

# CURRICULUM INTENT FOR YEAR GROUP: ENGLISH

**YEAR 7**

- Foster a love of reading and appreciation of literature through exposure to a multitude of texts of different types from different genres.
- Develop conceptual understanding of all students through: comparisons, critical analysis, explaining and developing ideas, creative writing, reading for meaning and spoken language.
- Provide multiple opportunities for students to hone technical writing skills for a variety of purposes, enhancing their literacy and academic literacy skills for life beyond the classroom.
- Use spoken language to scaffold and enhance the quality of written outcomes and improve oracy to ensure students are confident, articulate communicators.
- Nurture creativity, empathy and understanding to allow students to become responsible citizens and well-rounded individuals who care about their communities.
- Create curriculum opportunities to underpin careers which students aspire to.

## AGE EXPECTED AND WORKING IN GREATER DEPTH

**YEAR 7**

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.

## AGE EXPECTED STANDARD - YEAR 7

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
<b>READING</b>	<b>STUDENTS...</b> - Read whole texts and can recall details from: <ol style="list-style-type: none"> <li>1. 'The Giver' by Lois Lowry</li> <li>2. 'Hard to Swallow' by Mark Wheeler</li> <li>3. GCSE 'Poetry From Different Cultures' anthology</li> <li>4. 'A Midsummer Night's Dream' by Shakespeare</li> </ol> - Know who the characters are in each of the texts and their important traits. - Know the conventions of dystopic writing; play texts; poetry and Shakespearian Comedy. - Know the contexts of the texts.	<b>STUDENTS...</b> - Can use quotations to support points. - Can identify and comment on language features in a text. - Can identify and comment on structural features of a text. - Can use inference when reading a text. - Can select and comment on the use of words and methods. - Can comment on the writer's intentions. - Can write developed essays.	<b>STUDENTS...</b> - Understand the plots of the texts read. - Make some inferences when reading a text. - Identify the methods used by writers and use subject terminology accurately. - Explain the effects of the writer's methods on the reader/ audience. - Clearly comment on the writer's intentions. - Use quotations to support a range of ideas about a text.	<b>HINGE ASSIGNMENT 1:</b> How does Lowry present the community at the start of The Giver? <b>30 MARKS</b>  <b>HINGE ASSIGNMENT 2:</b> How does Wheeler present the effect of anorexia on the Dunbar family? <b>30 MARKS</b>  <b>HINGE ASSIGNMENT 3:</b> "How is language used in <i>Search for my Tongue</i> <b>OR</b> <i>Island Man</i> and Identity Struggle to explore the idea of identity?"

## WORKING IN GREATER DEPTH – YEAR 7

**30 MARKS**

### KNOWLEDGE

**STUDENTS...**

- Know the key language, structural and dramatic features of the texts.
- Know the key functions of these language, structural and dramatic features.
- Have read and can recall other dystopian writing; play texts, poems and Shakespearian Comedies.
- Know the conventions of the different text types.
- Know and can apply the contextual details of the texts studied.

### SKILLS

**STUDENTS...**

- Can embed quotations in sentences.
- Include an effective thesis at the beginning of their essay.
- Write a conclusion at the end of the essay.
- Can identify and comment on language, structure and dramatic features in a text.
- Can identify and make developed comments on structural and dramatic features in a text.
- Can make detailed inferences when reading a text.
- Can select and comment on the use of words and methods.
- Can make detailed comments on the writer's intentions.
- Can write developed essays using connectives.

### UNDERSTANDING

**STUDENTS...**

- Can provide two or more reader or audience perspectives.
- Make links between texts.
- Make links between the text and context.
- Identify the structure and dramatic methods used by writers and use subject terminology accurately.
- Understand the plots and themes of the texts and can explain the structural and dramatic function of the texts read.
- Make multiple inferences when reading a text.
- Explain the effects of the writer's methods on the reader/ audience.

