



# KEY STAGE 3 Y7 - Y9



# ASSESSMENT STEPS



English

'We Seek The Best'

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div>Excelling +</div> <div>(Projected Grade 9 at GCSE)</div> </div>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the plot is <b>comprehensive</b>.</li> <li>Students' knowledge of characters is <b>comprehensive</b>.</li> <li>Students' knowledge of themes is <b>comprehensive</b>.</li> <li>Students' knowledge of the writer is <b>comprehensive</b> and is applied to their reading of the text with <b>care</b> and <b>thought</b>.</li> <li>Students' knowledge of social context is <b>comprehensive</b> and is applied to their reading of the text with <b>care</b> and <b>thought</b>.</li> <li>Students' knowledge of SMSC issues and links to real life is <b>comprehensive</b>.</li> <li>Students' knowledge of the conventions of transactional writing formats is <b>comprehensive</b>.</li> <li>Students' knowledge of the conventions of fiction is <b>comprehensive</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can make <b>precise</b> and <b>thoughtful</b> comments about the meaning of a text.</li> <li>Students can construct responses which are <b>personal</b> and <b>thoughtful</b>.</li> <li>Students can select <b>a range of</b> quotations which are <b>appropriate</b> and <b>meaningful</b>.</li> <li>Students can use <b>a wide range of</b> subject terminology <b>accurately</b> and <b>appropriately</b> when exploring a text.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the conventions of different forms of text is <b>comprehensive</b>.</li> <li>Students' knowledge of the purpose of different forms of texts is <b>comprehensive</b>.</li> <li>Students' knowledge of rhetorical and persuasive devices is <b>comprehensive</b>.</li> <li>Students' knowledge of descriptive and poetic devices is <b>comprehensive</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can create form <b>accurately</b> and <b>confidently</b>.</li> <li>Students can demonstrate <b>clear</b> structure.</li> <li>Students can express themselves <b>very well</b> and <b>purposefully</b>.</li> <li>Students can create narrative arcs with <b>very creative</b> rising and falling action.</li> <li>Students can adapt their register <b>appropriately</b> and <b>very creatively</b>.</li> <li>Students can develop ideas <b>very creatively</b>.</li> <li>Students can <b>weave in</b> imagery and descriptive devices <b>very creatively</b>.</li> <li>Students can <b>consistently</b> demonstrate grammatic <b>accuracy</b> and <b>creativity</b>.</li> <li>Students can use sentence types that are <b>varied</b>, <b>purposeful</b> and <b>very creative</b>.</li> <li>Students can use sentence openers which are <b>very creative</b> and <b>engaging</b>.</li> <li>Students can spell <b>all</b> high frequency words <b>accurately</b>.</li> <li>Students can spell <b>virtually all</b> complex and irregular words correctly.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the power of oracy is <b>comprehensive</b>.</li> <li>Students' knowledge of rhetorical devices and their use in speech is <b>comprehensive</b> and <b>thoughtful</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can speak <b>independently</b>, with <b>flair</b>, <b>confidence</b> and <b>minimal</b> hesitation.</li> <li>Students can respond to questions <b>confidently</b> and <b>in-depth</b>.</li> <li>Students can create questions which are <b>probing</b> and <b>well-considered</b>.</li> <li>Students can speak in pairs <b>respectfully</b> and <b>confidently</b>, <b>fully embracing other viewpoints</b>.</li> <li>Students can speak in group work <b>respectfully</b> and <b>confidently</b>, <b>fully embracing other viewpoints</b>.</li> <li>Students can express their views in a manner which <b>demonstrates full respect of</b> and <b>engagement with the views of others</b>.</li> </ol>

“Curriculum is all about power. Decisions about what knowledge to teach are an exercise of power and therefore a weighty ethical responsibility.” “Taking Curriculum Seriously” – Counsell, C (2018)

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div> <div>+</div> <div>Excelling</div> </div> <div> <div>-</div> <div>Projected Grade 9 at GCSE</div> </div> </div>	5. Students can make <b>thoughtful</b> and <b>meaningful</b> comments about the use of language and structure.	13. Students can always use full stops <b>accurately</b> . 14. Students can always use commas <b>accurately</b> . 15. Students use a <b>very wide</b> variety of other punctuation <b>accurately</b> and <b>very creatively</b> . 16. Students can always use capital letters <b>accurately</b> . 17. Students can <b>always</b> demonstrate control over tenses. 18. Students can use a <b>very wide</b> range of <b>very powerful</b> vocabulary in an <b>appropriate</b> and <b>very creative</b> way. 19. Students can construct <b>extended</b> and <b>lengthy</b> pieces of writing <b>entirely independently</b> .	

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div>Mastering +</div> <div>(Projected Grades 6 – 8 at GCSE)</div>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the plot is <b>broad</b>.</li> <li>Students' knowledge of characters is <b>broad</b>.</li> <li>Students' knowledge of themes is <b>broad</b>.</li> <li>Students' knowledge of the writer is <b>broad</b> and is applied to their reading of the text with <b>thought</b>.</li> <li>Students' knowledge of social context is <b>broad</b> and is applied to their reading of the text with <b>thought</b>.</li> <li>Students' knowledge of SMSC issues and links to real life is <b>broad</b> and is applied to their reading of the text <b>thoughtfully</b>.</li> <li>Students' knowledge of the conventions of transactional writing formats is <b>broad</b>.</li> <li>Students' knowledge of the conventions of fiction is <b>broad</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can make <b>substantial</b> and <b>carefully considered</b> comments about the meaning of a text.</li> <li>Students can construct responses which are <b>substantial</b> and <b>carefully considered</b>.</li> <li>Students can select <b>a range of relevant</b> quotations.</li> <li>Students can use <b>a range of</b> subject terminology <b>accurately</b> and <b>appropriately</b> when exploring a text.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the conventions of different forms of text is <b>broad</b>.</li> <li>Students' knowledge of the purpose of different forms of texts is <b>broad</b>.</li> <li>Students' knowledge of rhetorical and persuasive devices is <b>broad</b>.</li> <li>Students' knowledge of descriptive and poetic devices is <b>broad</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can create form <b>accurately</b> and <b>clearly</b>.</li> <li>Students can demonstrate <b>an obvious</b> structure.</li> <li>Students can express themselves <b>well</b> and <b>creatively</b>.</li> <li>Students can create narrative arcs with <b>a creative approach to</b> rising and falling action.</li> <li>Students can adapt their register <b>appropriately</b> and <b>creatively</b>.</li> <li>Students can develop ideas with <b>care</b> and <b>creativity</b>.</li> <li>Students can <b>utilise</b> imagery and descriptive devices in a <b>creative</b> manner.</li> <li>Students can <b>almost always</b> demonstrate grammatic <b>accuracy</b> and <b>creativity</b>.</li> <li>Students can use sentence types that are <b>varied</b>, <b>appropriate</b> and <b>creative</b>.</li> <li>Students can use sentence openers which are <b>varied</b>, <b>appropriate</b> and <b>creative</b>.</li> <li>Students can spell <b>most</b> high frequency words <b>accurately</b>.</li> <li>Students can spell <b>many</b> complex and irregular words correctly.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the power of oracy is <b>broad</b>.</li> <li>Students' knowledge of rhetorical devices and their use in speech is <b>broad</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can speak <b>independently</b>, with <b>confidence</b> and <b>limited</b> hesitation.</li> <li>Students can respond to questions <b>confidently</b> and <b>thoughtfully</b>.</li> <li>Students can create questions which are <b>thoughtful</b> and <b>relevant</b>.</li> <li>Students can speak in pairs <b>respectfully</b> and <b>confidently</b>, <b>engaging in the views of others</b>.</li> <li>Students can speak in group work <b>respectfully</b> and <b>confidently</b>, <b>engaging in the views of others</b>.</li> <li>Students can express their views in a manner which is <b>respectful</b> of and <b>engaged</b> with of the views of others.</li> </ol>

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div>Mastering +</div> <div>- Projected Grades 6 – 8 at GCSE</div> </div>	5. Students can make <b>substantial</b> and <b>carefully considered</b> comments about the use of language and structure.	13. Students can <b>always</b> use full stops <b>accurately</b> . 14. Students can <b>almost always</b> use commas <b>accurately</b> . 15. Students use a <b>wide variety</b> of other punctuation <b>accurately</b> and <b>creatively</b> . 16. Students can always use capital letters <b>accurately</b> . 17. Students can <b>almost always</b> demonstrate control over tenses. 18. Students can use a <b>wide</b> range of <b>powerful</b> vocabulary in a <b>creative</b> and <b>appropriate</b> way. 19. Students can construct <b>lengthy</b> pieces of <b>extended</b> writing.	

