



## **Core Aim**

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

## **Curriculum Vision**

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

## **Curriculum Plans & Progress Ladders**

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments will use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



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Autumn	Spring	Summer
<p style="text-align: center;"><b>Sawbones - Novel</b></p>	<p style="text-align: center;"><b>A Midsummer Night's Dream - Play</b></p>	<p style="text-align: center;"><b>Poetry through Ages</b></p>
<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How can I find and use evidence effectively in my commentary?</li> <li>• How does Catherine Johnson use characterisation to present Loveday Finch?</li> <li>• How can I write a story opening with a satisfying rise in tension?</li> <li>• How does Catherine Johnson create sympathy for Ezra?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How does Shakespeare establish the theme of Comedy?</li> <li>• How is Language used to create effect?</li> <li>• How does Shakespeare show the effects of meddling with the natural Order?</li> <li>• How is Language used to create comedic effect?</li> <li>• How does Shakespeare show the healing properties of love?</li> </ul>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How does Poetry offer an insight to life in Medieval England?</li> <li>• How does Renaissance poetry offer an insight to life in Elizabethan England?</li> <li>• What is Romanticism and how did it inspire English Poetry?</li> <li>• How were children affected by poverty during the Victorian period?</li> <li>• How does poetry evolve and change during the Victorian period?</li> <li>• How does 20th century poetry present modern voices with diverse Identity?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Knowledge</b></p>
<ul style="list-style-type: none"> <li>• How &amp; Why do we Study Novels at St. Peter's?</li> <li>• How does the background of the novel inform the book?</li> <li>• What is Explicit &amp; Implicit information?</li> <li>• How should we select and embed quotes?</li> <li>• How is the novel informed by Black History?</li> <li>• How does Johnson characterise Loveday Finch?</li> <li>• How can I find and use evidence effectively in my commentary?</li> <li>• How is Crime a key genre ingredient to the novel Sawbones?</li> <li>• How does Catherine Johnson craft a sense of unease and tension?</li> <li>• What was it like to be a resurrectionist?</li> <li>• How can I use a word journey to develop my interpretation?</li> <li>• How can I make sure my writing is at Mastery level?</li> <li>• What are direct &amp; indirect characterisation?</li> <li>• How does Catherine Johnson use characterisation to present Loveday Finch?</li> <li>• What is a Natural History Museum and how best to describe it?</li> <li>• How do writers use imagery to describe the setting?</li> <li>• How do writers use figurative language to add impact to their writing?</li> <li>• How can I effectively comment on the writer's use of figurative language?</li> </ul>	<ul style="list-style-type: none"> <li>• Who was Shakespeare anyway?</li> <li>• How can we use information to guess what a play is about?</li> <li>• What do I understand about the plot of MND?</li> <li>• Should Marriage be a Family decision?</li> <li>• How does Shakespeare use language to develop humour and character?</li> <li>• How does Shakespeare use love as a comedic device?</li> <li>• How does Shakespeare use language to develop humour and character?</li> <li>• How does Shakespeare use magical creatures to mimic the power structures of humanity?</li> <li>• How does Shakespeare develop the Fairy King &amp; Queen?</li> <li>• How are we supposed to see Oberon?</li> <li>• How is Nature used to develop Mood and Messages?</li> <li>• <b>How do we use Persuasive Devices?</b></li> <li>• Has the meaning of Shakespeare's characters changed as Society has changed?</li> <li>• <b>How does Shakespeare use Language to encourage us to feel sympathy? *</b></li> <li>• <b>How does Shakespeare use confusion to add interest to his stories?</b></li> <li>• How does Shakespeare use comedy to inform us about his feelings of love?</li> <li>• How does Shakespeare use Nature to develop Imagery?</li> <li>• How does Shakespeare use hyperbole to add a sense of the ridiculous to his characters' behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• Where does English come from and when did it become our Language?</li> <li>• How does the poem Beowulf present Bravery?</li> <li>• How does Chaucer present a view of life in Medieval Britain?</li> <li>• How does Chaucer present the Miller in The Canterbury Tales?</li> <li>• How do writers use 'Show Don't Tell' in their characterisation?</li> <li>• What was the Renaissance and how did it influence English Poetry?</li> <li>• How can I use a narrative voice in my writing?</li> <li>• What is a sonnet?</li> <li>• How does Shakespeare's Sonnet 18 represent Love?</li> <li>• What was life like in Elizabethan England?</li> <li>• What ideas about life in Elizabethan England and shared in the poem 'No Man is an Island', by John Donne?</li> <li>• What ideas are explored in the poem, '7 Ages of Man' by William Shakespeare?</li> <li>• How can we use drama to explore the poem '7 Ages of Man'?</li> <li>• How can I write a short story episode inspired by '7 Ages of Man'?</li> <li>• What is Romanticism and how did it inspire English Poetry?</li> <li>• How does William Wordsworth use language to present daffodils?</li> <li>• How does Sonnet by John Clare present Nature?</li> <li>• How can I create a panoramic view in my writing?</li> <li>• How does William Blake present reality for children in his poem 'Chimney Sweeper'?</li> </ul>

