors and task.	• Register is generally matched to audience, to purpose and engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Usually effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, mostly with success. • Uses a variety of sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling, including complex and irregular words.	• Register is generally matched to audience, to purpose and engaging. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. • Usually effective use of structural features. • Coherent paragraphs with integrated discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, mostly with success. • Uses a variety of sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling, including complex and irregular words.
	STAGE 2 (GCSE 3-4)	• Some appropriate references. • Attempts some valid inferences based on language and structure choices. Some use of terminology. • Awareness, with some understanding, of links between contextual factors and task.	• Some sustained attempt to match register to audience and purpose. • Vocabulary clearly chosen for effect and appropriate use of linguistic devices. • Some effective use of structural features. • Some coherent paragraphs with range of discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, with some success. • Attempts to vary sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling.	• Some sustained attempt to match register to audience and purpose. • Vocabulary clearly chosen for effect and appropriate use of linguistic devices. • Some effective use of structural features. • Some coherent paragraphs with range of discourse markers. • Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, with some success. • Attempts to vary sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling.
	STAGE 1 (GCSE 1-2)	• Some references/paraphrasing. • Some simple comments on the effects of language and structure choices. Simple use of terminology. • Simple awareness of links between contextual factors and task.	• Attempts to match register to audience/purpose. • Begins to vary vocabulary with some use of linguistic devices. • Attempts to use structural features. • Attempt to write in paragraphs with some discourse markers, not always appropriate. • Sentence demarcation is mostly secure and sometimes accurate. • Some control of a range of punctuation. • Attempts a variety of sentence forms. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words.	• Attempts to match register to audience/purpose. • Begins to vary vocabulary with some use of linguistic devices. • Attempts to use structural features. • Attempt to write in paragraphs with some discourse markers, not always appropriate. • Sentence demarcation is mostly secure and sometimes accurate. • Some control of a range of punctuation. • Attempts a variety of sentence forms. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words.

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