

HIAS MOODLE+ RESOURCE

# Key Stage 3 Diagnostic Tool

## Reading

HIAS English Team

July 2019

Final

© Hampshire County Council





# Overview

## In this document

- This assessment and curriculum resource has been designed to support the diagnostic assessment in reading, both through oral and written outcomes, so that gaps in learning can be effectively identified. **It is not a best fit model.**
- If a pupil is considered to be below age-related expectations (ARE) in any given area, this should help to diagnose areas for teaching, supporting teachers to understand how the curriculum develops.
- It is based on the principle that secondary schools should maintain the Year 6 standard across subjects in Year 7. Progression is in the ability to maintain this standard across subjects in a new context. KS2 National exemplification can be used to support moderation of Year 7 standard.

## This resource should be used to:

- support teachers in identifying what pupils can and cannot do at any given moment in time;
- enable teachers to personalise learning effectively within the context of an age-related curriculum;
- identify the domain areas where individual pupils/classes/cohorts need more support or have particular strengths so that planning can be adapted to meet pupils' needs.

## Points to consider when using this resource

- This document is a resource for teachers and **should not be shared with pupils**
- This document is **not designed to apply a best-fit number system**
- Knowledge of primary school assessment and pedagogy is needed
- It should be printed as an A3 document to make it possible to read content

- **National Curriculum statement**
- **HIAS additional statement**
- **Exemplification of statement**

# The Importance of Changing Contexts

It is important to note that contexts for reading can change significantly across key stages. The teaching of reading at KS2, focuses heavily on comprehension and inference and is assessed through short answer questions in the KS2 national tests. Teachers will often assess reading skills through talk and creative responses to texts.

In comparison, KS4 is assessed entirely through linear exams that require critical essay type responses. **KS3 needs to bridge this gap gradually** and this should be reflected in assessment practices. If Year 7 pupils are expected to write analytically to show their understanding of a text at the start of Year 7, they are likely to fall short.

## KS2: reading test focused on comprehension and inference.

- Teaching of reading focused on developing secure comprehension skills.
- Approaches like guided reading, with significant discussion used to develop these skills.
- Short, focused questions.

## KS3:

Developing wider knowledge of texts, contexts, vocabulary etc, becoming increasingly fluent

Personal response

Gradually building towards increasingly complex analysis and evaluation through the writing of critical responses