<ul style="list-style-type: none"> <li>• What elements of the Crime Genre have we encountered, so far?</li> <li>• How do writers build suspense and tension in their writing?</li> <li>• How can I write a story opening with a satisfying rise in tension?</li> <li>• How can I edit and revise my writing?</li> <li>• How can I explode a key quotation?</li> <li>• How can I produce effective thesis statements?</li> <li>• What impact can different sentences have in a piece of creative writing?</li> <li>• What questions can we ask the author Catherine Johnson?</li> <li>• What clues can we deduce from the story so far?</li> <li>• How do writers add impact to their stories</li> <li>• How can I argue my point of view on a character?</li> <li>• How do writers create binary opposition through characterisation?</li> <li>• How can I use tentative verbs in my analysis?</li> <li>• How are stories structured to help focus on the Hero?</li> <li>• How do stories end in a resolution?</li> </ul>	<ul style="list-style-type: none"> <li>• How does Shakespeare use the dramatic trope of 'it was all a dream'?</li> <li>• How does Shakespeare use the Mechanicals to add a human element to the play?</li> <li>• How do we summarise an act of Midsummer Night's Dream?</li> <li>• Why does Shakespeare add a question to 'Happily ever after'?</li> <li>• How does Shakespeare add both comedy and wonder to the mechanicals play?</li> <li>• How does Shakespeare present contrasting characters?</li> <li>• How is Puck presented as a 'larger than Life' character?</li> <li>• How does Shakespeare include the audience at the end of the play?</li> <li>• Can I show that I understand the key events of the play?</li> <li>• What is an Epic poem? How was the form used by Edmund Spenser to represent a Dragon?</li> </ul>	<ul style="list-style-type: none"> <li>• How does Oscar Wilde present the suffering of children in prisons?</li> <li>• What is a nonsense poem and how is 'Jabberwocky' by Lewis Carroll an example of this?</li> <li>• How can I interpret the message of the poem 'If' by Rudyard Kipling?</li> <li>• How does Maya Angela explore Identity in the poem 'Still I Rise'?</li> <li>• How does Benjamin Zephaniah reflect on Racism in his childhood?</li> <li>• How does the poem 'The British' challenge the reader's view of British Identity?</li> <li>• How does the poem 'Dreams' by Langston Hughes present abstract ideas?</li> <li>• How does the poem 'Hope' by Emily Faulkner present abstract ideas through extended metaphor?</li> <li>• How can I present my knowledge and interest in Poetry?</li> </ul>
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
<ol style="list-style-type: none"> <li>1. What elements of the Mastery criteria should I apply to my Reading responses?</li> <li>2. How can I comment on and use quotes effectively?</li> <li>3. How are keywords used to help convey character attributes?</li> <li>4. How do writers use imagery and figurative language in their descriptions?</li> <li>5. How can suspense and tension be used in an effective piece of writing? (Including cliff hangers)</li> <li>6. What is a thesis statement and when should I use it in my writing?</li> <li>7. What is a What/How/Why paragraph?</li> <li>8. How can I offer a Mastery response? (Including recognising Good &amp; Bad example responses)</li> <li>9. <b>How can I use key vocabulary to enhance my learning and improve my critical writing?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Create a fact file based on research on Shakespeare and Life in Elizabethan England.</li> <li>2. Write a monologue based on a character's point of view <b>(CORE)</b></li> <li>3. Participate in a debate on Marriage.</li> <li>4. Write an informal letter by Helena <b>(CORE)</b></li> <li>5. How is Language used to build the fairies? Quote Explosion <b>(CORE)</b></li> <li>6. Discussion &amp; Persuasive writing: Oberon is correct to play a trick on Titania, she should give him the boy. <b>(CORE)</b></li> <li>7. Write a Character Analysis: Is Puck cruel? <b>(CORE)</b></li> <li>8. Hermia Diary entry</li> <li>9. Context - Boys - Find 5 quotes to show how Titania is feeling <b>(CORE)</b></li> <li>10. Nature Imagery Double Page Spread</li> <li>11. How does Shakespeare use Emotive Language to show the feelings of the 4 lovers? Written response <b>(CORE)</b></li> <li>12. Write a Sonnet <b>(CORE)</b></li> <li>13. How does Shakespeare use the play to send his own message about love? Written response <b>(CORE)</b></li> <li>14. How does Shakespeare use Language to show Hippolyta &amp; Theseus relationship? <b>(CORE)</b></li> <li>15. Write a short Soliloquy for Bottom <b>(CORE)</b></li> <li>16. Write a review of the Mechanicals performance.</li> <li>17. Drama: Directing a key sequence. Explain choices</li> <li>18. How does Shakespeare develop Imagery in Act 5, Sc. 1 <b>(CORE)</b></li> <li>19. Explain the Epilogue Task <b>(CORE)</b></li> <li>20. Can I comment on the writer's Intent. Writing Task: <b>(CORE)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain your impression of the Monster Grendel &amp; Beowulf?</li> <li>2. How is a character presented? (Choosing quotes &amp; offering inference)</li> <li>3. Offer a convincing portrait of a character- Creative Writing.</li> <li>4. Complete Quote explosions and then translate into analytical paragraphs.</li> <li>5. Write a summary of key contextual points based on the poet's background.</li> <li>6. Write an episode on a character's life.</li> <li>7. <b>How do poets use Language for effect?</b></li> <li>8. <b>How to make thoughtful links to context when interpreting a poem?</b></li> <li>9. Write an effective panoramic view in a piece of creative writing?</li> <li>10. How can I interpret the key message of a poem?</li> </ol>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
<b>How does Catherine Johnson create sympathy for Ezra? (Reading Task)</b>	<b>How does Shakespeare explore the theme of love in a Midsummer Night's Dream? (Reading Task)</b>	<i>"How does William Blake use Language to present the life of a chimney sweeper?"</i>

