



Curriculum Progress Plan

Subject English Key Stage 3 Year 8
English Three 2018-2019

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic Titles	Descriptive Writing	Spoken Language	Blood Brothers	Unseen Poetry	Character Voice: Narrative writing	Persuasive Writing
Objectives (The things we want the pupils to make progress in)	To be able to write descriptively, accurately and effectively.	To be able to listen effectively, respond to others and speak in a formal manner.	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 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 structure an effective narrative. To be able to use language effectively to construct an engaging character.	To be able to write formally, utilising a range of rhetorical devices.
Stage 4 GCSE 5-6	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.	<u>Listening</u> Respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions <u>Speaking</u> Develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions use generally accurate pronunciation and intonation <u>Reading</u> respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions <u>Writing</u> write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy	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	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 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 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

<p>Stage 3 GCSE 3-4</p>	<p>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.</p>	<p><u>Listening</u> Respond to spoken language including familiar passages Participate in conversations expressing general opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation <u>Reading</u> Respond to familiar language in straightforward texts, identifying most key points and details <u>Writing</u> Convey meaning and express general opinions in familiar contexts using a limited range of language with accuracy</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Stage 2 GCSE 1-2</p>	<p>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.</p>	<p><u>Listening</u> Respond to basic and familiar spoken language, identifying key points, and some details <u>Speaking</u> Participate in conversations expressing simple opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation <u>Reading</u> respond to familiar language in straightforward texts, identifying key points and some details <u>Writing</u> convey meaning and express simple opinions in familiar contexts using a limited range of language with some accuracy</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Stage 1 Entry Level</p>	<p>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. Some use of Standard English with some control of agreement. Some accurate spelling of more complex words.</p>	<p>spoken language, identifying key points, and some details Speaking Participate in simple conversations expressing simple opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation Reading respond to familiar language in straightforward texts, identifying some key points and some details Writing convey meaning and express simple opinions in familiar contexts using a limited range of language with minimal accuracy</p>	<p>Basic references/paraphrasing. Some simple comments on the effects of language, possibly with some misreading. Simple use of terminology. Identifies simple ideas and attempts some simple cross references. Limited awareness of links between contextual factors and task.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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