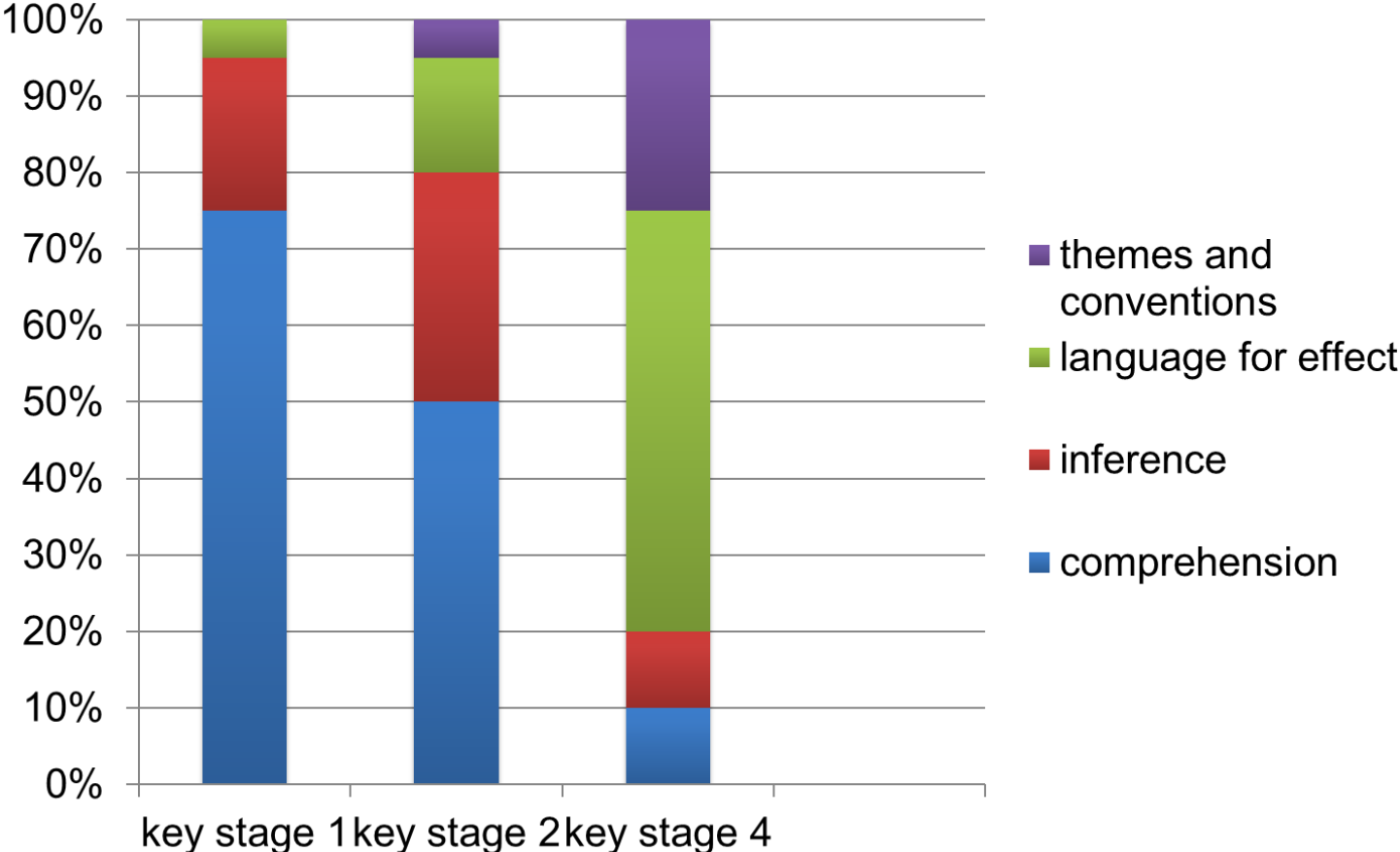
## KS4: 100% exam

Assessment of reading all done through writing. Focus is on analysis, themes and conventions.

Reading of unseen texts requires fluent comprehension of challenging texts.

Need to be able to express complex understanding through writing

# National Assessment (percentage of marks available)



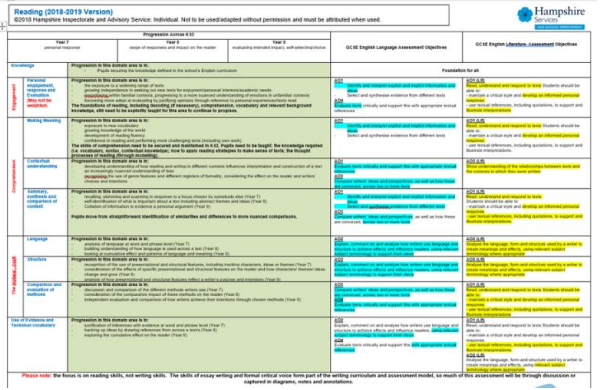
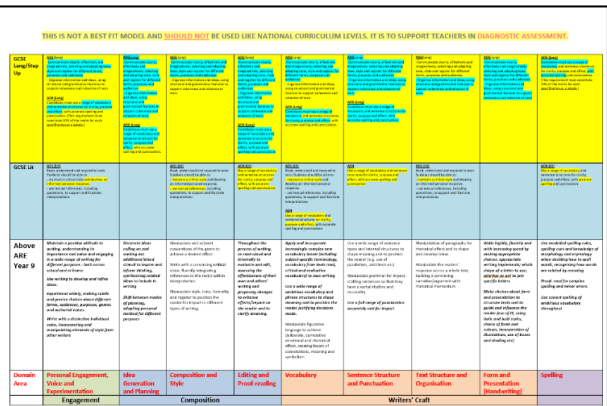
# Reading at Key Stage 3



# Key Stage 3 Curriculum and Assessment



# Part of a Key Stage 3 Package

| Document   | Purpose   |
|--|---|
| <p><b>KS3 domain level progression</b></p>  <p>Reading (2018-2019 Version)<br/>KS3 Progression: Individual. Not to be used without permission and must be attributed when used.</p> | <p>Provides a summary of KS3 progression in each of the domain areas and how these link to GCSE AOs</p> <p>Supports big picture understanding of the model of KS3 age-related expectations.</p> <p><b>Should be used to support understanding of how curriculum may be designed to support progression.</b></p>   |
| <p><b>KS3 diagnostic tool</b></p>  <p>THIS IS NOT A BEST FIT MODEL AND SHOULD NOT BE USED LIKE NATIONAL CURRICULUM LEVELS. IT IS TO SUPPORT TEACHERS IN DIAGNOSTIC ASSESSMENT.</p> | <p>Shows KS3 ARE (age-related expectations) for Years 7,8 and 9 by domain area.</p> <p>Supports teachers in unpicking where pupils are in key skills, enabling teachers to track back if working below age-related expectations in some/all areas. Informs planning and curriculum design.</p> <p>Primary exemplification materials support exemplification of standards below KS3 ARE. National exemplification for Year 2 and Year 6 can be found at:<br/> <a href="https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing">https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing</a><br/> <a href="https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing">https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing</a></p> <p>Hampshire exemplification of the other primary year groups can be accessed by Moodle+ subscribing schools: <a href="https://english.hias.hants.gov.uk/course/index.php?categoryid=293">https://english.hias.hants.gov.uk/course/index.php?categoryid=293</a></p> |