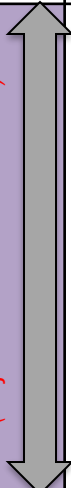
Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the plot is <b>solid</b>.</li> <li>Students' knowledge of characters is <b>solid</b>.</li> <li>Students' knowledge of themes is <b>solid</b>.</li> <li>Students' knowledge of the writer is <b>solid</b>.</li> <li>Students' knowledge of social context is <b>solid</b>.</li> <li>Students' knowledge of SMSC issues and links to real life is <b>solid</b>.</li> <li>Students' knowledge of the conventions of transactional writing formats is <b>solid</b>.</li> <li>Students' knowledge of the conventions of fiction is <b>solid</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can <b>usually</b> make <b>solid</b> and <b>relevant</b> comments about the meaning of a text.</li> <li>Students can <b>usually</b> construct responses which are <b>solid</b> and <b>relevant</b>.</li> <li>Students can select <b>relevant</b> quotations.</li> <li>Students can use <b>various</b> subject terminology <b>mostly appropriately</b>.</li> <li>Students can make <b>some</b> comments about the use of language and structure, with <b>developing thought and accuracy</b>.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the conventions of different forms of text is <b>solid</b>.</li> <li>Students' knowledge of the purpose of different forms of texts is <b>solid</b>.</li> <li>Students' knowledge of rhetorical and persuasive devices is <b>solid</b>.</li> <li>Students' knowledge of descriptive and poetic devices is <b>solid</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can create <b>most</b> forms <b>accurately</b> and with <b>developing thought</b>.</li> <li>Students can <b>largely</b> create a <b>solid</b> structure.</li> <li>Students can <b>usually</b> express themselves with <b>clarity</b> and <b>purpose</b>.</li> <li>Students can <b>usually</b> create narrative arcs with <b>solid evidence</b> of rising and falling action.</li> <li>Students can <b>usually</b> adapt their register <b>appropriately</b>.</li> <li>Students can <b>usually</b> develop their ideas with <b>thought</b>.</li> <li>Students can <b>usually use</b> imagery and descriptive devices, <b>with developing thought</b>.</li> <li>Students can <b>usually</b> demonstrate grammatic accuracy in their writing.</li> <li>Students can <b>usually</b> use sentence types that are <b>varied</b> and <b>appropriate</b>.</li> <li>Students can use <b>a variety</b> of sentence openers <b>appropriately</b>.</li> <li>Students can spell <b>many</b> high frequency words <b>accurately</b>.</li> <li>Students can spell <b>some</b> complex and irregular words correctly.</li> </ol>	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the power of oracy is <b>solid</b>.</li> <li>Students' knowledge of rhetorical devices and their use in speech is <b>solid</b>.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>Students can <b>usually</b> speak <b>independently</b>, with <b>limited</b> hesitation and <b>increasing confidence</b>.</li> <li>Students can respond to <b>most</b> questions <b>with increasing confidence</b>.</li> <li>Students can <b>usually</b> create questions with <b>increasing confidence</b>.</li> <li>Students can <b>usually</b> speak in pairs <b>respectfully</b> and <b>confidently</b>.</li> <li>Students can <b>usually</b> speak in group work <b>respectfully</b> and <b>confidently</b>.</li> <li>Students can <b>usually</b> express their views in a manner which is <b>understanding</b> and <b>respectful</b> of the views of others.</li> </ol>


Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div>+</div> <div>-</div> <div>Securing</div> <div>Grades 3 – 5 at GCSE</div> </div>		13. Students <b>can usually</b> use full stops <b>accurately</b> . 14. Students <b>can usually</b> use commas <b>accurately</b> . 15. Students <b>can use a wide variety</b> of other punctuation <b>with increasing accuracy</b> . 16. Students can <b>usually</b> use capital letters <b>accurately</b> . 17. Students can <b>usually</b> demonstrate control over tenses. 18. Students can use an <b>increasing range of advanced</b> vocabulary. 19. Students can construct <b>extended</b> pieces of writing <b>of the expected length</b> .	



Key Stage 3 Descriptors		Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
Key Stage 3 Descriptors	<div> <div>Developing +</div> <div>(Projected Grades 1 – 2 at GCSE)</div> </div>	Reading	Writing	Oracy
		<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the plot is <b>increasingly evident</b>.</li> <li>Students' knowledge of characters is <b>increasingly evident</b>.</li> <li>Students' knowledge of themes is <b>increasingly evident</b>.</li> <li>Students' knowledge of the writer is <b>increasingly evident</b> and is <b>sometimes</b> applied to their reading of the text.</li> <li>Students' knowledge of social context is <b>increasingly evident</b> and is <b>sometimes</b> applied to their reading of the text.</li> <li>Students' knowledge of SMSC issues and links to real life is <b>increasingly evident</b> and is applied <b>sometimes</b> to their reading of the text.</li> <li>Students' knowledge of the conventions of transactional writing formats is <b>increasingly evident</b>.</li> <li>Students' knowledge of the conventions of fiction is <b>increasingly evident</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students <b>can begin to</b> comment on what a text means.</li> <li>Students <b>can begin to</b> construct responses.</li> <li>Students <b>can begin to</b> select quotations from the text.</li> <li>Students <b>can begin to</b> use <b>some</b> subject terminology.</li> </ol>	<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the conventions of different forms of text is <b>increasingly evident</b>.</li> <li>Students' knowledge of the purpose of different forms of texts is <b>increasingly evident</b>.</li> <li>Students' knowledge of rhetorical and persuasive devices is <b>increasingly evident</b>.</li> <li>Students' knowledge of descriptive and poetic devices is <b>increasingly evident</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students can create <b>some</b> forms of writing, <b>with increasing accuracy</b>.</li> <li>Students can create <b>an increasingly solid</b> structure.</li> <li>Students <b>sometimes</b> express themselves with <b>clarity</b> and <b>purpose</b>.</li> <li>Students can <b>sometimes</b> create narrative arcs with <b>increasing evidence</b> of rising and falling action.</li> <li>Students can <b>sometimes</b> adapt their register <b>appropriately</b>.</li> <li>Students can develop <b>some</b> of their ideas.</li> <li>Students can <b>sometimes use</b> imagery and descriptive devices.</li> <li>Students can demonstrate <b>some</b> grammatic accuracy in their writing.</li> <li>Students can use <b>some</b> sentence types that are <b>varied</b>.</li> <li>Students can use <b>a narrow variety</b> of sentence openers <b>appropriately</b>.</li> <li>Students can spell <b>some</b> high frequency words <b>accurately</b>.</li> </ol>	<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the power of oracy is <b>increasingly evident</b>.</li> <li>Students' knowledge of rhetorical devices and their use in speech is <b>increasingly evident</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students can <b>sometimes</b> speak <b>independently</b>, with <b>developing confidence</b>.</li> <li>Students can respond to <b>some</b> questions <b>with developing confidence</b>.</li> <li>Students can <b>sometimes</b> create questions with <b>developing confidence</b>.</li> <li>Students can <b>sometimes</b> speak in pairs <b>respectfully</b> and <b>confidently</b>.</li> <li>Students can <b>sometimes</b> speak in group work <b>respectfully</b> and <b>confidently</b>.</li> <li>Students can <b>sometimes</b> express their views in a manner which is <b>understanding</b> and <b>respectful</b> of the views of others.</li> </ol>



Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div> + Developing - (Projected Grades 1 – 2 at GCSE) </div>  </div>	5. Students <b>can begin to</b> make <b>some</b> comments about the use of language and structure.	12. Students can spell <b>a narrow variety of</b> complex and irregular words correctly. 13. Students can <b>sometimes</b> use full stops <b>accurately</b> . 14. Students can <b>sometimes</b> use commas <b>accurately</b> . 15. Students <b>sometimes</b> use other punctuation with <b>increasing accuracy</b> . 16. Students can <b>sometimes</b> use capital letters <b>accurately</b> . 17. Students can <b>sometimes</b> demonstrate control over tenses. 18. Students can use <b>some simple</b> vocabulary <b>appropriately</b> . 19. Students can construct <b>independent</b> pieces of writing, <b>though these tend to be quite short</b> .	