**HINGE ASSIGNMENT 4:**

How does Shakespeare present the relationship between Egeus and Hermia in Act 1?

**30 MARKS**

**SUMMATIVE ASSESSMENT 1:**

How does Lowry use language and structure to show how Jonas changes across the text?

**30 MARKS**

**SUMMATIVE ASSESSMENT 2:**

"Wheeller's play *Hard to Swallow* is purely tragic and leaves the audience with only feelings of despair." To what extent do you agree?

**30 MARKS**

**SUMMATIVE ASSESSMENT 3:**

Compare how the poets present feelings about discrimination in *Half Caste* **OR** *Not My Business* and 'Eyes on Me'.

**30 MARKS**

AGE EXPECTED AND WORKING IN GREATER DEPTH				YEAR 7	
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT	
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.	
<b>AGE EXPECTED STANDARD – YEAR 7</b>					
	KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT	
WRITING	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know simple language and structure key terminology.</li> <li>- Know text types and their intended audiences.</li> <li>- Know different styles and registers of writing.</li> <li>- Know simple punctuation types.</li> <li>- Know simple structure features.</li> <li>- Know Tier 1 and 2 vocabulary.</li> <li>- Know basic spellings.</li> <li>- Know success criteria for writing tasks.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use sentence types accurately.</li> <li>- Can identify and use simple punctuation types accurately.</li> <li>- Can identify methods and use them accurately in their writing.</li> <li>- Can write with mostly controlled grammar.</li> <li>- Have accurate basic spelling and some accuracy with more sophisticated spellings.</li> <li>- Can paragraph accurately.</li> <li>- Can write for a specific purpose matching the style and register to the intended audience.</li> <li>- Can identify and use discourse markers.</li> <li>- Can write in detail and at length.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to construct sentences using basic grammar accurately.</li> <li>- Understand how to use basic punctuation.</li> <li>- Understand how to spell basic and some Tier 2 vocabulary accurately.</li> <li>- Understand the effects of the basic sentences and punctuation used by writers.</li> <li>- Understand the effects of the basic methods used by writers and be able to use them in their own writing.</li> </ul>	<p><b>HINGE ASSIGNMENT 1:</b> Describe the image using full range of punctuation and sentence structures. <b>40 MARKS</b></p> <p><b>HINGE ASSIGNMENT 2:</b> Autobiographical writing using describe and narrate skills. <b>40 MARKS</b></p> <p><b>SUMMATIVE ASSESSMENT 1:</b> 'The Boy in the Striped Pyjamas' AQA Test Pack. <b>40 MARKS</b></p>	
	<b>WORKING IN GREATER DEPTH – YEAR 7</b>				
		KNOWLEDGE	SKILLS	UNDERSTANDING	ASSESSMENT
	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know sophisticated language and structure key terminology.</li> <li>- Know a range of text types and their intended audiences.</li> <li>- Know a range of different styles of writing and complex registers and their effects.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use a range of sentence types accurately.</li> <li>- Can identify and use a range of punctuation types accurately.</li> <li>- Can identify sophisticated methods and use them accurately in their writing.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to manipulate a range of writing skills for an intended audience or text purpose.</li> <li>- Write fluently and convincingly.</li> </ul>	<p><b>SUMMATIVE ASSESSMENT 2:</b> Speech Writing/ Describe and Narrate tasks. <b>40 MARKS</b></p> <p><b>SUMMATIVE ASSESSMENT 3:</b></p>	