*Narrative Writing: Write the Opening to a Crime Story (Writing Task)*

( Reading Task)



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Reading Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>RS1: Relevance to the question</b>	<ul style="list-style-type: none"> <li>Attempts to answer the question but not all is relevant</li> </ul>	<ul style="list-style-type: none"> <li>Some attempts to answer the question with some relevance</li> </ul>	<ul style="list-style-type: none"> <li>Generally answers the question and stays on topic</li> </ul>	<ul style="list-style-type: none"> <li>A clear answer using relevant question phrasing</li> </ul>	<ul style="list-style-type: none"> <li>A clear and detailed answer using relevant question phrasing</li> </ul>
<b>RS2: Choosing quotations and references</b>	<ul style="list-style-type: none"> <li>Attempts to support points with textual reference but not all is relevant</li> </ul>	<ul style="list-style-type: none"> <li>Textual references support points made with some relevance</li> </ul>	<ul style="list-style-type: none"> <li>Relevant textual references support points made</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are chosen to support ideas</li> <li>Textual references are concise and accurate</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references chosen are concise, well-chosen and embedded throughout</li> </ul>
<b>RS3: Identification of writer's methods</b>	<ul style="list-style-type: none"> <li>Occasional attempts to identify writer's methods with limited accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Occasional attempts to identify writer's methods with occasional accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to identify writer's methods with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writer's methods are identified accurately with use of simple subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>A range of writer's methods are identified accurately</li> <li>Methods are labelled using accurate subject terminology</li> <li>Analysis identifies how methods create effects</li> </ul>
<b>RS4: Inferring and analysing</b>	<ul style="list-style-type: none"> <li>Inferences identify explicit meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with some explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with a clear explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences are multi layered with a clear explanation of effect</li> </ul>
<b>RS5: Writer's ideas and intentions</b>	<ul style="list-style-type: none"> <li>Occasional awareness of writers making deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of writers making deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt at explaining why a writer has made deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some explanation as to why a writer has made deliberate choices with supporting textual reference</li> <li>Some comments link to contextual factors and writer's intentions</li> </ul>	<ul style="list-style-type: none"> <li>Clear reasons as to why a writer made choices with relevant supporting textual reference</li> <li>Contextual factors are used well to inform interpretation about writer's choices</li> </ul>