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
 Emerging + (Below GCSE Grading)	<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the plot is <b>rudimentary</b>.</li> <li>Students' knowledge of characters is <b>rudimentary</b>.</li> <li>Students' knowledge of themes is <b>rudimentary</b>.</li> <li>Students' knowledge of the writer is <b>rudimentary</b> and is applied to their reading of the text <b>with support</b>.</li> <li>Students' knowledge of social context is <b>rudimentary</b> and is applied to their reading of the text <b>with support</b>.</li> <li>Students' knowledge of SMSC issues and links to real life is <b>rudimentary</b> and is applied to their reading of the text <b>with support</b>.</li> <li>Students' knowledge of the conventions of transactional writing formats is <b>rudimentary</b>.</li> <li>Students' knowledge of the conventions of fiction is <b>rudimentary</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students can make <b>some rudimentary</b> comments about the meaning of a text.</li> <li>Students can construct <b>some rudimentary</b> responses.</li> <li>Students can make <b>some rudimentary references</b> to the text.</li> <li>Students can use <b>some</b> subject terminology, often <b>with support</b>.</li> </ol>	<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students know about the conventions of different forms of text, <b>though this is rudimentary</b>.</li> <li>Students know about the purpose of different forms of texts, <b>though this is rudimentary</b>.</li> <li>Students know about rhetorical and persuasive devices, <b>though this is rudimentary</b>.</li> <li>Students know about descriptive and poetic devices, <b>though this is rudimentary</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students can create <b>some</b> forms of writing, <b>though with support</b>.</li> <li>Students can demonstrate <b>some</b> structure, <b>though with support</b>.</li> <li>Students can express themselves, <b>though with support</b>.</li> <li>Students can create narrative arcs with <b>rudimentary</b> rising and falling action.</li> <li>Students can adapt their register, <b>though with support</b>.</li> <li>Students can <b>sometimes</b> develop their ideas, <b>though with support</b>.</li> <li>Students can <b>sometimes</b> create descriptions, <b>though with support</b>.</li> <li>Students can demonstrate <b>some</b> control of grammar, <b>though with support</b>.</li> <li>Students can use <b>some</b> sentence types <b>appropriately</b>, <b>though with support</b>.</li> <li>Students can use <b>some</b> sentence openers <b>appropriately</b>, <b>though with support</b>.</li> </ol>	<p><b><u>Knowledge</u></b></p> <ol style="list-style-type: none"> <li>Students' knowledge of the power of oracy is <b>rudimentary</b>.</li> <li>Students' knowledge of rhetorical devices and their use in speech is <b>rudimentary</b>.</li> </ol> <p><b><u>Skills</u></b></p> <ol style="list-style-type: none"> <li>Students can speak up in class, <b>though with support</b>.</li> <li>Students can respond to questions, <b>though with support</b>.</li> <li>Students can create questions, <b>though with support</b>.</li> <li>Students can speak in pairs <b>respectfully</b>, <b>though with support</b>.</li> <li>Students can speak in group work <b>respectfully</b>, <b>though with support</b>.</li> <li>Students can express their views in a manner which is <b>respectful</b> of the views of others, <b>though with support</b>.</li> </ol>

Key Stage 3 Descriptors	Key Knowledge, Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Reading	Writing	Oracy
<div> <div>Emerging +</div> <div>(Below GCSE Grading)</div> </div>	5. Students can make <b>some rudimentary</b> comments about the use of language and structure, often <b>with support</b> .	14. Students can spell <b>some</b> high frequency words. 15. Students <b>can attempt</b> to spell complex and irregular words, <b>though with support</b> . 16. Students <b>can attempt</b> to use full stops accurately, <b>though this may not be consistent</b> . 17. Students <b>can attempt</b> to use commas accurately, <b>though this may not be consistent</b> . 18. Students <b>can attempt</b> to use other punctuation, <b>though this may not be consistent</b> . 19. Students <b>can</b> use capital letters, <b>though this may not be consistent</b> . 20. Students <b>can attempt some</b> control over tenses, <b>though this may not be consistent</b> . 21. Students <b>can attempt</b> to use <b>a range of simple</b> vocabulary. 22. Students can construct pieces of writing, <b>though these tend to be very short and may require support</b> .	



# KEY STAGE 4 Y10 - Y11



# ASSESSMENT STEPS



English Language

‘We Seek The Best’

# English Language

## English Language AOs

- 1: Reading for Meaning
- 2: Reading - Language Analysis
- 3: Reading - Comparison
- 4: Reading - Critical Evaluation
- 5: Writing - Style
- 6: Writing – Technical Accuracy
- 7: Oracy - Presentation in a Formal Setting
- 8: Oracy - Listen and Respond
- 9: Oracy - Use of Standard English



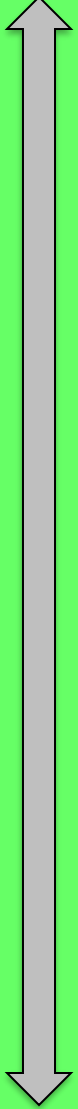
## English Literature AOs

- 1: Reading for Meaning
- 2: Reading - Language Analysis
- 3: Reading - Social Context
- 4: Writing - Technical Accuracy



Key Stage 4 Descript ors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
9	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' intentions is <b>sophisticated and sustained</b>.</li> <li>Students can make <b>sophisticated and perceptive</b> comments about a text.</li> <li>Students can integrate <b>a very wide range of highly specific references to the text</b>, in a <b>sophisticated</b> way.</li> </ul> <p><b>O2: Language Analysis</b></p> <p>Students' knowledge of writers' methods and conventions is <b>sophisticated and sustained</b>.</p> <p>Students can make <b>sophisticated and perceptive</b> comments about writers' method.</p> <p>Students' knowledge of writers' methods and conventions is <b>sophisticated and sustained</b>.</p> <p><b>O3: Comparison</b></p> <p>Students' knowledge of one or more texts is <b>sophisticated and sustained</b>.</p> <p>Students can make <b>sophisticated and perceptive</b> comparisons between texts.</p> <p><b>O4: Critical Evaluation</b></p> <p>Students' knowledge of writers' views is <b>sophisticated and sustained</b>.</p> <p>Students' knowledge of writing conventions from pre-1914 and the modern era is <b>sophisticated and sustained</b>.</p> <p>Students can provide a <b>sophisticated and perceptive</b> personal opinion about a text.</p> <p>Students can make <b>sophisticated and perceptive</b> comments on texts from pre-1914 and the modern era.</p>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a <b>sophisticated</b> plot that is sustained.</li> <li>Students can use a <b>sophisticated</b> structure in their writing that is sustained.</li> <li>Students can communicate <b>sophisticated and pertinent</b> meaning and ideas in their writing.</li> <li>Students can adapt a <b>sophisticated and pertinent</b> register to suit the purpose of their writing.</li> <li>Students can create a <b>sophisticated</b> form for their writing that is sustained.</li> <li>Students can sequence their ideas in a <b>sophisticated and pertinent</b> style.</li> <li>Students can create long, developed pieces of sophisticated and <b>sustained writing</b>.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use <b>a very wide range of sophisticated</b> sentence types <b>to achieve very impressive effects</b>.</li> <li>Students can use a very wide range of <b>sophisticated</b> sentence openers <b>to achieve very impressive effects</b>.</li> <li>Students' spelling of all words, including a very wide range of sophisticated and irregular words, is accurate and sustained.</li> <li>Students can use a very wide range of sophisticated punctuation <b>to achieve very impressive effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use a very wide range of <b>sophisticated</b> vocabulary <b>to achieve very impressive effects</b>.</li> <li>Students are able to control all tenses <b>in a sophisticated way</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the form of a spoken presentation is <b>sophisticated and sustained</b>.</li> <li>Students' knowledge of formal response conventions is <b>sophisticated and sustained</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide <b>perceptive and sophisticated</b> verbal responses in pairs or part of a group.</li> <li>Students can create <b>perceptive and probing</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>perceptive</b> responses to questions using <b>precise detail</b> to support.</li> <li>Students can create <b>sophisticated and sustained</b> audible responses.</li> <li>Students can express their ideas using <b>sophisticated and sustained</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of spoken language conventions is <b>sophisticated and sustained</b>.</li> <li>Students can provide <b>perceptive</b> verbal responses in <b>precise and sustained detail</b>.</li> <li>Students can provide <b>perceptive</b>, coherent arguments using <b>precise and sustained detail</b> to support.</li> <li>Students can verbally express <b>sophisticated and perceptive</b> opinions, using <b>increasingly precise and sustained</b> detail to support.</li> </ul>

