









Curriculum Progress Plan

Subject English

Key Stage 3 Year 9 Three 2018-2019

	HALF TERM 1	HALF TERM2	HALF TERM3	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 5 GCSE 7-9	features. Consistenly 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	Listening Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions <u>Speaking</u> Initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions use mostly accurate pronunciation and intonation <u>Reading</u> Respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning	terminology. Clear understanding of writer's views used to underpin accurate and	Some judicious references. Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. Exploration of contextual factors	purpose and engaging.	Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence

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Stage 4	Register is clearly matched to	Listening	Clear and relevant references.	Clear and relevant references.	Register is clearly matched to	Register is generally matched to
GCSE 5-6	audience and purpose.	Respond appropriately to spoken	Valid inferences based on specific	Range of clear inferences based on	audience and purpose.	audience, to purpose and engaging.
	Increasingly sophisticated vocabulary	language including some more	language and structure choices.	specific language and structure	Increasingly sophisticated vocabulary	Increasingly sophisticated vocabulary
	and phrasing chosen for effect and	extended passages, identifying	Clear and accurate terminology.	choices. Clear and accurate	chosen for effect and successful use	and phrasing, chosen for effect with
	successful use of linguistic devices.	overall messages, key points, details	Understanding of writer's views used	terminology.	of linguistic devices.	a range of successful linguistic
	Uses structural features effectively.	and opinions	to underpin accurate and relevant	Clear links between contextual	Uses structural features effectively.	devices.
	Uses coherent and cohesive	Speaking	comparisons.	factors and task.	Uses coherent and cohesive	Usually effective use of structural
	paragraphing.	Develop conversations manipulating	Awareness of links between		paragraphing.	features.
	Consistently accurate basic	language with reasonable accuracy,	contextual factors and task		Consistently accurate basic	Coherent paragraphs with integrated
	punctuation (capitals, full stops,	expressing opinions and responding			punctuation (capitals, full stops,	discourse markers.
	question marks, commas for lists,	appropriately to unpredictable			question marks, commas for lists,	Sentence demarcation is mostly
	apostrophes for contraction).	questions use generally accurate			apostrophes for contraction).	secure and mostly accurate.
	Range of punctuation (e.g. inverted	pronunciation and intonation			Range of punctuation (e.g. inverted	Range of punctuation is used, mostly
	commas and speech) is used mostly	Reading			commas and speech) is used mostly	with success.
	correctly.	respond appropriately to written			correctly.	Uses a variety of sentence forms for
	Mostly uses Standard English	language including some more			Mostly uses Standard English	effect.
	appropriately with mostly controlled	extended texts, identifying overall			appropriately with mostly controlled	Mostly uses Standard English
	grammatical structures.	messages, key points, details and			grammatical structures.	appropriately with mostly controlled
	Uses a variety of sentence forms for	opinions			Uses a variety of sentence forms for	grammatical structures.
	effect.	Writing			effect.	Generally accurate spelling, including
	Generally accurate spelling, including				Generally accurate spelling, including	complex and irregular words
	complex and irregular words.	expressing ideas and opinions and			complex and irregular words.	
		manipulating vocabulary and				
		grammar with reasonable accuracy				
Stage 3	Register is generally matched to	Listening	Generally appropriate references.	Some appropriate references.	Makes conscious choices in language	Some sustained attempt to match
GCSE 3-4	audience and to purpose.	Respond to spoken language	Some inferences based on language	Attempts some valid inferences	and structure to match register to	register to audience and purpose.
	Varies vocabulary with some	including familiar passages	and structure choices. Some use of	based on language and structure	audience and purpose.	Vocabulary clearly chosen for effect
	appropriate use of linguistic devices.	Participate in conversations	terminology.	choices. Some use of terminology.	Varies vocabulary with some	and appropriate use of linguistic
	Uses simple structural features	expressing general opinions and	Identifies with some accuracy	Awareness, with some	appropriate use of linguistic devices.	devices.
	effectively.	using a limited range of language	writer's views and attempts some	understanding, of links between	Uses simple structural features	Some effective use of structural
	Some coherent paragraphs with a	with some accuracy use mainly	simple comparisons.	contextual factors and task.	effectively.	features.
	range of discourse markers.		Circula announce of Bala batteries			Some coherent paragraphs with
	range of discourse markers.	understandable pronunciation and	Simple awareness of links between		Writes in paragraphs with some	Some concretent paragraphs with
	Sentence demarcation is mostly	intonation	contextual factors and task.		discourse markers.	range of discourse markers.
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	Sentence demarcation is mostly	intonation			discourse markers.	range of discourse markers.
	Sentence demarcation is mostly secure.	intonation <u>Reading</u>			discourse markers. Sentence demarcation is mostly	range of discourse markers. Sentence demarcation is mostly
	Sentence demarcation is mostly secure. Consistently accurate basic	intonation <u>Reading</u> Respond to familiar language in			discourse markers. Sentence demarcation is mostly secure.	range of discourse markers. Sentence demarcation is mostly secure and mostly accurate.
	Sentence demarcation is mostly secure. Consistently accurate basic punctuation (capitals, full stops,	intonation <u>Reading</u> Respond to familiar language in straightforward texts,			discourse markers. Sentence demarcation is mostly secure. Consistently accurate basic	range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with