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Writing Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>WS1: Communication and Ideas</b>	<ul style="list-style-type: none"> <li>Communication is simple and unclear in places</li> <li>Ideas have little / no relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is simple and sometimes clear</li> <li>Ideas have some relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is developed and mostly clear</li> <li>Ideas have relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is coherent and consistently clear</li> <li>Ideas are well considered in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is convincing and consistently clear</li> <li>Ideas are becoming more creative and original in relevance to task</li> </ul>
<b>WS2: Text type and tone</b>	<ul style="list-style-type: none"> <li>Limited / no use of text type features with little / no accuracy</li> <li>Limited / no attempt at relevant tone</li> </ul>	<ul style="list-style-type: none"> <li>Some use of text type features with some accuracy</li> <li>Some attempt at relevant tone with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Text type features are used with some accuracy</li> <li>Relevant use of tone</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used with accuracy</li> <li>Some instances of tone being crafted for effect</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used for effect</li> <li>Tone is crafted for effect</li> </ul>
<b>WS3: Paragraphs and discourse markers</b>	<ul style="list-style-type: none"> <li>Limited to no use of paragraphs</li> <li>Limited / no use of discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to paragraph work with some accuracy</li> <li>Some attempt to use discourse markers with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to paragraph work with accuracy</li> <li>Writing uses a range of discourse markers with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately</li> <li>Writing use a range of discourse markers with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately with some paragraphing for effect</li> <li>Writing use a range of discourse with some crafting for effect</li> </ul>
<b>WS4: Sentence structures</b>	<ul style="list-style-type: none"> <li>Writing is mainly in simple sentences</li> <li>Limited / no use of sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>Writing is in simple and compound sentences</li> <li>Some attempt to use sentence starters with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses simple and compound sentences with some attempts at complex sentences</li> <li>Writing use a range of sentence starters with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses simple, compound and complex sentences accurately</li> <li>Writing uses a range of sentence starters with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>A range of sentence structures are used accurately throughout with some effect</li> <li>Writing use a range of sentence starters with some crafting for effect</li> </ul>
<b>WS5: Vocabulary and Language Devices</b>	<ul style="list-style-type: none"> <li>Little / no use of language devices appropriate to task</li> <li>Little / no evidence of vocabulary choice being chosen deliberately</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to use language devices appropriate to task with some accuracy</li> <li>Some evidence of vocabulary choice being chosen deliberately</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some accuracy</li> <li>Vocabulary chosen deliberately and often used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with accuracy</li> <li>Vocabulary chosen deliberately and consistently used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some crafting for effect</li> <li>Vocabulary chosen deliberately with some crafting for effect</li> </ul>
<b>WS6: Spelling, Punctuation &amp; Grammar (SPAG)</b>	<ul style="list-style-type: none"> <li>There is little to no punctuation</li> <li>Basic phonetic spelling is not yet secure</li> </ul>	<ul style="list-style-type: none"> <li>Some punctuation is used with some accuracy</li> <li>Basic phonetic words are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>Some punctuation is used with accuracy</li> <li>Most common words are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used mostly accurately</li> <li>Spelling is mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used accurately</li> <li>Spelling is accurate including some ambitious words</li> </ul>



