

		personal response	Progression Across KS3 range of responses and impact on the reader	evaluating intended impact, self-selecting/choice	GCSE English Language Assessment Objectives	GCSE English Literature Assessment Objectives
		→	→			
Knowledge		Progression in this domain area is in: - Pupils securing the knowledge defined in the school's English curriculum			Foundation for all	
Engagement	Personal engagement, response and Evaluation (May not be weighted)	Progression in this domain area is in: - the exposure to a widening range of texts - growing independence in seeking out new texts for enjoyment/personal interests/academic needs - empathising within familiar contexts, progressing to a more nuanced understanding of emotions in unfamiliar contexts - becoming more adept at evaluating by justifying opinions through reference to personal experiences/texts read The foundations of reading, including decoding (if necessary), comprehension, vocabulary and relevant background knowledge, still need to be explicitly taught for this area to continue to progress.			AO1 - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts AO4 Evaluate texts critically and support this with appropriate textual references	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations
	Making Meaning	Progression in this domain area is in: - exposure to new vocabulary - growing knowledge of the world - development of reading fluency - confidence in reading and performing more challenging texts (including own work) The skills of comprehension need to be secured and maintained in KS3. Pupils need to be taught: the knowledge required (i.e. vocabulary, syntax, contextual knowledge); how to apply reading strategies to make sense of texts; the thought processes of reading (through modelling).			AO1 - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations.
Comprehension	Contextual understanding	Progression in this domain area is in: - developing understanding of how reading and writing in different contexts influences interpretation and construction of a text - an increasingly nuanced understanding of bias - recognising the use of genre features and different registers of formality, considering the effect on the reader and writers' choices and intentions			AO1 Evaluate texts critically and support this with appropriate textual references AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	AO3 (Lit) Show understanding of the relationships between texts and the contexts in which they were written
	Summary, synthesis and comparison of content	Progression in this domain area is in: - recalling, skimming and scanning in response to a focus chosen by somebody else - self-identification of what is important about a text including abstract themes and ideas - Collation of information to evidence a personal argument Pupils move from straightforward identification of similarities and differences to more nuanced comparisons.			AO1 - identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	AO1 (Lit) Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations.
The Writers' Craft	Language	Progression in this domain area is in: - analysis of language, considering the impact on the reader - analysis of language at word and phrase level - building understanding of how language is used across a text, looking at cumulative effect and patterns of language and meaning			AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	AO2 (Lit) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
	Structure	Progression in this domain area is in: - recognition of the use of presentational and structural features, including tracking characters, ideas or themes - consideration of the effects of specific presentational and structural features on the reader and how characters/themes/ ideas change and grow - analysis of how presentational and structural features reflect a writer's purpose and intentions			AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	AO2 (Lit) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
	Comparison and evaluation of methods	Progression in this domain area is in: - discussion and comparison of different methods writers considering the impact on the reader - consideration of the comparative impact of these methods on the reader - independent evaluation and comparison of how writers achieve their intentions through chosen methods			AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Evaluate texts critically and support this with appropriate textual references	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations
Use of Evidence and Technical vocabulary		Progression in this domain area is in: - justification of inferences with evidence at word and phrase level - backing up ideas by drawing references from across a text/s - exploring the cumulative effect on the reader			AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO4 Evaluate texts critically and support this with appropriate textual references	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations. AO2 (Lit) Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
<p>Please note: the focus is on reading skills, not writing skills. The skills of essay writing and formal critical voice form part of the writing curriculum and assessment model, so much of this assessment will be through discussion or captured in diagrams, notes and annotations.</p>						

Progression Across KS3		GCSE English Language Assessment Objectives	GCSE English Literature Assessment Objectives
Developing a repertoire using models		Foundation for all	
Imitation and experimentation			
Individual style and voice			
Engagement	<p>Knowledge</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - Pupils securing the knowledge defined in the school's English curriculum 		
	<p>Personal engagement, voice and experimentation</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - using similar writing as models for their own, with purpose and audience underpinning the decisions about form - imitation of characters' voices and writers' styles - playing with writers' methods - developing a distinctive individual voice of their own by piecing together elements from a range of writers - the exposure to a widening range of more sophisticated stimuli and a growing understanding of what can be achieved through the written word <p>The technical aspects of writing, including handwriting (if appropriate), need to be explicitly taught for this area to continue to progress.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 (Lang)</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO1 (Lit)</p> <p>Read, understand and respond to texts Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations
	<p>Idea generation and planning</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - use of provided stimuli and note taking - seeking out inspiration through research and using modelled planning - synthesis of relevant sources and choosing appropriate planning model <p>Pupils also progress from using modelled planning approaches to independent selection of different models for different purposes based on preference.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	
Composition	<p>Composition and style</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - using commonly known features of the purpose/audience/form/genre - including shifts in formality - independence in selecting features for effect, managing tone and register - experimenting with genre conventions, tone and register <p>As pupils progress from an emergent analytical style (not a focus of the primary curriculum), to a formal and impersonal critical style, they will need to be introduced to the key components of fluent essay writing gradually and systematically. It is important to assess this as a writing skill and not just as a vehicle for demonstrating reading skills.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>AO1 (Lit)</p> <p>Read, understand and respond to texts Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations
	<p>Editing and proof-reading</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - pupils' ability to hear the voice of the writing, make better choices and becoming more systematic and independent when self and peer editing. 	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 (Lang)</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO4 (Lit)</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
Writer's Craft	<p>Vocabulary</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - experimenting with vocabulary for effect, including figurative language - use of phrase structures and figurative language to create layers of meaning - use of vocabulary and phrase structures and figurative language to create deliberate cumulative effect and to position the reader. <p>Pupils need to justify decisions made at all stages. There is a move from using figurative language in obvious contexts to the application of figurative techniques to within a wider range of texts, such as non-fiction.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 (Lang)</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO1 (Lit)</p> <p>Read, understand and respond to texts Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations <p>AO4</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
	<p>Sentence structure and punctuation</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - use of a wide range of clause structures, varying their position - varying the position of clause structures within a sentence for impact - experimenting with clause/phrase structures for deliberate effect 	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 (Lang)</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO4</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>
	<p>Text Structure and Organisation</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - structuring a text through the use of cohesive devices - experimenting with structures for effect - using structure as a way of manipulating the reader's thoughts and responses to the text <p>A wide range of structures and strategies for cohesion should be explored through exemplar texts and explicitly taught to pupils.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>AO1 (Lit)</p> <p>Read, understand and respond to texts Students should be able to:</p> <ul style="list-style-type: none"> - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations
<p>Form and Presentation</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - the precision and effectiveness of choices about form and presentation to structure texts and to guide and influence the reader (use of IT, using italic and bold styles, choice of fonts and colours, incorporation of illustrations, use of boxes and shading etc.) <p>Pupils need to develop and maintain a legible, fluent handwriting style that they can use at speed.</p>	<p>AO5(Lang)</p> <p>-Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>		
<p>Spelling</p> <p>Progression in this domain area is in:</p> <ul style="list-style-type: none"> - maintaining memory and use of strategies for applying these rules when writing and editing a widening range of more sophisticated vocabulary. <p>Important spelling rules (including prefixes, suffixes, apostrophes, homophones, common patterns etc) are part of the KS1 and KS2 National Curriculum. It is important to include the study of the morphology and etymology as new vocabulary is introduced.</p>	<p>AO6 (Lang)</p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO4 (Lit)</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	