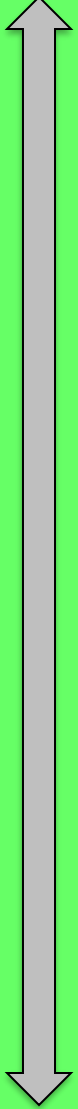


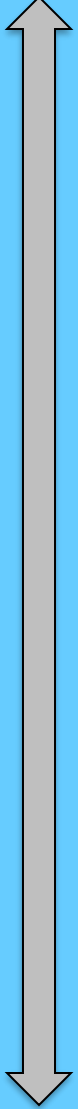
Key Stage Descriptor	Reading	Writing	Oracy
 8	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' intentions is <b>mature and mainly sustained</b>.</li> <li>Students can make <b>mature and mainly sustained</b> comments about a text.</li> <li>Students can <b>integrate a wide range of very relevant references to the text</b>, in a <b>mature</b> way.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' methods and conventions is <b>mature and mainly sustained</b>.</li> <li>Students can make <b>mature and mainly sustained</b> comments about writers' methods.</li> <li>Students' knowledge of authors' methods and conventions is <b>mature and mainly sustained</b>.</li> </ul> <p><b>AO3: Comparison</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of one or more texts is <b>mature and mainly sustained</b>.</li> <li>Students can make <b>mature</b> comparisons between texts which are <b>mainly sustained</b>.</li> </ul> <p><b>AO4: Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' views is <b>mature and mainly sustained</b>.</li> <li>Students' knowledge of writing conventions from pre-1914 and the modern era is <b>mature and mainly sustained</b>.</li> <li>Students can provide a <b>mature and mainly sustained</b> personal opinion about a text.</li> <li>Students can make <b>mature</b> comments on texts from pre-1914 and the modern era.</li> </ul>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a <b>mature plot that is mainly sustained</b> throughout.</li> <li>Students can use a <b>mature structure that is mainly sustained</b> in their writing.</li> <li>Students can communicate <b>mature and mainly sustained</b> meaning and ideas in their writing.</li> <li>Students can adapt a <b>mature and mainly sustained</b> register to suit the purpose of their writing.</li> <li>Students can create a <b>mature and mainly sustained</b> form for their writing.</li> <li>Students can sequence their ideas in a <b>mature and mainly sustained</b> style.</li> <li>Students can create long, very developed pieces of <b>mature and mainly sustained</b> writing.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use a <b>very wide range of mature</b> sentence types <b>to achieve impressive effects</b>.</li> <li>Students can use a <b>very wide range of mature sentence openers</b> to achieve <b>impressive effects</b>.</li> <li>Students can spell the majority of all words accurately, including a very wide range of irregular words <b>maturely</b>.</li> <li>Students can use a very wide range of varied punctuation <b>to achieve mature effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use <b>very ambitious</b> vocabulary <b>maturely to achieve impressive effects</b>.</li> <li>Students are able to control all tenses <b>in a mature way</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the form of a spoken presentation is <b>mature and mainly sustained</b>.</li> <li>Students' knowledge of formal response conventions is <b>mature and mainly sustained</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide a <b>mature and mainly sustained</b> verbal response in pairs or part of a group.</li> <li>Students can create <b>mature and mainly sustained</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>mature and mainly sustained</b> responses to questions using <b>increasingly precise detail</b> to support.</li> <li>Students can create <b>mature and mainly sustained</b> audible responses.</li> <li>Students can express their ideas using <b>mature and mainly sustained</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of spoken language conventions is <b>mature and mainly sustained</b>.</li> <li>Students can provide <b>mature</b> verbal responses in <b>increasingly precise and sustained detail</b>.</li> <li>Students can provide <b>mature</b> coherent arguments using <b>increasingly precise and sustained detail</b> to support.</li> <li>Students can verbally express a <b>mature</b> opinion using <b>increasingly precise and mainly sustained</b> detail to support.</li> </ul>

*“Curriculum is all about power. Decisions about what knowledge to teach are an exercise of power and therefore a weighty ethical responsibility.” “Taking Curriculum Seriously” – Counsell, C (2018)*

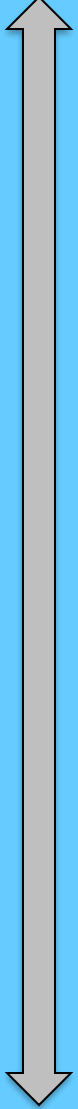


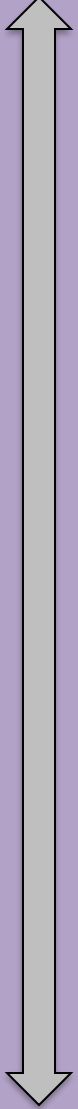
Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
7	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' intentions is <b>confident and thorough</b>.</li> <li>Students can make <b>confident and thorough</b> comments about a text.</li> <li>Students can embed <b>a wide and thorough range of relevant references to the text</b>, in a <b>confident</b> way.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' methods and conventions is <b>confident and thorough</b>.</li> <li>Students can make <b>confident and thorough</b> comments about writers' method.</li> <li>Students' knowledge of writers' methods and conventions is <b>confident and thorough</b>.</li> </ul> <p><b>AO3: Comparison</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of one or more texts is <b>confident and thorough</b>.</li> <li>Students can make <b>confident and thorough</b> comparisons between texts.</li> </ul> <p><b>AO4: Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' views is <b>confident and thorough</b>.</li> <li>Students' knowledge of writing conventions from pre-1914 and the modern era is <b>confident and thorough</b>.</li> <li>Students can provide a <b>confident and thorough</b> personal opinion about a text.</li> <li>Students can make <b>confident and thorough</b> comments on texts from pre-1914 and the modern era.</li> </ul>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a <b>confident and thorough</b> plot.</li> <li>Students can use a <b>confident and thorough</b> structure in their writing.</li> <li>Students can communicate <b>confident and thorough</b> meaning and ideas in their writing.</li> <li>Students can adapt a <b>confident</b> register to suit the purpose of their writing.</li> <li>Students can use form <b>confidently</b> in their writing.</li> <li>Students can sequence their ideas in a <b>confident and thorough</b> style.</li> <li>Students can create long, developed pieces of <b>confident and thorough</b> writing.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use a wide range of sentence types <b>confidently, to achieve specific effects</b>.</li> <li>Students can use a wide range of sentence openers <b>confidently, to achieve effects</b>.</li> <li>Students can spell a wide range of irregular and high frequency words, accurately and confidently.</li> <li>Students can use a wide range of varied punctuation <b>confidently, to achieve effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use very ambitious vocabulary <b>confidently, to achieve effects</b>.</li> <li>Students are able to control all tenses <b>confidently</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the form of a spoken presentation is <b>confident</b>.</li> <li>Students' knowledge of formal response conventions is <b>confident</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide a <b>confident</b> verbal response in pairs or part of a group.</li> <li>Students can create <b>confident</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>confident</b> responses to questions using <b>apt detail</b> to support.</li> <li>Students can create <b>confident</b> audible responses.</li> <li>Students can express their ideas using <b>confident</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of spoken language conventions is <b>confident</b>.</li> <li>Students can provide <b>confident</b> verbal responses in <b>apt detail</b>.</li> <li>Students can provide <b>confident</b> coherent arguments using <b>apt detail</b> to support.</li> <li>Students can <b>confidently</b> express a verbal opinion.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' intentions is <b>secure and detailed</b>.</li> <li>Students can make <b>secure and detailed</b> comments about a text.</li> <li>Students can <b>embed a detailed range of relevant references to the text</b>, in a <b>secure</b> way.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' methods and conventions is <b>secure and detailed</b>.</li> <li>Students can make <b>secure and detailed comments about</b> writers' methods.</li> <li>Students' knowledge of writers' methods and conventions is <b>secure and detailed</b>.</li> </ul> <p><b><u>AO3: Comparison</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of one or more texts is <b>secure and detailed</b>.</li> <li>Students can make <b>secure and detailed</b> comparisons between texts.</li> </ul> <p><b><u>AO4: Critical Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' views is <b>secure and detailed</b>.</li> <li>Students' knowledge of writing conventions from pre-1914 and the modern era is <b>secure and detailed</b>.</li> <li>Students can provide a <b>secure and detailed</b> personal opinion about a text.</li> <li>Students can make <b>secure and detailed</b> comments on texts from pre-1914 and the modern era.</li> </ul>	<p><b><u>AO5: Style</u></b></p> <ul style="list-style-type: none"> <li>Students can create a <b>secure and detailed</b> plot.</li> <li>Students can use a <b>secure and detailed</b> structure in their writing.</li> <li>Students can communicate <b>secure and detailed</b> meaning and ideas in their writing.</li> <li>Students can adapt register <b>securely</b> to suit the purpose of their writing.</li> <li>Students can create a <b>secure and detailed</b> form for their writing.</li> <li>Students can sequence their ideas in a <b>secure and detailed</b> style.</li> <li>Students can create long, developed pieces of <b>secure and detailed</b> writing.</li> </ul> <p><b><u>AO6: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use <b>a range of</b> sentence types <b>securely to achieve effects</b>.</li> <li>Students can use <b>a range of</b> sentence openers <b>securely to achieve effects</b>.</li> <li>Students can spell a range of irregular words, including some high frequency words, accurately and securely.</li> <li>Students can use varied punctuation <b>securely to achieve effects</b>.</li> <li>Students can use capital letters <b>securely</b>.</li> <li>Students can use ambitious vocabulary <b>securely to achieve effects</b>.</li> <li>Students are able to control all tenses <b>securely</b>.</li> </ul>	<p><b><u>AO7: Presentation in a Formal Setting</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the form of a spoken presentation is <b>secure and detailed</b>.</li> <li>Students' knowledge of formal response conventions is <b>secure and detailed</b>.</li> </ul> <p><b><u>AO8: Listen and Respond</u></b></p> <ul style="list-style-type: none"> <li>Students can provide <b>secure and detailed</b> verbal responses in pairs or part of a group.</li> <li>Students can create <b>secure and detailed</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>secure and detailed</b> responses to questions using <b>suitable detail</b> to support.</li> <li>Students can create <b>secure and detailed</b> audible responses.</li> <li>Students can express their ideas using <b>secure and detailed</b> vocabulary.</li> </ul> <p><b><u>AO9: Use of Standard English</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of spoken language conventions is <b>secure and detailed</b>.</li> <li>Students can provide <b>secure and detailed</b> verbal responses in suitable <b>detail</b>.</li> <li>Students can provide <b>secure</b> coherent arguments using <b>suitable detail</b> to support.</li> <li>Students can <b>securely</b> express a <b>detailed</b> verbal opinion.</li> </ul>