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<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>War &amp; Tragedy</b>	<b>Dystopian Fiction</b>	<b>Romeo &amp; Juliet</b>
<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• What is Propaganda?</li> <li>• How is Propaganda effective?</li> <li>• <b>How does Jessie Pope use Propaganda in her poem <i>Who's For The Game?</i></b></li> <li>• How does Wilfred Owen present the reality of War in '<i>Dulce Et Decorum Est?</i>'</li> <li>• How can we compare poems from WW1?</li> <li>• How can we respond to Context in a poem: <i>Flanders Field</i></li> <li>• How do writers use Language in NonFiction texts? <i>Siegfried Sassoon Memoir</i></li> <li>• What are the features of Tragedy?</li> <li>• What are the barriers to social class and economic status?</li> <li>• How effective is the play's Prologue?</li> <li>• How does Willy Russell portray Eddie Lyons and Mickey Johnstone?</li> </ul>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• What are the genre conventions of a Dystopian text?</li> <li>• How do we create a Dystopian atmosphere through writing?</li> <li>• How is Dystopian Fiction crafted by the author?</li> <li>• How are texts structured for effect?</li> <li>• How can we craft writing for effect?</li> <li>• How do we effectively plan a Dystopian story?</li> <li>• How do writers create suspense in their writing?</li> <li>• <b>How do writers create effective openings?</b></li> <li>• How can you craft punctuation for effect?</li> <li>• How can links be found between Dystopian texts and Covid?</li> </ul>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How is context important to the text being studied?</li> <li>• What are the key themes in Romeo &amp; Juliet?</li> <li>• What themes are explored in the Prologue?</li> <li>• How does the opening scene engage the audience?</li> <li>• How does Shakespeare characterise Romeo?</li> <li>• How are feelings between Romeo &amp; Juliet explored in their first meeting scene?</li> <li>• How does Juliet react to Romeo's identity?</li> <li>• How does Shakespeare use language in the balcony scene?</li> <li>• How can I express my opinion on a subject?</li> <li>• What role does Friar Lawrence play?</li> <li>• What were Elizabethan attitudes towards Love &amp; Marriage?</li> <li>• How does Tybalt's death create a dramatic impact?</li> <li>• How is Juliet's emotional turmoil explored?</li> <li>• What does Lord Capulet's actions tell us about Elizabethan Society?</li> <li>• What is a Soliloquy?</li> </ul>
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>• What is Propaganda?</li> <li>• WW1 Posters: How do they use Propaganda to persuade young men to enlist in the War effort.</li> <li>• Who's For The Game: Propaganda War Poem</li> <li>• Dulce Est Decorum est: A soldier's real life experience of War</li> <li>• How to offer effective comparisons of poems</li> <li>• Broader contextual knowledge of World War 1.</li> <li>• What is a memoir and how do they share individual experiences</li> <li>• What is a Tragedy text?</li> <li>• Liverpool's context; Cultural, Historic, Social &amp; Economic.</li> <li>• What is a prologue? What is its purpose in a play?</li> <li>• Who was Marilyn Monroe?</li> <li>• What is Social class?</li> <li>• How are key characters presented: Eddie &amp; Mickey</li> </ul>	<ul style="list-style-type: none"> <li>• What different class of sentences can writers use?</li> <li>• How to analyse sentence constructions in a text.</li> <li>• What is sensory Imagery and how is it used in texts?</li> <li>• How to analyse language techniques in a text.</li> <li>• Understand a range of Structure techniques including Flashback</li> <li>• How can structure improve the quality of your writing?</li> <li>• How do writers use dual narrative Structure?</li> <li>• The role of Punctuation in a highly engaging text.</li> <li>• Consider typical Genre tropes of a Dystopian text</li> <li>• Consider how Dystopian texts are influenced by and reflect current issues.</li> </ul>	<ul style="list-style-type: none"> <li>• What do we know about Shakespearean England?</li> <li>• Key themes in Romeo &amp; Juliet</li> <li>• What is a prologue and how is it used to establish the play?</li> <li>• Suspense &amp; Tension techniques in the opening scene</li> <li>• Language features to present Romeo as love sick</li> <li>• Sonnet features in the Palm to Palm scene.</li> <li>• The significance of names to your Identity</li> <li>• Imagery use in the Balcony scene</li> <li>• Debate on Marriage and Free choice: Arguing Viewpoint</li> <li>• Friar Lawrence &amp; the presentation of Death: Foreshadowing</li> <li>• Elizabethan attitudes to Love &amp; Marriage</li> <li>• Suspense &amp; Tension in Act 3, Sc. 2</li> <li>• Patriarchal attitudes in Elizabethan Society</li> </ul>