	<ul style="list-style-type: none"> <li>- Know a range of punctuation types and their function in texts and context.</li> <li>- Know a range of structure features and their intended effects.</li> <li>- Know Tier 2 and 3 vocabulary and when to use them.</li> <li>- Know more sophisticated spellings.</li> <li>- Know higher level success criteria for writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Can write with controlled grammar to achieve intended effects.</li> <li>- Have accurate spelling of sophisticated words.</li> <li>- Can paragraph accurately and effectively.</li> <li>- Can write fluently for a specific purpose matching the style and register to the intended audience.</li> <li>- Can identify and effectively use discourse markers.</li> <li>- Can write at greater length/ in greater depth.</li> <li>- Can write using more convincing/ complex ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to construct complex sentences and/or a range of sentences using grammar accurately.</li> <li>- Understand how to use a range of punctuation.</li> <li>- Spell more complex words accurately.</li> <li>- Understand some of the effects of more complex sentences and punctuation used by writers.</li> <li>- Understand the effects of some more complex methods used by writers and be able to use them in their own writing.</li> </ul>	<p>Write your own comedy using Shakespearian Comedy conventions.</p> <p><b>40 MARKS</b></p>
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# CURRICULUM INTENT FOR YEAR GROUP: ENGLISH

**YEAR 8**

- Foster a love of reading and appreciation of literature through exposure to a multitude of texts from different genres.
- Develop conceptual understanding of all students through: comparisons, critical analysis, explaining and developing ideas, creative writing, reading for meaning and spoken language.
- Provide multiple opportunities for students to hone technical writing skills for a variety of purposes, enhancing their literacy and academic literacy skills for life beyond the classroom.
- Use spoken language to scaffold and enhance the quality of written outcomes and improve oracy to ensure students are confident, articulate communicators.
- Nurture creativity, empathy and understanding to allow students to become responsible citizens and well-rounded individuals who care about their communities.
- Create curriculum opportunities to underpin careers which students aspire to.

## AGE EXPECTED AND WORKING IN GREATER DEPTH

**YEAR 8**

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.

## AGE EXPECTED STANDARD – YEAR 8

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
<b>READING</b>	<b>STUDENTS...</b> - Read whole texts and extracts and can recall details from: <ol style="list-style-type: none"> <li>1. <i>Animal Farm</i> by George Orwell</li> <li>2. <i>A View From The Bridge</i> by Arthur Miller</li> <li>3. Gender: Poetry and Perspectives – various writers</li> <li>4. <i>Othello</i> by Shakespeare</li> </ol> - Know who the characters are in each of the texts and their important traits. - Know the conventions of allegory, propaganda and dystopic writing; play texts; poetry and Shakespearian Tragedy. - Know the contexts of the texts.	<b>STUDENTS...</b> - Can use quotations to support points. - Can identify and comment on language features in a text. - Can identify and comment on structural features of a text. - Can identify and comment on dramatic features of a text. - Can use inference when reading a text and can decode language. - Can select and comment on the use of words and methods. - Can comment on the writer's intentions. - Can write developed essays with Thesis and Conclusion.	<b>STUDENTS...</b> - Understand the plots/ narratives of the texts read. - Make some inferences when reading a text. - Identify the methods used by writers and use subject terminology accurately. - Explain the effects of the writer's methods on the reader/ audience. - Clearly comment on the writer's intentions. - Use quotations to support a range of ideas about a text.	<b>HINGE ASSIGNMENT 1:</b> How does Orwell present the opening of <i>Animal Farm</i> as shocking and unexpected? <b>30 MARKS</b>  <b>HINGE ASSIGNMENT 2:</b> How is Catherine presented in <i>A View From the Bridge</i> ? <b>30 MARKS</b>  <b>HINGE ASSIGNMENT 3:</b>