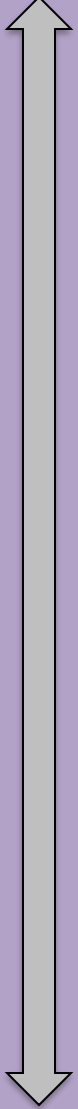
Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' intentions is <b>relevant and mainly accurate</b>.</li> <li>Students can make <b>relevant and mainly accurate comments about a text</b>.</li> <li>Students can provide a <b>range of mainly accurate and relevant references</b> to the text.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' methods and conventions is <b>relevant and mainly accurate</b>.</li> <li>Students can make <b>relevant and mainly accurate comments about</b> writers' methods.</li> <li>Students' knowledge of writers' methods and conventions is <b>relevant and mainly accurate</b>.</li> </ul> <p><b>AO3: Comparison</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of one or more texts is <b>relevant and mainly accurate</b>.</li> <li>Students can make <b>relevant and mainly accurate</b> comparisons between texts.</li> </ul> <p><b>AO4 : Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of writers' views is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of writing conventions from pre-1914 and the modern era is <b>relevant and mainly accurate</b>.</li> <li>Students can provide a <b>relevant and plausible</b> personal opinion about a text.</li> <li>Students can make <b>relevant and mainly accurate</b> comments on texts from pre-1914 and the modern era.</li> </ul>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a <b>relevant and developed</b> plot.</li> <li>Students can use a <b>relevant and developed</b> structure in their writing.</li> <li>Students can communicate <b>relevant and mainly accurate</b> meaning and ideas in their writing.</li> <li>Students can adapt a <b>relevant and mainly accurate</b> register to suit the purpose of their writing.</li> <li>Students can create a <b>relevant and mainly accurate</b> form for their writing.</li> <li>Students can sequence their ideas in a <b>relevant and developed</b> style.</li> <li>Students can create more lengthy pieces of <b>relevant and developed</b> writing.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use a <b>range of relevant and mainly accurate</b> sentence types.</li> <li>Students can use a range of <b>relevant and mainly accurate</b> sentence openers.</li> <li>Students can spell a range of <b>relevant and irregular</b> words, including some high frequency words, mostly <b>accurately</b>.</li> <li>Students can use varied punctuation <b>mainly accurately</b>.</li> <li>Students can use capital letters <b>accurately</b>.</li> <li>Students can use <b>relevant</b> vocabulary <b>mainly accurately</b>.</li> <li>Students are able to control tenses <b>mainly accurately</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the form of a spoken presentation is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of formal response conventions is <b>relevant and mainly accurate</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide <b>relevant and mainly accurate</b> verbal responses in pairs or part of a group.</li> <li>Students can create <b>relevant and mainly accurate</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>relevant and mainly accurate</b> responses to questions.</li> <li>Students can create <b>relevant and mainly accurate</b> audible responses.</li> <li>Students can express their ideas using <b>relevant and mainly accurate</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students' knowledge of spoken language conventions is <b>relevant and mainly accurate</b>.</li> <li>Students can provide <b>relevant and mainly accurate</b> verbal responses.</li> <li>Students can provide <b>relevant and mainly accurate</b> coherent arguments.</li> <li>Students can express a <b>relevant and plausible</b> verbal opinion.</li> </ul>

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	Reading	Writing	Oracy
4	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about writers' intentions in a <b>clear and appropriate way</b>.</li> <li>Students can make <b>clear and appropriate</b> comments about a text.</li> <li>Students can provide <b>clear and relevant references to the text</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about writers' methods and conventions in a <b>clear and appropriate way</b>.</li> <li>Students can make <b>clear and appropriate</b> comments about writers' methods.</li> </ul> <p><b>AO3: Comparison</b></p> <ul style="list-style-type: none"> <li>Students know about one or more texts in a <b>clear and appropriate way</b>.</li> <li>Students can make <b>clear and appropriate</b> comparisons between texts.</li> </ul> <p><b>AO4: Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>Students know about writers' views in a <b>clear and appropriate way</b>.</li> <li>Students know about writing conventions from pre-1914 and the modern era in a <b>clear and appropriate way</b>.</li> <li>Students can provide a <b>clear and appropriate</b> personal opinion about a text.</li> <li>Students can make comments on texts from pre-1914 and the modern era in a <b>clear and appropriate way</b>.</li> </ul>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a <b>clear and appropriate</b> plot.</li> <li>Students can use a <b>clear and appropriate</b> structure in their writing.</li> <li>Students can communicate <b>clear and appropriate</b> meaning and ideas in their writing.</li> <li>Students can adapt a <b>clear and appropriate</b> register to suit the purpose of their writing.</li> <li>Students can create a <b>clear and appropriate</b> form for their writing.</li> <li>Students can sequence their ideas in a <b>clear and appropriate</b> style.</li> <li>Students can create reasonably lengthy pieces of <b>clear and appropriate</b> writing.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use <b>some clear and appropriate</b> sentence types.</li> <li>Students can use <b>some clear and appropriate</b> sentence openers.</li> <li>Students can spell a range of <b>appropriate</b> words, including some high frequency words, <b>mostly accurately</b>.</li> <li>Students can use some punctuation <b>clearly and appropriately</b>.</li> <li>Students can use capital letters mainly <b>accurately</b>.</li> <li>Students can use <b>clear and appropriate</b> vocabulary.</li> <li>Students are able to control most tenses <b>appropriately</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students know about the form of a spoken presentation in a <b>clear and appropriate way</b>.</li> <li>Students know about formal response conventions in a <b>clear and appropriate way</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide <b>clear and appropriate</b> verbal responses in pairs or part of a group.</li> <li>Students can provide <b>clear and appropriate</b> questions in response to a verbal presentation.</li> <li>Students can provide <b>clear and appropriate</b> responses to questions.</li> <li>Students can create <b>clear and appropriate</b> audible responses.</li> <li>Students can express their ideas using <b>clear and appropriate</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students know about spoken language conventions in a <b>clear and appropriate way</b>.</li> <li>Students can provide <b>clear and appropriate</b> verbal responses.</li> <li>Students can provide <b>clear and appropriate</b> coherent arguments.</li> <li>Students can express <b>clear and appropriate</b> verbal opinions.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about writers' intentions in a <b>simple and basic way</b>.</li> <li>Students can make comments about a text, though these are <b>simple and basic</b>.</li> <li>Students can provide references to the text, though these tend to be <b>simple and basic</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about writers' methods and conventions in a <b>simple and basic way</b>.</li> <li>Students can make comments about writers' methods, though these are <b>simple and basic</b>.</li> </ul> <p><b>AO3: Comparison</b></p> <ul style="list-style-type: none"> <li>Students know about one or more texts in a <b>simple and basic way</b>.</li> <li>Students can make comparisons between texts, though these are <b>simple and basic</b>.</li> </ul> <p><b>AO4: Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>Students know about writers' views in a <b>simple and basic way</b>.</li> <li>Students know about writing conventions from pre-1914 and the modern era in a <b>simple and basic way</b>.</li> <li>Students can provide a personal opinion about a text, though this is <b>simple and basic</b>. Students can make comments on texts from pre-1914 and the modern era in a <b>simple and basic way</b>.</li> </ul>	<p><b>AO5: Style</b></p> <ul style="list-style-type: none"> <li>Students can create a plot, though this is <b>simple and basic</b>.</li> <li>Students can use a structure, though this is <b>simple and basic</b>.</li> <li>Students can communicate meaning and ideas in their writing, though these are <b>simple and basic</b>.</li> <li>Students can adapt a register to suit the purpose of their writing, though this is <b>simple and basic</b>.</li> <li>Students can adhere to a form for their writing, though this is <b>simple and basic</b>.</li> <li>Students can sequence their ideas in a <b>simple and basic</b> style.</li> <li>Students can attempt extended pieces of writing, though these tend to be <b>quite short</b>.</li> </ul> <p><b>AO6: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use <b>some different</b> sentence types, though these are <b>simple and basic</b>.</li> <li>Students can use some different sentence openers though these are <b>simple and basic</b>.</li> <li>Students can spell some words, including some high frequency words, with some <b>accuracy</b>.</li> <li>Students can use some punctuation, <b>though this is simple and basic</b>.</li> <li>Students can use capital letters with <b>some</b> accuracy.</li> <li>Students can use vocabulary, though this is <b>simple and basic</b>.</li> <li>Students are able to control simple tenses in a <b>basic way</b>.</li> </ul>	<p><b>AO7: Presentation in a Formal Setting</b></p> <ul style="list-style-type: none"> <li>Students know about the form of a spoken presentation, though this is <b>simple and basic</b>.</li> <li>Students know about formal response conventions, though this is <b>simple and basic</b>.</li> </ul> <p><b>AO8: Listen and Respond</b></p> <ul style="list-style-type: none"> <li>Students can provide verbal responses in pairs or part of a group, though these are <b>simple and basic</b>.</li> <li>Students can provide questions in response to a verbal presentation, though these are <b>simple and basic</b>.</li> <li>Students can provide responses to questions, though these are <b>simple and basic</b>.</li> <li>Students can create audible responses, though these are <b>simple and basic</b>.</li> <li>Students can express their ideas using <b>simple and basic</b> vocabulary.</li> </ul> <p><b>AO9: Use of Standard English</b></p> <ul style="list-style-type: none"> <li>Students know about spoken language conventions, though these are <b>simple and basic</b>.</li> <li>Students can provide verbal responses, though these are <b>simple and basic</b>.</li> <li>Students can provide coherent arguments, though these are <b>simple and basic</b>.</li> <li>Students can express verbal opinions, though these are <b>simple and basic</b>.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' intentions, though in a <b>limited way</b>.</li> <li>Students can make comments about a text, though these are <b>limited</b>.</li> <li>Students can provide references to the text, though these tend to be <b>limited</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' methods and conventions, though in a <b>limited way</b>.</li> <li>Students can make comments about writers' methods, though these are <b>limited</b>.</li> </ul> <p><b><u>AO3: Comparison</u></b></p> <ul style="list-style-type: none"> <li>Students know about one or more texts, though in a <b>limited way</b>.</li> <li>Students can make comparisons between texts, though these are <b>limited</b>.</li> </ul> <p><b><u>AO4: Critical Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' views in a <b>limited way</b>.</li> <li>Students know about writing conventions from pre-1914 and the modern era, though in a <b>limited way</b>.</li> <li>Students can provide a personal opinion about a text, though this is <b>limited</b>.</li> <li>Students can make comments on texts from pre-1914 and the modern era in a <b>limited way</b>.</li> </ul>	<p><b><u>AO5: Style</u></b></p> <ul style="list-style-type: none"> <li>Students can create a plot, though this is <b>limited</b>.</li> <li>Students can use a structure, though this is <b>limited</b>.</li> <li>Students can communicate meaning and ideas in their writing, though these are <b>limited</b>.</li> <li>Students can adapt a register to suit the purpose of their writing, though this is <b>limited</b>.</li> <li>Students can adhere to a form for their writing, though this is <b>limited</b>.</li> <li>Students can sequence their ideas in a <b>limited style</b>.</li> <li>Students can attempt extended pieces of writing, though these tend to be <b>very short</b>.</li> </ul> <p><b><u>AO6: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use different sentence types, though these are <b>limited</b>.</li> <li>Students can use sentence openers, though these are <b>limited</b>.</li> <li>Students can spell some variation of words with <b>limited</b> accuracy.</li> <li>Students can use some punctuation, though <b>this is limited</b>.</li> <li>Students can use capital letters, though with <b>limited</b> accuracy.</li> <li>Students can use vocabulary, though this is <b>limited</b>.</li> <li>Students are able to control tenses, though in a <b>limited way</b>.</li> </ul>	<p><b><u>AO7: Presentation in a Formal Setting</u></b></p> <ul style="list-style-type: none"> <li>Students know about the form of a spoken presentation, though this is <b>limited</b>.</li> <li>Students know about formal response conventions, though this is <b>limited</b>.</li> </ul> <p><b><u>AO8: Listen and Respond</u></b></p> <ul style="list-style-type: none"> <li>Students can provide verbal responses in pairs or part of a group, though these are <b>limited</b>.</li> <li>Students can provide questions in response to a verbal presentation, though these are <b>limited</b>.</li> <li>Students can provide responses to questions, though these are <b>limited</b>.</li> <li>Students can create audible responses, though these are <b>limited</b>.</li> <li>Students can express their ideas, using <b>limited</b> vocabulary.</li> </ul> <p><b><u>AO9: Use of Standard English</u></b></p> <ul style="list-style-type: none"> <li>Students know about spoken language conventions, though this is <b>limited</b>.</li> <li>Students can provide verbal responses, though these are <b>limited</b>.</li> <li>Students can provide coherent arguments, though these are <b>limited</b>.</li> <li>Students can express verbal opinions, though these are <b>limited</b>.</li> </ul>



Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4		
	Reading	Writing	Oracy
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' intentions, though in a <b>very limited way</b>.</li> <li>Students can make comments about a text, though these are <b>very limited</b>.</li> <li>Students can provide references to the text, though these tend to be <b>very limited</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' methods and conventions, though in a <b>very limited way</b>.</li> <li>Students can make comments about writers' methods, though these are <b>very limited</b>.</li> </ul> <p><b><u>AO3: Comparison</u></b></p> <ul style="list-style-type: none"> <li>Students know about one or more texts, though in a <b>very limited way</b>.</li> <li>Students can make comparisons between texts, though these are <b>very limited</b>.</li> </ul> <p><b><u>AO4: Critical Evaluation</u></b></p> <ul style="list-style-type: none"> <li>Students know about writers' view, though in a <b>very limited way</b>.</li> <li>Students know about writing conventions from pre-1914 and the modern era, though in a <b>very limited way</b>.</li> <li>Students can provide a personal opinion about a text, though this is <b>very limited</b>.</li> <li>Students can make comments on texts from pre-1914 and the modern era in a <b>very limited way</b>.</li> </ul>	<p><b><u>AO5: Style</u></b></p> <ul style="list-style-type: none"> <li>Students can create a plot, though this is <b>very limited</b>.</li> <li>Students can use a structure, though this is <b>very limited</b>.</li> <li>Students can communicate meaning and ideas in their writing, though these are <b>very limited</b>.</li> <li>Students can adapt a register to suit the purpose of their writing, though this is <b>very limited</b>.</li> <li>Students can adhere to a form for their writing, though this is <b>very limited</b>.</li> <li>Students can sequence their ideas, though in a <b>very limited style</b>.</li> <li>Students can attempt extended pieces of writing, though these tend to be <b>especially short</b>.</li> </ul> <p><b><u>AO6: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use different sentence types, though these are <b>very limited</b>.</li> <li>Students can use sentence openers, though these are <b>very limited</b>.</li> <li>Students can spell some basic words with <b>very limited accuracy</b>.</li> <li>Students can use some punctuation, though this is <b>very limited</b>.</li> <li>Students can use capital letters, though with <b>very limited accuracy</b>.</li> <li>Students can use vocabulary, though this is <b>very limited</b>.</li> <li>Students are able to control tenses, though in a <b>very limited way</b>.</li> </ul>	<p><b><u>AO7: Presentation in a Formal Setting</u></b></p> <ul style="list-style-type: none"> <li>Students know about the form of a spoken presentation, though this is <b>very limited</b>.</li> <li>Students know about formal response conventions, though this is <b>very limited</b>.</li> </ul> <p><b><u>AO8: Listen and Respond</u></b></p> <ul style="list-style-type: none"> <li>Students can provide verbal responses in pairs or part of a group, though these are <b>are very limited</b>.</li> <li>Students can provide questions in response to a verbal presentation, though these are <b>very limited</b>.</li> <li>Students can provide responses to questions, though these are <b>very limited</b>.</li> <li>Students can create audible responses, though these are <b>very limited</b>.</li> <li>Students can express their ideas using <b>very limited vocabulary</b>.</li> </ul> <p><b><u>AO9: Use of Standard English</u></b></p> <ul style="list-style-type: none"> <li>Students know about spoken language conventions, though these are <b>very limited</b>.</li> <li>Students can provide verbal responses, though these are <b>very limited</b>.</li> <li>Students can provide coherent arguments, though these are <b>very limited</b>.</li> <li>Students can express verbal opinions, though these are <b>very limited</b>.</li> </ul>

*“Curriculum is all about power. Decisions about what knowledge to teach are an exercise of power and therefore a weighty ethical responsibility.” “Taking Curriculum Seriously” – Counsell, C (2018)*