## SEND planning tool

| Personal engagement, response and evolution (engagement)  |   | Personal engagement, response and evolution (empathy, personal response and evaluation)   |   |
|---|---|---|---|
| Step 1  | Step 2  | Step 1  | Step 2  |
| <p>Personal engagement: Pupils are personally involved in the learning process. They are motivated, interested and committed to the learning process. They are able to take responsibility for their own learning and to work with others to achieve their learning goals.</p> <p>Personal response: Pupils are able to respond to the learning process. They are able to express their views, feelings and opinions. They are able to give feedback to their teachers and peers. They are able to reflect on their own learning and to evaluate their progress.</p> <p>Evolution: Pupils are able to evolve their learning. They are able to take on more responsibility for their own learning. They are able to work with others to achieve their learning goals. They are able to reflect on their own learning and to evaluate their progress.</p> | <p>Personal engagement: Pupils are personally involved in the learning process. They are motivated, interested and committed to the learning process. They are able to take responsibility for their own learning and to work with others to achieve their learning goals.</p> <p>Personal response: Pupils are able to respond to the learning process. They are able to express their views, feelings and opinions. They are able to give feedback to their teachers and peers. They are able to reflect on their own learning and to evaluate their progress.</p> <p>Evolution: Pupils are able to evolve their learning. They are able to take on more responsibility for their own learning. They are able to work with others to achieve their learning goals. They are able to reflect on their own learning and to evaluate their progress.</p> | <p>Personal engagement: Pupils are personally involved in the learning process. They are motivated, interested and committed to the learning process. They are able to take responsibility for their own learning and to work with others to achieve their learning goals.</p> <p>Personal response: Pupils are able to respond to the learning process. They are able to express their views, feelings and opinions. They are able to give feedback to their teachers and peers. They are able to reflect on their own learning and to evaluate their progress.</p> <p>Evolution: Pupils are able to evolve their learning. They are able to take on more responsibility for their own learning. They are able to work with others to achieve their learning goals. They are able to reflect on their own learning and to evaluate their progress.</p> | <p>Personal engagement: Pupils are personally involved in the learning process. They are motivated, interested and committed to the learning process. They are able to take responsibility for their own learning and to work with others to achieve their learning goals.</p> <p>Personal response: Pupils are able to respond to the learning process. They are able to express their views, feelings and opinions. They are able to give feedback to their teachers and peers. They are able to reflect on their own learning and to evaluate their progress.</p> <p>Evolution: Pupils are able to evolve their learning. They are able to take on more responsibility for their own learning. They are able to work with others to achieve their learning goals. They are able to reflect on their own learning and to evaluate their progress.</p> |

Supports teachers in planning to meet the needs of SEND pupils. The resource provides precise targets and strategies for teaching the concepts and addressing gaps in learning, so that teachers can develop individual pupil plans.

The strategies for teaching detailed in this document **also provide useful guidance for supporting learning of all pupils.**