## WORKING IN GREATER DEPTH – YEAR 8

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>
<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Know the key language, structural and dramatic features of the texts.</li> <li>- Know the key functions of these language, structural and dramatic features.</li> <li>- Have read and can recall other allegories, propaganda and dystopian writing; play texts, poems and Shakespearian Comedies and Tragedies.</li> <li>- Know the conventions of the different text types.</li> <li>- Know and can apply the contextual details of the texts studied.</li> </ul>	<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Can embed multiple quotations in sentences.</li> <li>- Include an effective thesis at the beginning of their essay.</li> <li>- Write a conclusion at the end of the essay.</li> <li>- Can identify and comment on language, structure and dramatic features in a text.</li> <li>- Can identify and make developed comments on structural and dramatic features in a text.</li> <li>- Can make detailed inferences when reading a text.</li> <li>- Can select and comment on the use of words and methods.</li> <li>- Can make detailed comments on the writer's intentions.</li> <li>- Can write developed essays using connectives.</li> </ul>	<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Can provide two or more reader or audience perspectives.</li> <li>- Make links between texts.</li> <li>- Make links between the text and context.</li> <li>- Identify the structure and dramatic methods used by writers and use subject terminology accurately.</li> <li>- Understand the plots and themes of the texts and can explain the structural and dramatic function of the texts read.</li> <li>- Make multiple inferences when reading a text.</li> <li>- Explain the effects of the writer's methods on the reader/ audience.</li> </ul>

How does the writer present ideas about gender identity in 'The Sea'?  
**30 MARKS**

**HINGE ASSIGNMENT 4:**  
 How is Iago presented? What is Shakespeare's message for the audience?  
**30 MARKS**

**SUMMATIVE ASSESSMENT 1:**  
 How does Orwell use the character of Napoleon to explore ideas about power and control in *Animal Farm*?  
**30 MARKS**

**SUMMATIVE ASSESSMENT 2:**  
 "Eddie's destruction at the end of the play feels not only tragic, but morally right." To what extent do you agree?  
**30 MARKS**

**SUMMATIVE ASSESSMENT 3:**  
 Compare the presentation of identity in two poems.  
**30 MARKS**

**SUMMATIVE ASSESSMENT 4:**  
 Extract Question:  
 How does Shakespeare explore the theme of jealousy?  
**30 MARKS**

# AGE EXPECTED AND WORKING IN GREATER DEPTH

# YEAR 8

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.

## AGE EXPECTED STANDARD – YEAR 8

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
<b>WRITING</b>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know simple language and structure key terminology.</li> <li>- Know text types and their intended audiences.</li> <li>- Know different styles and registers of writing.</li> <li>- Know simple punctuation types.</li> <li>- Know simple structure features.</li> <li>- Know Tier 1 and 2 vocabulary.</li> <li>- Know basic spellings.</li> <li>- Know success criteria for writing tasks.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use sentence types accurately.</li> <li>- Can identify and use simple punctuation types accurately.</li> <li>- Can identify methods and use them accurately in their writing.</li> <li>- Can write with mostly controlled grammar.</li> <li>- Have accurate basic spelling and some accuracy with more sophisticated spellings.</li> <li>- Can paragraph accurately.</li> <li>- Can write for a specific purpose matching the style and register to the intended audience.</li> <li>- Can identify and use discourse markers.</li> <li>- Can write in detail and at length.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to construct sentences using grammar accurately.</li> <li>- Understand how to manipulate language for specific purposes and audiences.</li> <li>- Understand how to use a range of punctuation.</li> <li>- Understand how to spell key words and their etymology.</li> <li>- Understand the effects of the sentences and punctuation used by writers.</li> <li>- Understand the effects of the methods used by writers and be able to use them in their own writing.</li> </ul>	<p><b>HINGE ASSIGNMENT 1:</b> Write the opening of a horror story using conventions. <b>40 MARKS</b></p> <p><b>HINGE ASSIGNMENT 2:</b> Compare how the writers present _____ in Source A and Source B. <b>16 MARKS</b></p> <p><b>SUMMATIVE ASSESSMENT 1</b> Emulate Poe's writing style. Creative writing response to an image – GCSE style. <b>40 MARKS</b></p>