# KEY STAGE 4 Y10 - Y11

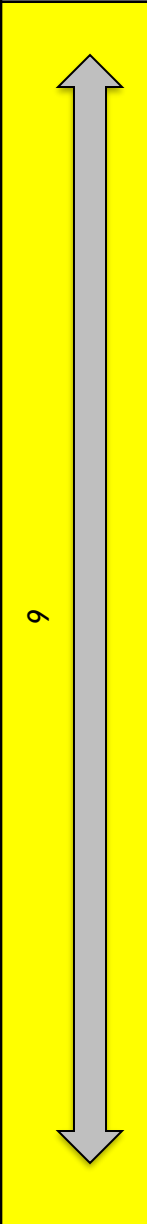


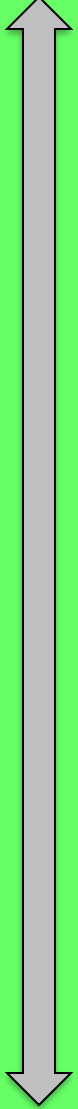
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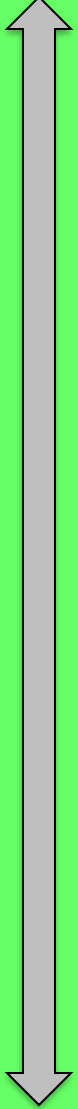


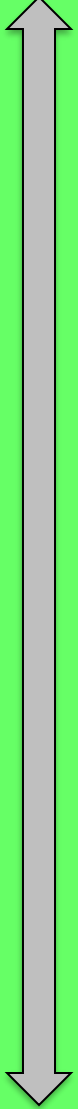
English Literature

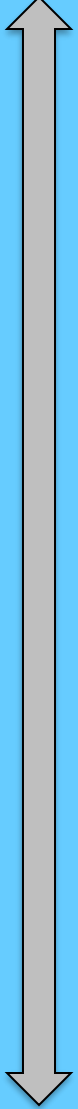
‘We Seek The Best’

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
	Reading	Writing
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of key aspects of the plot is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students' knowledge of characters is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students' knowledge of theme is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students' knowledge of the relationships between poems is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students can integrate <b>a very wide range of highly specific references to the text</b>, in a <b>sophisticated</b> way.</li> <li>Students can create responses which are <b>exceptionally</b> well-crafted, <b>perceptive, sophisticated and sustained</b>.</li> <li>Students can read and interpret texts in a <b>perceptive, sophisticated and sustained way</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the language, structure and form is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students' knowledge of literary genre is <b>perceptive, sophisticated and sustained</b>.</li> <li>Students can use literary terminology <b>in a perceptive, sophisticated and sustained way</b>.</li> </ul> <p><b><u>AO3: Social Context</u></b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>perceptive, sophisticated and sustained</b> way.</li> <li>Students' knowledge of the social and cultural context of the text is <b>perceptive, sophisticated and sustained</b>.</li> </ul>	<p><b><u>AO4: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use a very wide range of <b>sophisticated</b> sentence types to <b>achieve very impressive effects</b>.</li> <li>Students can use a very wide range of <b>sophisticated</b> sentence openers to <b>achieve very impressive effects</b>.</li> <li>Students' spelling of all words, including a very wide range of sophisticated and irregular words, is <b>sophisticated and sustained</b>.</li> <li>Students can use a very wide range of <b>sophisticated</b> punctuation to <b>achieve very impressive effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use a very wide range of <b>sophisticated</b> vocabulary to <b>achieve very impressive effects</b>.</li> <li>Students are able to control all tenses <b>in a sophisticated way</b>.</li> <li>Students can use <b>perceptive, sophisticated and sustained</b> writing skills to achieve effective control of meaning.</li> <li>Students can create long, developed pieces of <b>perceptive, sophisticated and sustained</b> writing.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
	Reading	Writing
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of key aspects of the plot is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students' knowledge of characters is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students' knowledge of theme is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students' knowledge of the relationships between poems is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students can <b>integrate a wide range of very relevant references to the text</b>, in a <b>mature</b> way.</li> <li>Students can create responses which are <b>perceptive, mature and mainly sustained</b>.</li> <li>Students can read and interpret texts in a <b>perceptive, mature and mainly sustained way</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the language, structure and form is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students' knowledge of literary genre is <b>perceptive, mature and mainly sustained</b>.</li> <li>Students can use literary terminology <b>perceptively, maturely</b> and in a mainly <b>sustained</b> way.</li> </ul> <p><b><u>AO3: Social Context</u></b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>perceptive, mature and mainly sustained</b> way.</li> <li>Students' knowledge of the social and cultural context of the text is <b>perceptive, mature and mainly sustained</b>.</li> </ul>	<p><b><u>AO4: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use a very wide range of <b>mature</b> sentence types to <b>achieve impressive effects</b>.</li> <li>Students can use a very wide range of <b>mature sentence openers</b> to achieve <b>impressive</b> effects.</li> <li>Students can spell the majority of all words accurately, including a very wide range of irregular words maturely.</li> <li>Students can use a very wide range of varied punctuation <b>to achieve mature effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use <b>very ambitious</b> vocabulary <b>maturely</b> to achieve impressive effects.</li> <li>Students are able to control all tenses <b>in a mature way</b>.</li> <li>Students can use <b>perceptive and mature</b> writing skills to achieve effective control of meaning.</li> <li>Students can create long, very developed pieces of <b>perceptive, mature and mainly sustained</b> writing.</li> </ul>

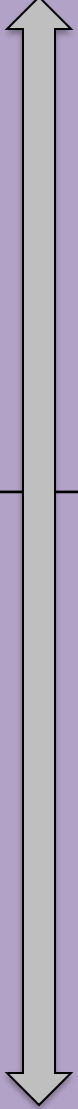
Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
	Reading	Writing
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of key aspects of the plot is <b>confident and thorough</b>.</li> <li>Students' knowledge of characters is <b>confident and thorough</b>.</li> <li>Students' knowledge of theme is <b>confident and thorough</b>.</li> <li>Students' knowledge of the relationships between poems is <b>confident and thorough</b>.</li> <li>Students can embed <b>a wide and thorough range of relevant references to the text</b> in a <b>confident</b> way.</li> <li>Students can create responses which are <b>confident and thorough</b>.</li> <li>Students can read and interpret texts in a <b>confident and thorough way</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the language, structure and form is <b>confident and thorough</b>.</li> <li>Students' knowledge of literary genre is <b>confident and thorough</b>.</li> <li>Students can use literary terminology <b>in a confident and thorough way</b>.</li> </ul> <p><b><u>AO3: Social Context</u></b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>confident and thorough way</b>.</li> <li>Students' knowledge of the social and cultural context of the text is <b>confident and thorough</b>.</li> </ul>	<p><b><u>AO4: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use a wide range of sentence types <b>confidently to achieve specific effects</b>.</li> <li>Students can use a wide range of sentence openers <b>confidently to achieve effects</b>.</li> <li>Students can spell a wide range of irregular and high frequency words, accurately and <b>confidently</b>.</li> <li>Students can use a wide range of varied punctuation <b>confidently to achieve effects</b>.</li> <li>Students can use capital letters <b>confidently</b>.</li> <li>Students can use very ambitious vocabulary <b>confidently to achieve effects</b>.</li> <li>Students are able to control all tenses <b>confidently</b>.</li> <li>Students can use <b>thorough</b> writing skills <b>confidently</b> to achieve effective control of meaning.</li> <li>Students can create long, developed pieces of <b>confident and thorough</b> writing.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
	Reading	Writing
 6	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of key aspects of the plot is <b>secure and detailed</b>.</li> <li>Students' knowledge of characters is <b>secure and detailed</b>.</li> <li>Students' knowledge of theme is <b>secure and detailed</b>.</li> <li>Students' knowledge of the relationships between poems is <b>secure and detailed</b>.</li> <li>Students can <b>embed a detailed range of relevant references to the text</b>, in a <b>secure</b> way.</li> <li>Students can create responses which are <b>secure and detailed</b>.</li> <li>Students can read and interpret texts in a <b>secure and detailed way</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the language, structure and form is <b>secure and detailed</b>.</li> <li>Students' knowledge of literary genre is <b>secure and detailed</b>.</li> <li>Students can use literary terminology <b>in a secure and detailed way</b>.</li> </ul> <p><b><u>AO3: Social Context</u></b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>secure and detailed way</b>.</li> <li>Students' knowledge of the social and cultural context of the text is <b>secure and detailed</b>.</li> </ul>	<p><b><u>AO4: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use a range of sentence types <b>securely</b> to achieve effects.</li> <li>Students can use a range of sentence openers <b>securely</b> to achieve effects.</li> <li>Students can spell a range of irregular words, including some high frequency words, <b>accurately and securely</b>.</li> <li>Students can use varied punctuation <b>securely</b> to achieve effects.</li> <li>Students can use capital letters <b>securely</b>.</li> <li>Students can use ambitious vocabulary <b>securely</b> to achieve effects.</li> <li>Students are able to control all tenses <b>securely</b>.</li> <li>Students can use <b>secure and detailed</b> writing skills to achieve effective control of meaning.</li> <li>Students can create long, developed pieces of <b>secure and detailed</b> writing.</li> </ul>