## KS3 model 3 phase planning examples

| STIMULUS AND QUESTIONS  | CAPTION OF ILLUSTRATION  | DETAILS, NEEDS/EVALUATE  |
|---|--|--|
| <p>Stimulus: A photograph of a group of children playing a game of football in a park. The children are wearing school uniforms and are looking towards the camera. The background shows a grassy field and trees.</p> <p>Questions: 1. Describe the scene in the photograph. 2. What are the children doing? 3. How do you think they are feeling? 4. What do you think the children are learning from this experience? 5. How do you think the children are working together? 6. How do you think the children are communicating with each other? 7. How do you think the children are solving problems? 8. How do you think the children are taking responsibility for their own actions? 9. How do you think the children are respecting the rules of the game? 10. How do you think the children are showing respect for each other? 11. How do you think the children are showing respect for the environment? 12. How do you think the children are showing respect for themselves? 13. How do you think the children are showing respect for their teachers and parents? 14. How do you think the children are showing respect for their community? 15. How do you think the children are showing respect for their country? 16. How do you think the children are showing respect for their world? 17. How do you think the children are showing respect for their future? 18. How do you think the children are showing respect for their past? 19. How do you think the children are showing respect for their present? 20. How do you think the children are showing respect for their lives? 21. How do you think the children are showing respect for their dreams? 22. How do you think the children are showing respect for their hopes? 23. How do you think the children are showing respect for their fears? 24. How do you think the children are showing respect for their loves? 25. How do you think the children are showing respect for their hates? 26. How do you think the children are showing respect for their joys? 27. How do you think the children are showing respect for their sorrows? 28. How do you think the children are showing respect for their triumphs? 29. How do you think the children are showing respect for their defeats? 30. How do you think the children are showing respect for their successes? 31. How do you think the children are showing respect for their failures? 32. How do you think the children are showing respect for their achievements? 33. How do you think the children are showing respect for their setbacks? 34. How do you think the children are showing respect for their progress? 35. How do you think the children are showing respect for their stagnation? 36. How do you think the children are showing respect for their growth? 37. How do you think the children are showing respect for their decline? 38. How do you think the children are showing respect for their renewal? 39. How do you think the children are showing respect for their transformation? 40. How do you think the children are showing respect for their evolution? 41. How do you think the children are showing respect for their revolution? 42. How do you think the children are showing respect for their creation? 43. How do you think the children are showing respect for their destruction? 44. How do you think the children are showing respect for their preservation? 45. How do you think the children are showing respect for their annihilation? 46. How do you think the children are showing respect for their transcendence? 47. How do you think the children are showing respect for their immanence? 48. How do you think the children are showing respect for their transcendence and immanence? 49. How do you think the children are showing respect for their transcendence and immanence and their transcendence and immanence? 50. How do you think the children are showing respect for their transcendence and immanence and their transcendence and immanence and their transcendence and immanence?</p> | <p>Illustration: A photograph of a group of children playing a game of football in a park. The children are wearing school uniforms and are looking towards the camera. The background shows a grassy field and trees.</p> | <p>Details, Needs/Evaluate: This section contains detailed notes on the children's behavior, needs, and evaluation of the learning experience. It includes observations on their communication, problem-solving, and respect for others and the environment.</p> |

Exemplify how learning journeys may be planned to meet the KS3 standards

Use age-related standards to inform more **context specific knowledge.**

**See Ray Bradbury scheme available on Moodle+**

**\*Ray Bradbury texts freely available online!**

### Whole School

- Whole school tracking
- **Summative: are pupils meeting ARE/above/below?**

### Department

- Department tracking
- **Red, amber, green by domain area to enable diagnostic assessment and to support curriculum design**

### Teacher

- Teacher level diagnostic tool (teacher use)
- **Where pupils are below, how far? What are the next steps? What are the priority areas for my class/key groups?**

### Pupil

- Feedback, metacognition and self-regulation
- **I understand my strengths and weaknesses and how to improve**