	Sentence demarcation is mostly secure. Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists,	intonation <u>Reading</u> Respond to familiar language in straightforward texts, identifyingmost key points and			discourse markers. Sentence demarcation is mostly secure. Consistently accurate basic punctuation (capitals, full stops,	range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with some success.
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	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.	intonation <u>Reading</u> Respond to familiar language in straightforward texts, identifyingmost key points and details <u>Writing</u> Convey meaning and express general opinions in familiar contexts using a limited range of language with			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.	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.
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Sterre 2	Attemate to match register to	Listaning	Como references /norenhrester -	Como references/nerenbrosta-	Cimple augranoss of	Attempts to match register to
Stage 2	Attempts to match register to	Listening	Some references/paraphrasing.	Some references/paraphrasing.	Simple awareness of	Attempts to match register to
GCSE 1-2	audience/purpose.	Respond to basic and familiar spoken		Some simple comments on the	register/audience/purpose.	audience/purpose.
	- , , ,	language, identifying key points, and	effects of language, possibly with	effects of language and structure	Simple vocabulary; simple linguistic	Begins to vary vocabulary with some
	use of linguistic devices.	some details	some misreading. Simple use of	choices. Simple use of terminology.	devices.	use of linguistic devices.
	Evidence of simple structural	Speaking	terminology.	Simple awareness of links between	Evidence of simple structural	Attempts to use structural features.
	features.	Participate in conversations	Identifies some ideas and attempts	contextual factors and task.	features.	Attempt to write in paragraphs with
	Attempt to write in paragraphs with	expressing simple opinions and using			Random paragraph structure.	some discourse markers, not always
	some discourse markers, not always	a limited range of language with	Limited awareness of links between		Occasional use of sentence	appropriate.
	appropriate.	some accuracy use mainly	contextual factors and task.		demarcation.	Sentence demarcation is mostly
	Sentence demarcation is mostly	understandable pronunciation and			Some evidence of conscious	secure and sometimes accurate.
	secure and sometimes accurate.	intonation			punctuation.	Some control of a range of
	Some evidence of conscious	Reading			Simple range of sentence forms.	punctuation.
	punctuation.	respond to familiar language in			Occasional use of Standard English	Attempts a variety of sentence
	Attempts a variety of sentence	straightforward texts, identifying key			with limited control of agreement.	forms.
	forms.	points and some details			Accurate basic spelling.	Some use of Standard English with
	Some use of Standard English with	Writing				some control of agreement.
	some control of agreement.	convey meaning and express simple				Some accurate spelling of more
	Some accurate spelling of more	opinions in familiar contexts using a				complex words.
	complex words.	limited range of language with some				
		accuracy				
Stage 1	Attempts to match register to	Listening	Some references/paraphrasing.	Some references/paraphrasing.	Simple awareness of	Attempts to match register to
Stage 1 Entry Level	Attempts to match register to audience/purpose.	Listening Respond to basic and familiar spoken	Some references/paraphrasing. Some simple comments on the	Some references/paraphrasing. Some simple comments on the	Simple awareness of register/audience/purpose.	Attempts to match register to audience/purpose.
Stage 1 Entry Level	audience/purpose.	Respond to basic and familiar spoken	Some simple comments on the	Some simple comments on the	register/audience/purpose.	audience/purpose.
	audience/purpose. Begins to vary vocabulary with some	Respond to basic and familiar spoken language, identifying key points, and	Some simple comments on the effects of language, possibly with	Some simple comments on the effects of language and structure	register/audience/purpose. Simple vocabulary; simple linguistic	audience/purpose. Begins to vary vocabulary with some
	audience/purpose. Begins to vary vocabulary with some use of linguistic devices.	Respond to basic and familiar spoken language, identifying key points, and some details	Some simple comments on the effects of language, possibly with some misreading. Simple use of	Some simple comments on the effects of language and structure choices. Simple use of terminology.	register/audience/purpose. Simple vocabulary; simple linguistic devices.	audience/purpose. Begins to vary vocabulary with some use of linguistic devices.
	audience/purpose. Begins to vary vocabulary with some	Respond to basic and familiar spoken language, identifying key points, and	Some simple comments on the effects of language, possibly with	Some simple comments on the effects of language and structure	register/audience/purpose. Simple vocabulary; simple linguistic	audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Attempts to use structural features.
	audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Evidence of simple structural features.	Respond to basic and familiar spoken language, identifying key points, and some details Speaking Participate in conversations	Some simple comments on the effects of language, possibly with some misreading. Simple use of terminology. Identifies some ideas and attempts	Some simple comments on the effects of language and structure choices. Simple use of terminology. Simple awareness of links between	register/audience/purpose. Simple vocabulary; simple linguistic devices. Evidence of simple structural features.	audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Attempts to use structural features. Attempt to write in paragraphs with
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