Key Stage 4 Descriptors	Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
	Reading	Writing
	<p><b><u>AO1: Reading for Meaning</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of key aspects of the plot is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of characters is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of theme is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of the relationships between poems is <b>relevant and mainly accurate</b>.</li> <li>Students can provide a range of <b>relevant and mainly accurate</b> references to the text.</li> <li>Students can create responses which are <b>relevant and mainly accurate</b>.</li> <li>Students can read and interpret texts in a <b>relevant and mainly accurate way</b>.</li> </ul> <p><b><u>AO2: Language Analysis</u></b></p> <ul style="list-style-type: none"> <li>Students' knowledge of the language, structure and form is <b>relevant and mainly accurate</b>.</li> <li>Students' knowledge of literary genre is <b>relevant and mainly accurate</b>.</li> <li>Students can use literary terminology <b>in a relevant and mainly accurate way</b>.</li> </ul> <p><b><u>AO3: Social Context</u></b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>relevant and mainly accurate way</b>.</li> <li>Students' knowledge of the social and cultural context of the text is <b>relevant and mainly accurate</b>.</li> </ul>	<p><b><u>AO4: Technical Accuracy</u></b></p> <ul style="list-style-type: none"> <li>Students can use <b>a range of relevant and mainly accurate</b> sentence types.</li> <li>Students can use a range of <b>relevant and mainly accurate</b> sentence openers.</li> <li>Students can spell a range of <b>relevant and irregular</b> words, including some high frequency words, mostly <b>accurately</b>.</li> <li>Students can use varied punctuation <b>mainly accurately</b>.</li> <li>Students can use capital letters <b>accurately</b>.</li> <li>Students can use <b>relevant</b> vocabulary <b>mainly accurately</b>.</li> <li>Students are able to control tenses <b>mainly accurately</b>.</li> <li>Students can use <b>relevant and mainly accurate</b> writing skills to achieve effective control of meaning.</li> <li>Students can create reasonably lengthy pieces of <b>relevant and mainly accurate</b> writing.</li> </ul>

Key Stage Description	Reading	Writing
<div>4</div> <div>↑</div>	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about key aspects of the plot in a <b>clear and straightforward way</b>.</li> <li>Students know about characters in a <b>clear and straightforward way</b>.</li> <li>Students know about themes in a <b>clear and straightforward way</b>.</li> <li>Students know about the relationships between poems in a <b>clear and straightforward way</b>.</li> <li>Students can provide <b>clear and straightforward references to the text</b>.</li> <li>Students can create responses which are <b>clear and straightforward</b>.</li> <li>Students can read and interpret texts in a <b>clear and straightforward way</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about the language, structure and form of a text in a <b>clear and straightforward way</b>.</li> <li>Students know about key literary genres in a <b>clear and straightforward way</b>.</li> <li>Students can use literary terminology in a <b>clear and straightforward way</b>.</li> </ul> <p><b>AO3: Social Context</b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>clear and straightforward way</b>.</li> <li>Students know about the social and cultural context of the text in a <b>clear and straightforward way</b>.</li> </ul>	<p><b>AO4: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use <b>some clear and straightforward</b> sentence types.</li> <li>Students can use <b>some clear and straightforward</b> sentence openers.</li> <li>Students can spell a range of <b>straightforward</b> words, including some high frequency words, <b>mostly accurately</b>.</li> <li>Students can use some punctuation in a <b>clear and straightforward way</b>.</li> <li>Students can use capital letters mainly <b>accurately</b>.</li> <li>Students can use <b>clear and straightforward</b> vocabulary.</li> <li>Students are able to control most tenses in a <b>clear and straightforward way</b>.</li> <li>Students can use writing skills to control meaning in a <b>clear and straightforward way</b>.</li> <li>Students can create reasonably lengthy pieces of <b>clear and straightforward</b> writing.</li> </ul>
<div>3</div> <div>↓</div>	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about key aspects of the plot, though this is <b>basic</b>.</li> <li>Students know about key characters, though this is <b>basic</b>.</li> <li>Students know about themes, though this is <b>basic</b>.</li> <li>Students know about the relationships between poems, though this is <b>basic</b>.</li> <li>Students can provide references to the text, though these tend to be <b>simple and basic</b>.</li> <li>Students can create responses which are <b>basic</b>.</li> <li>Students' reading and interpretation of texts is <b>basic</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about the language, structure and form of a text, though this is <b>basic</b>.</li> <li>Students know about key literary genres, though this is <b>basic</b>.</li> <li>Students can use literary terminology in a <b>basic way</b>.</li> </ul> <p><b>AO3: Social Context</b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>basic way</b>.</li> <li>Students know about the social and cultural context of the text, though this is <b>basic</b>.</li> </ul>	<p><b>AO4: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use <b>some different</b> sentence types, though these are <b>simple and basic</b>.</li> <li>Students can use <b>some different</b> sentence openers though these are <b>simple and basic</b>.</li> <li>Students can spell some words, including some high frequency words, with <b>some accuracy</b>.</li> <li>Students can use some punctuation, <b>though this is simple and basic</b>.</li> <li>Students can use capital letters with <b>some accuracy</b>.</li> <li>Students can use vocabulary, though this is <b>simple and basic</b>.</li> <li>Students are able to control simple tenses <b>in a basic way</b>.</li> <li>Students can use writing skills to control meaning, though these tend to be <b>basic</b>.</li> <li>Students can attempt extended pieces of <b>basic</b> writing, though these tend to be <b>quite short</b>.</li> </ul>



Key Stage 4 Descriptors		Descriptors of Key Knowledge, Skills and Understanding for Key Stage 4	
		Reading	Writing
	2	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about key aspects of the plot, though this is <b>limited</b>.</li> <li>Students know about characters, though this is <b>limited</b>.</li> <li>Students know about themes, though this is <b>limited</b>.</li> <li>Students know about the relationships between poems is <b>limited</b>.</li> <li>Students can provide references to the text, though these tend to be <b>limited</b>.</li> <li>Students can create responses which are <b>limited</b>.</li> <li>Students can read and interpret texts, though in a <b>limited way</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about the language, structure and form of a text, though this is <b>limited</b>.</li> <li>Students know about literary genre, though this is <b>limited</b>.</li> <li>Students can use literary terminology <b>in a limited way</b>.</li> </ul> <p><b>AO3: Social Context</b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>limited way</b>.</li> <li>Students know about the social and cultural context of the text, though this is <b>limited</b>.</li> </ul>	<p><b>AO4: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use different sentence types, though these are <b>limited</b>.</li> <li>Students can use sentence openers, though these are <b>limited</b>.</li> <li>Students can spell some variation of words with <b>limited</b> accuracy.</li> <li>Students can use some punctuation, though <b>this is limited</b>.</li> <li>Students can use capital letters, though with <b>limited</b> accuracy.</li> <li>Students can use vocabulary, though this is <b>limited</b>.</li> <li>Students are able to control tenses, though <b>in a limited way</b>.</li> <li>Students can use writing skills to control meaning, though this is <b>limited</b>.</li> <li>Students can attempt extended pieces of writing, though these tend to be <b>very short</b>.</li> </ul>
	1	<p><b>AO1: Reading for Meaning</b></p> <ul style="list-style-type: none"> <li>Students know about key aspects of the plot, though this is <b>very limited</b>.</li> <li>Students know about key characters, though this is <b>very limited</b>.</li> <li>Students know about themes, though this is <b>very limited</b>.</li> <li>Students know about the relationships between poems, though this is <b>very limited</b>.</li> <li>Students can provide references to the text, though these tend to be <b>very limited</b>.</li> <li>Students can create responses which are <b>very limited</b>.</li> <li>Students can read and interpret texts, though in a <b>very limited way</b>.</li> </ul> <p><b>AO2: Language Analysis</b></p> <ul style="list-style-type: none"> <li>Students know about the language, structure and form of a text, though this is <b>very limited</b>.</li> <li>Students know about key literary genres, though this is <b>very limited</b>.</li> <li>Students can use literary terminology <b>in a very limited way</b>.</li> </ul> <p><b>AO3: Social Context</b></p> <ul style="list-style-type: none"> <li>Students can explore literary conventions in a <b>very limited way</b>.</li> <li>Students know about the social and cultural context of the text, though this is <b>very limited</b>.</li> </ul>	<p><b>AO4: Technical Accuracy</b></p> <ul style="list-style-type: none"> <li>Students can use different sentence types, though these are <b>very limited</b>.</li> <li>Students can use sentence openers, though these are <b>very limited</b>.</li> <li>Students can spell some basic words, though this is with <b>very limited</b> accuracy.</li> <li>Students can use some punctuation, though this is <b>very limited</b>.</li> <li>Students can use capital letters, though with <b>very limited</b> accuracy.</li> <li>Students can use vocabulary, though this is <b>very limited</b>.</li> <li>Students are able to control tenses, though <b>in a very limited way</b>.</li> <li>Students can use writing skills to control meaning, though this is <b>very limited</b>.</li> <li>Students can attempt extended pieces of writing, though these tend to be <b>especially short</b>.</li> </ul>