|                         |   |  |  |  |  |   |   |  |
|-------------------------|---|--|--|--|--|---|---|--|
| <b>GCSE Lang</b>        | <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>- Identify and interpret explicit and implicit information and ideas</li> <li>- Select and synthesise evidence from different texts</li> </ul> <p><b>AO4</b></p> <p>Evaluate texts critically and support this with appropriate textual references</p>   | <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>- Identify and interpret explicit and implicit information and ideas</li> <li>- Select and synthesise evidence from different texts</li> </ul>  | <p><b>AO4</b></p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p><b>AO3</b></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>  | <p><b>AO1</b></p> <p>Identify and interpret explicit and implicit information and ideas</p> <p>Select and synthesise evidence from different texts</p> <p><b>AO3</b></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>   | <p><b>AO2</b></p> <p>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</p>                              | <p><b>AO2</b></p> <p>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</p>   | <p><b>AO3</b></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4</b></p> <p>Evaluate texts critically and support this with appropriate textual references</p>   | <p><b>AO2</b></p> <p>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</p> <p><b>AO4</b></p> <p>Evaluate texts critically and support this with appropriate textual references</p>  |
| <b>GCSE Lit</b>         | <p><b>AO1 (Lit)</b></p> <p>Read, understand and respond to texts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response.</li> <li>- use textual references, including quotations, to support and illustrate interpretations</li> </ul>   | <p><b>AO1 (Lit)</b></p> <p>Read, understand and respond to texts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response.</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul>   | <p><b>AO3 (Lit)</b></p> <p>Show understanding of the relationships between texts and the contexts in which they were written</p>   | <p><b>AO1 (Lit)</b></p> <p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response.</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul>                            | <p><b>AO2 (Lit)</b></p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>  | <p><b>AO2 (Lit)</b></p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p>   | <p><b>AO1 (Lit)</b></p> <p>Read, understand and respond to texts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response.</li> <li>- use textual references, including quotations, to support and illustrate interpretations</li> </ul> | <p><b>AO1 (Lit)</b></p> <p>Read, understand and respond to texts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response.</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p><b>AO2 (Lit)</b></p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> |
| <b>Depth</b>            | <p><i>Evaluate texts and elements of texts, with a clear line of argument, considering the writer's intentions and why the text is of value</i></p> <p><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></p> <p>Empathise with characters' and writers' feelings that are challenging or are remote from their own experience</p>                                 | <p><i>Apply growing knowledge of language (root words, prefixes and suffixes, morphology, etymology) to understand words in context and the meaning of new vocabulary</i></p> <p><i>Show understanding by reading aloud/performing texts developing fluency using intonation, volume, pace and movement to make meaning clear (including their own written compositions)</i></p> <p><i>Apply different critical interpretations to a reading of a text, investigating layers of meaning and perspectives that go beyond a personal reading (eg application of types of critical theory, or a feminist reading of a text etc)</i></p> | <p>Explore how contexts shape texts as they are written and received, including the conscious and unconscious attitudes of the writer/reader</p> <p>Evaluate how the use and interaction of chosen forms, genres or levels of formality within a text position the reader</p>      | <p>Recall ideas, skim, scan and annotate to justify and evidence an argument, synthesising information through choices about content, presentation and organisation of notes</p> <p>Select and draw together similarities and/or differences of perspective and patterns of ideas, making links within and between texts and synthesising in their own words</p> | <p>Discuss and analyse patterns in language, pulling different examples together to evaluate how a writer creates meaning</p>  | <p>Analyse and evaluate how the writer's use of presentation and structure links to language, ideas and themes and the overall effect on the reader</p> <p>Comment on the ways the writer's key purpose or message is developed through smaller details, such as minor characters or a subplot, as well as through larger structural features (main characters/storyline)</p> | <p>Discuss, compare and evaluate multiple methods, constructing a robust argument to justify personal opinions</p>  | <p>Draw together evidence from a range of places to back up ideas about explicit and implicit meaning and synthesise into a convincing argument</p> <p>Apply a wide range of analytical vocabulary and terminology to evaluate the writers' craft</p>  |
| <b>Above ARE Year 9</b> | <p><i>Evaluate texts and elements of texts, actively seeking out new texts based on links, connections, interests and needs and justifying preferences and choices</i></p> <p><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></p> <p>Empathise with characters' and writers' feelings, showing understanding of emotions that are multi-layered and complex</p> | <p><i>Apply their growing knowledge of root words, prefixes and suffixes</i></p> <p><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</i></p> <p>Build a coherent interpretation of explicit and implied meanings, and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring alternative perspectives</p>  | <p>Analyse why a writer has chosen to use certain forms, genres or levels of formality within a text and how these affect the reader</p> <p>Explore how the context in which texts are set, written and read can bias and influence an audience's understanding of its meaning</p> | <p>Select, summarise and compare the presentation of information, ideas and/or abstract themes (, eg the theme of love, in contrasting poems)</p> <p>Recall ideas, and skim and scan to extract information to justify and evidence an argument, making choices about content, presentation and organisation of notes</p>  | <p>Discuss and analyse how the writer uses language, including the cumulative use of figurative language (, eg extended metaphors) to have a specific effect on the reader, and what this suggests about writer's intentions</p> | <p>Analyse how writers' presentation, organisation of texts and structural features affect the reader and reflect writer's purpose</p> <p>Explore the ways the writer has developed a character, key theme or argument throughout the text, using evidence to explain</p>   | <p>Compare and evaluate a self-selected range of writers' methods, arguing for or against possible reader responses/writers' intentions</p>   | <p>Draw together evidence from a range of places to back up ideas about explicit and implicit meaning</p> <p>Use a range of analytical vocabulary, choosing when to use terminology to analyse the writer's/speaker's methods</p>  |
| <b>Domain Area</b>      | <b>Personal Engagement, Response and Evaluation</b>   | <b>Making Meaning</b>  | <b>Contextual Understanding</b>  | <b>Summary, Synthesis and Comparison of Content</b>  | <b>Language</b>  | <b>Structure</b>  | <b>Comparison and Evaluation of Methods</b>   | <b>Use of Evidence and Technical Vocabulary</b>  |
|                         | <b>Engagement</b>   | <b>Comprehension</b>   |  |  | <b>The Writer's Craft</b>  |   |   |  |