		<ul style="list-style-type: none"> <li>• What is a Soliloquy?</li> </ul>
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
<ol style="list-style-type: none"> <li>1. Explain language and structure choices in poems</li> <li>2. Compare how poets present War Who's For the Game &amp; Dulce Et Decorum Est.'</li> <li>3. Explain how context impacts on the meaning and effect of a poem</li> <li>4. How are dramatic devices used in the play: e.g. Prologue, Stage directions, Foreshadowing, Chorus, Narrator.</li> <li>5. Explain how Willy Russell portrays Social inequality in the play</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how sentences are used effectively by an author in a text extract</li> <li>2. Analyse Language features in an extract: What / How / Why?</li> <li>3. Plan effective story openings that incorporate more challenging structure features.</li> <li>4. Draft and edit stories with stronger use of punctuation.</li> <li>5. Write a convincing story opening.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain Shakespeare's use of Language features and techniques in key sequences.</li> <li>2. Offer considered commentary of contextual influences on the play</li> <li>3. Partake in a debate on the presentation of love &amp; feelings in R&amp;J</li> <li>4. Evaluate the writer's methods in the closing sequence of R&amp;J</li> </ol>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
<p><i>How do Jessie Pope in 'Who's For The Game' and Wilfred Owen in 'Dulce Et Decorum Est' present ideas about War?</i> (Poetry Reading Task)</p>	<p><i>Write the opening to a story based on an image</i> (Writing Task)</p>	<p><i>How are Relationships presented in R&amp;J</i> (Speaking Task)</p>



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Reading Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>RS1: Relevance to the question</b>	<ul style="list-style-type: none"> <li>Some attempts to answer the question with some relevance</li> </ul>	<ul style="list-style-type: none"> <li>Generally answers the question and stays on topic</li> </ul>	<ul style="list-style-type: none"> <li>A clear answer using relevant question phrasing</li> </ul>	<ul style="list-style-type: none"> <li>A clear and detailed answer using relevant question phrasing</li> </ul>	<ul style="list-style-type: none"> <li>A more thoughtful and developed answer using relevant question phrasing</li> <li>Answers outline a running argument</li> <li>Ideas are sequenced</li> </ul>
<b>RS2: Choosing quotations and references</b>	<ul style="list-style-type: none"> <li>Textual references support points made with some relevance</li> </ul>	<ul style="list-style-type: none"> <li>Relevant textual references support points made</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are chosen to support ideas and they are concise and accurate</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references chosen are concise, well-chosen and embedded throughout</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are concise, well-chosen and a range are embedded throughout to support a line of argument</li> </ul>
<b>RS3: Identification of writer's methods</b>	<ul style="list-style-type: none"> <li>Occasional attempts to identify writer's methods with occasional accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to identify writer's methods with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writer's methods are identified accurately with use of simple subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>A range of writer's methods are identified accurately</li> <li>Methods are labelled using accurate subject terminology</li> <li>Analysis identifies how methods create effects</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of writer's methods are identified accurately</li> <li>Methods are labelled accurately using high level terminology</li> <li>Analysis clearly identifies how methods used create effects to support meaning</li> </ul>
<b>RS4: Inferring and analysing</b>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with some explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with a clear explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences are multi layered with a clear explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Analysis identifies multiple layers of meaning supporting a running argument</li> <li>Analysis begins to synthesise across a text as a whole</li> </ul>
<b>RS5: Writer's ideas and intentions</b>	<ul style="list-style-type: none"> <li>Some awareness of writers making deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt at explaining why a writer has made deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some explanation as to why a writer has made deliberate choices with supporting textual reference</li> <li>Some comments link to contextual factors and writer's intentions</li> </ul>	<ul style="list-style-type: none"> <li>Clear reasons as to why a writer made choices with relevant supporting textual reference</li> <li>Contextual factors are used well to inform interpretation about writer's choices</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtful reasons as to why a writer has made choices with concise supporting textual reference</li> <li>Contextual factors explain how effect is created and why</li> <li>Themes inform interpretation</li> </ul>
<b>RS6: Comparing ideas across two texts</b>	<ul style="list-style-type: none"> <li>Brief acknowledgment of differences between two texts</li> <li>A comparative connective used to make links between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some general discussion of differences between two texts</li> <li>Occasional use of comparative connectives when discussing both texts</li> </ul>	<ul style="list-style-type: none"> <li>Begins to identify similarities and /or differences between two texts</li> <li>Use of comparative connectives to make links between ideas</li> </ul>	<ul style="list-style-type: none"> <li>A clear and detailed comparison</li> <li>Comparative connectives are used as part of topic sentences</li> <li>Comparative connectives make links between ideas</li> </ul>	<ul style="list-style-type: none"> <li>A more thoughtful and developed comparison</li> <li>Comparisons outline a running argument</li> <li>Ideas are sequenced using comparative connectives</li> </ul>