## WORKING IN GREATER DEPTH – YEAR 8

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	
	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know sophisticated language and structure key terminology.</li> <li>- Know a range of text types and their intended audiences.</li> <li>- Know a range of different styles of writing and complex registers and their effects.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use a range of sophisticated sentence types accurately.</li> <li>- Can identify and use a full range of punctuation types accurately.</li> <li>- Can identify sophisticated methods and use them accurately in their writing.</li> <li>- Can write with controlled grammar to achieve intended effects.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to manipulate a range of writing skills for an intended audience or text purpose.</li> <li>- Write fluently and convincingly.</li> <li>- Understand how to construct complex sentences and/or a</li> </ul>	<p><b>SUMMATIVE ASSESSMENT 2</b> Language Paper 2: Q5 Practise Write a speech ...</p> <p>Write a letter... <b>40 MARKS</b></p>

	<ul style="list-style-type: none"><li>- Know a range of punctuation types and their function in texts and context.</li><li>- Know a range of structure features and their intended effects.</li><li>- Know Tier 2 and 3 vocabulary and when to use them.</li><li>- Know more sophisticated spellings.</li><li>- Know higher level success criteria for writing tasks.</li></ul>	<ul style="list-style-type: none"><li>- Have accurate spelling of sophisticated words.</li><li>- Can paragraph accurately and effectively.</li><li>- Can write fluently for a specific purpose matching the style and register to the intended audience.</li><li>- Can identify and effectively use discourse markers.</li><li>- Can write at greater length/ in greater depth.</li><li>- Can write using more convincing/ complex ideas.</li></ul>	<p>range of sentences using grammar accurately.</p> <ul style="list-style-type: none"><li>- Understand how to use a range of punctuation.</li><li>- Spell more complex words accurately.</li><li>- Understand some of the effects of more complex sentences and punctuation used by writers.</li><li>- Understand the effects of some more complex methods used by writers and be able to use them in their own writing.</li></ul>	
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# CURRICULUM INTENT FOR YEAR GROUP: ENGLISH

**YEAR 9**

- Foster an appreciation of literature through exposure to a multitude of challenging texts from different genres to fully prepare students for the rigors of **GCSE English Literature**.
- Develop conceptual understanding of all students through: comparisons, critical analysis, explaining and developing ideas, creative writing, reading for meaning and spoken language to prepare students for the **GCSE English Language** papers.
- Provide multiple opportunities for students to hone technical writing skills for a variety of purposes, enhancing their literacy and academic literacy skills for life beyond the classroom. Teaching students resilience to be able to cope with the demands of the exam papers and developing **stamina** through testing and **exam timing** strategy.
- Use spoken language to scaffold and enhance the quality of written outcomes and improve oracy to ensure students are confident, articulate communicators. Challenge poor oracy and model good oracy in readiness for **GCSE Speaking and Listening Assessment**.
- Enable students to empathise and understand different viewpoints and perspectives. Encourage students to have strong, but balanced opinions and to express them clearly and sensitively. Nurture creativity, empathy and understanding to allow students to become responsible citizens and well-rounded individuals who care about their communities.

## AGE EXPECTED AND WORKING IN GREATER DEPTH

**YEAR 9**

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.