|                    |  |  |   |   |  |  |   |   |
|--------------------|--|--|---|---|--|--|---|---|
| <b>ARE Year 9</b>  | Evaluate texts and elements of texts, actively seeking out new texts based on links, connections, interests and needs and justifying preferences and choices<br><br><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i><br><br>Show understanding and empathise with characters' and writers' feelings that go beyond their own experiences of the world   | <b>Apply their growing knowledge of root words, prefixes and suffixes</b><br><br><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</i><br><br><i>Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist</i> | Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader<br><br>Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning   | Select and summarise information and abstract themes, (, eg love, friendship, truth) and compare similarities and differences in main ideas and information<br><br>Recall ideas, and skim and scan to extract information about a chosen focus, including abstract themes, making choices about content, presentation and organisation of notes | Discuss and analyse how the writer uses language to build meaning across a text, explaining the effect on the reader, and what this suggests about writer's intentions | Recognise and explain how the presentation, organisation of the text/s and specific structural features affect the reader<br><br>Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop                 | Discuss and compare the impact of writers' methods within and across texts, considering the intended impact on the reader   | Draw together evidence from a range of places to back up their ideas about explicit and implicit meaning<br><br>Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods  |
| <b>ARE Year 8</b>  | Evaluate and recommend texts and elements of texts (such as character, plot, endings etc) based on personal opinions with clear reference to the content of texts and other texts they have read to justify their responses<br><br><i>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i><br><br>Show understanding and empathise with the characters' or writers' feelings in familiar contexts, linking wider experiences to the text | <b>Apply their growing knowledge of root words, prefixes and suffixes</b><br><br><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</i><br><br>Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist        | Comment on form and genre, recognising generic features and shifts in formality<br><br>Explore how the context in which texts are set and written can alter meaning<br><br>Differentiate between writers' use of fact and opinion to influence readers  | Select and summarise the main information in a text and similarities and/or differences between texts in their own words<br><br>Recall ideas, and skim and scan to extract information about a given focus, making choices about content, presentation and organisation of notes  | Discuss how writers use language, including figurative language at word and phrase level, explaining the impact on the reader  | Recognise and comment on a writer's presentation, organisation of a text and use of main structural features and how these guide the reader<br><br>Track individual characters, ideas and themes through the text, picking out the key moments that exemplify aspects of these | Discuss and compare writers' methods and choices (, eg use of character viewpoint, dialogue, structural features, presentation, choice of vocabulary), considering the impact on the reader | Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader<br><br>Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods |
| <b>ARE Year 7</b>  | Evaluate and recommend texts based on personal opinions and experiences, providing reasoned justification for their views<br><br>Show understanding of different characters' and writers' feelings, views and motivations, eg discuss the writer's point of view in a persuasive text.<br><br><i>Participate in discussions about texts building on their own and others' ideas and challenging views courteously</i>  | <b>Apply their growing knowledge of root words, prefixes and suffixes</b><br><br>Choose appropriate strategies to make sense of texts independently, eg re-reading; asking questions; discussing understanding; inferring meaning; making predictions<br><br><i>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</i>  | Recognise texts that contain features from more than one genre or demonstrate shifts in formality<br><br>Explain and justify how texts relate to audience, purpose, time and culture and refer to specific aspects of texts that exemplify this<br><br>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers | <b>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</b><br><br>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation, reference and own words<br><br><i>Make comparisons within and across books</i>                  | Discuss how writers use language, including figurative language, considering the impact on the reader.   | Explore how structural/presentational choices support the writer's intentions, eg how the use of flashback slowly reveals information about the character's past<br><br>Track individual characters, ideas and themes through the text   | Discuss and compare writers' methods and choices (, eg use of character viewpoint, dialogue, flashback, description of setting) in different texts  | Refer to the text to support ideas and opinions, justifying inferences with evidence<br><br>Use of technical vocabulary to discuss texts, eg metaphor, simile, analogy, imagery, ellipses, bullet points, style, effect   |
| <b>Domain Area</b> | <b>Personal Engagement, Response and Evaluation</b>  | <b>Making Meaning</b>  | <b>Contextual Understanding</b>   | <b>Summary, Synthesis and Comparison of Content</b>   | <b>Language</b>  | <b>Structure</b>   | <b>Comparison and Evaluation of Methods</b>   | <b>Use of Evidence and Technical Vocabulary</b>   |
|                    | <b>Engagement</b>  | <b>Comprehension</b>   |   |   | <b>The Writer's Craft</b>  |  |   |   |

|                    |   |  |  |   |  |  |  |   |
|--------------------|---|--|--|---|--|--|--|---|
| <b>Stage 5</b>     | <p>Understand and articulate why they have certain preferences about texts, with reasons, eg <i>'I don't like books with a girl as the main character because I find it harder to imagine myself in the story.'</i></p> <p>Show understanding of different characters' feelings, views and motivations, eg compare and discuss accounts of the same event through different character viewpoints.</p> <p>Participate in discussions about texts building on their own and others' ideas and challenging views courteously</p> | <p><b>Apply their growing knowledge of root words, prefixes and suffixes</b></p> <p>Choose appropriate strategies to make sense of texts mostly independently, eg re-reading; asking questions; discussing understanding; inferring meaning; making predictions</p> <p><b>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</b></p>  | <p>Identify and discuss themes and conventions of genre in a range of texts</p> <p>Make simple links between texts, their audience, purpose, time and culture, eg <i>'both these texts are about how awful workhouses in Victorian times.'</i></p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> | <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts</p> <p>Make comparisons within and across books</p> | <p>Discuss and evaluate the intended impact of the language used with reference to the text, eg <i>'when it gets to the climax they speak in short sentences and quickly which makes it more tense'</i></p> <p>Make links between the authors' use of language and the inferences drawn eg <i>'"inked up" is a good way of describing how the blackberries go to a bluey black colour as they ripen'</i></p> | <p>Comments on effect or reasons for structural/presentational choices, eg <i>'it tells you all things engineers can do then the last section explains how to get into engineering.'</i></p> <p>Track a character's development with reference to the text</p> | <p>Identify methods common to different texts with simple comment, eg <i>'both of these books look at a problem from the point of view of a child'</i></p> | <p>Comments and opinions supported by relevant textual reference or quotation</p> <p>Use of technical vocabulary to discuss texts, eg metaphor, simile, imagery, , relative clause, brackets, modal verb, effect</p>  |
| <b>Stage 4</b>     | <p>Comment on specific personal preferences, such as genre, character or author, giving reasons, eg <i>'I like books by David Walliams because...'</i></p> <p>Take on the role of a character (in discussion, performance or writing) showing understanding of their feelings and point of view, eg hot-seating, diary extract.</p> <p>Participate in discussions, responding to and challenging the views of others</p>  | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Apply their growing knowledge of root words, prefixes and suffixes</b></p> <p>Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning</p> <p><b>Ask questions to improve their understanding of a text</b></p> <p>Draw accurate inferences, supported through reference to the text</p>  | <p>Comment on themes and conventions of genre in texts, eg <i>'I know George is the hero in this text because...'</i></p> <p>Make links between texts and to the wider world , eg <i>'I know this text is set in America because they say sneakers.'</i></p> <p>Recognise and distinguish between fact and opinion</p>   | <p>Relevant points and main ideas identified and summarised</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Most relevant comparison between texts identified and explained</p>                     | <p>Identify specific techniques, eg simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader eg <i>'All the questions make you want to find out what happens next.'</i></p> <p>Comments on a writer's language choices, eg <i>'Disgraceful is a good word to use to show he is upset.'</i></p>   | <p>Structural and presentational choices identified with comment eg <i>'he describes the party first and then goes back to tell you why the child was there.'</i></p> <p>Track a character's development across a text</p>                                     | <p>Recognise simple methods common to different texts, eg characters, settings, dialogue</p>   | <p>Comments include mostly relevant textual reference or quotation</p> <p>Use of technical vocabulary to discuss texts, eg determiner pronoun, possessive pronoun, adverbial, bullet points</p>   |
| <b>Stage 3</b>     | <p>Comment on general preferences in reading with reasons, eg <i>'I like books about football because...'</i></p> <p>Infer understanding of a character's feelings, eg <i>'I think the character must be feeling excited because...'</i></p> <p>Participate in discussions, building on the views of others</p>   | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>When reading aloud, adapt some intonation and expression to reflect character, atmosphere and meaning</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw plausible inferences, often supported through reference to the text</p> | <p>Identify themes and conventions of genre in texts, eg heroes/villains, good Vs evil etc</p> <p>Recognise when and where a text is set</p> <p>Begin to recognise fact and opinion</p>  | <p>Simple key points located and summarised</p> <p>Make comparisons between texts, noting similarities and differences between them, eg layout, features and setting.</p>   | <p>Identify specific language or techniques, eg simile, alliteration and repetition and say why they interest them</p>   | <p>Identify simple features of organisation and presentation eg <i>'The different sections tell you different things about the animal'</i></p> <p>Simple understanding of how characters develop</p>   |  | <p>Comments include some references to the text but not always relevant, eg often retelling or paraphrasing sections of texts</p> <p>Use of technical vocabulary, eg preposition, prefix, clause, subordinate clause, direct speech, consonant, vowel, comma, inverted commas (or 'speech marks')</p> |
| <b>Domain Area</b> | <b>Personal Engagement, Response and Evaluation</b>   | <b>Making Meaning</b>  | <b>Contextual Understanding</b>  | <b>Summary, Synthesis and Comparison of Content</b>   | <b>Language</b>  | <b>Structure</b>   | <b>Comparison and Evaluation of Methods</b>  | <b>Use of Evidence and Technical Vocabulary</b>   |
|                    | <b>Engagement</b>   | <b>Comprehension</b>   |  |   | <b>The Writer's Craft</b>  |  |  |   |