## AGE EXPECTED STANDARD – YEAR 9

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
<b>READING</b>	<b>STUDENTS...</b> - Read whole texts and extracts and can recall details from: <ol style="list-style-type: none"> <li>1. <i>Of Mice and Men</i> by John Steinbeck</li> <li>2. <i>A Taste of Honey</i> by Shelagh Delaney</li> <li>3. GCSE Conflict Poetry</li> <li>4. <i>Macbeth</i> by Shakespeare</li> </ol> - Know who the characters are in each of the texts and their traits. - Know the conventions of novellas, dystopic writing; play texts; poetry and Shakespearean Tragedy/ History. - Know the contexts of the texts.	<b>STUDENTS...</b> - Can use quotations to support points. - Can identify and comment on a range of language features in a text. - Can identify and comment on a range of structural features in a text. - Can identify and comment on a range of dramatic features in a text. - Can use inferences when reading a text and can decode language and structure/ dramatic. - Can select and comment on the writer's choice of words and methods. - Can comment on the writer's intentions. - Can write developed essays with Thesis and Conclusion. -	<b>STUDENTS...</b> - Understand the plots/ narratives of the texts read. - Make thoughtful inferences when reading a text. - Identify the methods used by writers and use subject terminology accurately to explain. - Explain the effects of the writer's methods on the reader/ audience. - Make a range of clear comments focused on the writer's intentions. - Use a range of quotations to support a range of ideas about a text.	<b>HINGE ASSIGNMENT 1:</b> How does Steinbeck present the relationship between George and Lennie in <i>Of Mice and Men</i> ?  <b>HINGE ASSIGNMENT: 2</b> How does Delaney present the relationship between Jo and Helen in <i>A Taste of Honey</i> ?  <b>HINGE ASSIGNMENT 3:</b> Unseen analysis of the poem Remains.  <b>HINGE ASSIGNMENT 4:</b> How does Shakespeare present <i>Macbeth</i> at the start of the play?

## WORKING IN GREATER DEPTH – YEAR 9

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	
	<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Know and be able to share/ present the language, structural and dramatic features of the texts.</li> <li>- Know and be able to share ideas about the key functions of these language, structural and dramatic features.</li> <li>- Have read and can recall other novellas, writing by same authors, play texts, poems and Shakespearian Comedies/ Tragedies and Histories.</li> <li>- Know and apply the conventions of the different text types.</li> <li>- Know and apply the contextual details of the texts studied.</li> </ul>	<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Can embed multiple, apt quotations in sentences.</li> <li>- Include an effective thesis at the beginning of their essay.</li> <li>- Write a conclusion at the end of the essay.</li> <li>- Can identify and make thoughtful comments on language, structure and dramatic features in a text.</li> <li>- Can identify and make developed comments on structural and dramatic features in a text.</li> <li>- Can make detailed inferences when reading a text.</li> <li>- Can select and comment on the use of words and methods.</li> <li>- Can make detailed comments on the writer's intentions.</li> <li>- Can write developed essays using connectives.</li> </ul>	<p><b>STUDENTS...</b></p> <ul style="list-style-type: none"> <li>- Can provide multiple reader or audience perspectives.</li> <li>- Make thoughtful links between texts.</li> <li>- Make thoughtful links between the text and context.</li> <li>- Identify and link the structure and dramatic methods used by writers and use subject terminology accurately.</li> <li>- Understand the plots and themes of the texts and can explore the structural and dramatic function of the texts.</li> <li>- Make multiple inferences when reading a text.</li> <li>- Explore the effects of the writer's methods on the reader/ audience.</li> </ul>	<p><b>SUMMATIVE ASSESSMENT 1:</b> How does Steinbeck present the power relations on the ranch?</p> <p><b>SUMMATIVE ASSESSMENT 2:</b> How does Delaney present characters as marginalised in the text?</p> <p><b>SUMMATIVE ASSESSMENT 3:</b> Compare how war is presented in BC and COTLB.</p> <p><b>SUMMATIVE ASSESSMENT 4:</b> Extract question: How does Shakespeare present Lady Macbeth?</p>

# AGE EXPECTED AND WORKING IN GREATER DEPTH

**YEAR 9**

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
	The ideas, concepts, dates, times and other details that student will be able to recall.	The ways in which a student will be expected to apply their knowledge.	The depth in which a student understands and is able to articulate their ideas.	Details of hinge assignments and topics covered by two summative assessments.