|                    |   |   |  |   |  |   |   |   |
|--------------------|---|---|--|---|--|---|---|---|
| <b>Stage 2</b>     | <p>Comment on general preferences in reading, , eg 'I like books about football.'</p> <p>Explain their understanding of texts and characters, drawing on what they know and have read, eg 'I felt happy at my birthday party too, just like...'</p> <p>State opinions about texts they have read, agreeing or disagreeing with others</p> | <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-reads familiar books with some fluency and expression</p> <p>Read aloud what they have written with some appropriate intonation to make meaning clear</p> <p>Ask and answer simple questions about a text</p> <p>Make inferences about characters' thoughts, feelings and reasons for actions</p>  | <p>Identify features of some familiar text types eg fairy tales, layout of non-fiction etc</p> <p>Can discuss how books are set in different times and places</p> <p>Understand the difference between fiction and non-fiction</p> | <p>Extract information from the text and discuss orally with reference to the text</p> <p>Some simple connections between texts identified, eg similarities in plot, characters etc</p>   | <p>Discuss favourite words and phrases</p> <p>Recognise simple recurring literary language in stories and poetry, eg 'Once upon a time, first, next, last, dark, dark, room in a dark, dark house'</p> <p>Identify how vocabulary choice affects meaning</p> | <p>Some awareness of features of organisation and presentation, eg title, main events etc</p> | <p>Knows where to look for information within a text eg about characters, topics, etc</p> <p>Use of technical vocabulary, eg statement, question, exclamation, command, conjunction, compound, suffix, adjective, adverb, past tense, present tense, apostrophe</p> |   |
| <b>Stage 1</b>     | <p>Make simple comments about texts they like and dislike, eg 'I like/don't like this book.'</p> <p>Link what they read or what is read to them to what they know, eg 'I have been to the beach too.'</p> <p>Participate in discussion about what is read to them.</p>  | <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud their own writing clearly enough to be heard</p> <p>Answer simple questions about a text</p> <p>Predict what might happen and make simple inferences on the basis of what is being said and done.</p> | <p>Become familiar with key stories and genres, retelling them and considering their particular characteristics</p>  | <p>Find key points in a story or some key facts from an information text</p> <p>Make simple comments comparing content, eg 'This book is about a farm and this one is about a beach.'</p> | <p>Recognise and join in with predictable and significant words and phrases</p>  | <p>Identifies simple text features, eg font, title, blurbs etc</p>                            | <p>Locates pages/sections of interest within a text</p> <p>Use of technical vocabulary, eg story, rhyme, poem, cover, title author, full stop, capital letter, question mark, exclamation mark</p>  |   |
| <b>Domain Area</b> | <b>Personal Engagement, Response and Evaluation</b>   | <b>Making Meaning</b>   | <b>Contextual Understanding</b>  | <b>Summary, Synthesis and Comparison of Content</b>   | <b>Language</b>  | <b>Structure</b>  | <b>Comparison and Evaluation of Methods</b>   | <b>Use of Evidence and Technical Vocabulary</b> |
|                    | <b>Engagement</b>   | <b>Comprehension</b>  |  |   | <b>The Writer's Craft</b>  |   |   |   |
| <b>GCSE AOS</b>    | <b>Lang: AO1/4<br/>Lit: AO1</b>   | <b>Lang: AO1<br/>Lit: AO1</b>   | <b>Lang: AO4, AO3<br/>Lit: AO3</b>   | <b>Lang: AO1, AO3<br/>Lit: AO1</b>  | <b>Lang: AO2<br/>Lit: AO2</b>  | <b>Lang: AO2<br/>Lit: AO2</b>   | <b>Lang: AO3/4<br/>Lit: AO1</b>   | <b>Lang: AO2/4<br/>Lit: AO1/2</b>               |

## HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact either of the team leads:

Emma Tarrant : [emma.tarrant@hants.gov.uk](mailto:emma.tarrant@hants.gov.uk)

Victoria Flynn: [victoria.flynn@hants.gov.uk](mailto:victoria.flynn@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)

## HTLC professional learning moodle

- Searchable course catalogue linked to the Learning Zone.
- Course updates.
- In-house training opportunities.
- Online calendar of events.
- Publications and online resources.
- Bespoke consultancy services.

Link: <https://hias-totara.mylearningapp.com/>





# Terms and conditions

## Terms of license

Moodle+ subscribers are licensed to access and use this resource and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

## You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

## You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.