## AGE EXPECTED STANDARD – YEAR 9

	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	<b>ASSESSMENT</b>
<b>WRITING</b>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know a variety of language and structure key terminology.</li> <li>- Know a range of text types and their intended audiences.</li> <li>- Know a range of text types and their intended purposes.</li> <li>- Know different styles and registers of writing.</li> <li>- Know a range of punctuation types.</li> <li>- Know how to use structure features.</li> <li>- Know Tier 1 and 2 vocabulary appropriate for task.</li> <li>- Know how to spell key words and synonyms.</li> <li>- Know how to interpret and use the success criteria for writing tasks.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use a range of sentence types accurately.</li> <li>- Can identify and use a range of punctuation types accurately.</li> <li>- Can identify a range of methods and use them accurately in their writing.</li> <li>- Can write with controlled grammar.</li> <li>- Have accurate spelling of key words and some accuracy with more sophisticated spellings.</li> <li>- Can paragraph accurately and for effect.</li> <li>- Can write for a specific purpose matching the style and register to the intended audience.</li> <li>- Can identify and use discourse markers.</li> <li>- Can write in detail and at length making developed points.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to construct a range of sentence forms and types using grammar accurately.</li> <li>- Understand how to manipulate language for specific purposes and audiences.</li> <li>- Understand how to use a range of punctuation for effect.</li> <li>- Understand how to spell key words and synonyms.</li> <li>- Understand the effects of the sentences and punctuation used by writers.</li> <li>- Understand the effects of the methods used by writers and be able to use them in their own writing.</li> </ul>	<p><b>HINGE ASSIGNMENT 1:</b> Language Paper 1 Q2 – language and effects focus <b>8 MARKS</b></p> <p><b>HINGE ASSIGNMENT 2:</b> Language Paper 2 Q5 Writing task in timed conditions. Write a speech ... <b>40 MARKS</b></p> <p><b>SUMMATIVE ASSESSMENT 1:</b> Language Paper 1 – Q5 – describe and/or narrate task in timed conditions. <b>40 MARKS</b></p> <p><b>SUMMATIVE ASSESSMENT 2:</b> Language Paper 2: Q1 &amp; Q4 <b>(4 + 16) 20 MARKS</b></p>
	<b>WORKING IN GREATER DEPTH – YEAR 9</b>			
	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>UNDERSTANDING</b>	
	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Know sophisticated language, structure and dramatic key terminology.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Can identify and use a full range of sophisticated sentence types accurately.</li> <li>- Can identify and use a full range of punctuation types accurately.</li> </ul>	<b>STUDENTS...</b> <ul style="list-style-type: none"> <li>- Understand how to manipulate a range of writing skills for an intended audience or text purpose.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Know a range of sophisticated text types and their intended audiences.</li> <li>- Know a range of writing styles and complex registers and their effects.</li> <li>- Know how to manipulate language and structure features effectively.</li> <li>- Know a full range of punctuation types and their function in texts and context.</li> <li>- Know a full range of structure features and their intended effects.</li> <li>- Know Tier 2 and 3 vocabulary and when/ how to use them effectively.</li> <li>- Know more sophisticated spellings and synonyms.</li> <li>- Know higher level success criteria for writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Can identify sophisticated methods and use them accurately in their writing.</li> <li>- Can write with controlled grammar to achieve intended effects.</li> <li>- Have accurate spelling of sophisticated words.</li> <li>- Can paragraph accurately and effectively.</li> <li>- Can write fluently for a specific purpose matching the style and register to the intended audience.</li> <li>- Can identify and effectively use discourse markers.</li> <li>- Can use humour and other nuanced styles to engage audience.</li> <li>- Can write at greater length and in greater depth.</li> <li>- Can write using more convincing and complex ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Write fluently and convincingly.</li> <li>- Understand how to construct complex sentences and/or a range of sentences using grammar accurately.</li> <li>- Understand how to use a range of punctuation.</li> <li>- Spell complex words accurately.</li> <li>- Understand and explain the effects of more complex sentences and punctuation and technical features used by writers.</li> <li>- Understand the effects of more complex methods used by writers and be able to use them in their own writing.</li> </ul>	
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