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Writing Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>WS1: Communication and Ideas</b>	<ul style="list-style-type: none"> <li>Communication is simple and sometimes clear</li> <li>Ideas have some relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is developed and mostly clear</li> <li>Ideas have relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is coherent and consistently clear</li> <li>Ideas are well considered in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is convincing and consistently clear</li> <li>Ideas are becoming more creative and original in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is convincing with some compelling expression</li> <li>Ideas are beginning to follow a running line of argument in relevance to task</li> </ul>
<b>WS2: Text type and tone</b>	<ul style="list-style-type: none"> <li>Some use of text type features with some accuracy</li> <li>Some attempt at relevant tone with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Text type features are used with some accuracy</li> <li>Relevant use of tone</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used with accuracy</li> <li>Some instances of tone being crafted for effect</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used for effect</li> <li>Tone is crafted for effect</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used for deliberate effect</li> <li>Some instances of tone being crafted deliberately</li> </ul>
<b>WS3: Paragraphs and discourse markers</b>	<ul style="list-style-type: none"> <li>Some attempt to paragraph work with some accuracy</li> <li>Some attempt to use discourse markers with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt to paragraph work with accuracy</li> <li>Writing uses a range of discourse markers with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately</li> <li>Writing use a range of discourse markers with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately with some paragraphing for effect</li> <li>Writing use a range of discourse with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately and for effect</li> <li>Writing use a range of discourse for effect</li> </ul>
<b>WS4: Sentence structures</b>	<ul style="list-style-type: none"> <li>Writing is in simple and compound sentences</li> <li>Some attempt to use sentence starters with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses simple and compound sentences with some attempts at complex sentences</li> <li>Writing use a range of sentence starters with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses simple, compound and complex sentences accurately</li> <li>Writing uses a range of sentence starters with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>A range of sentence structures are used accurately throughout with some effect</li> <li>Writing use a range of sentence starters with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of thoughtful and occasionally ambitious sentence structures are used for effect</li> <li>Writing use a range of sentence starters for effect</li> </ul>
<b>WS5: Vocabulary and Language Devices</b>	<ul style="list-style-type: none"> <li>Some attempt to use language devices appropriate to task with some accuracy</li> <li>Some evidence of vocabulary choice being chosen deliberately</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some accuracy</li> <li>Vocabulary chosen deliberately and often used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with accuracy</li> <li>Vocabulary chosen deliberately and consistently used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some crafting for effect</li> <li>Vocabulary chosen deliberately with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of thoughtful language devices are used for effect</li> <li>Vocabulary chosen deliberately with crafting for effect</li> </ul>
<b>WS6: Spelling, Punctuation &amp; Grammar (SPAG)</b>	<ul style="list-style-type: none"> <li>Some punctuation is used with some accuracy</li> <li>Basic phonetic words are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>Some punctuation is used with accuracy</li> <li>Most common words are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used mostly accurately</li> <li>Spelling is mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used accurately</li> <li>Spelling is accurate including some ambitious words</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used accurately and for effect</li> <li>High level of accurate spelling including ambitious words</li> </ul>



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Autumn	Spring	Summer
<p align="center"><b>Crime &amp; Punishment</b></p>	<p align="center"><b>Nature &amp; Environment</b></p>	<p align="center"><b>Ethnicity &amp; Identity</b></p>
<p align="center"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• What is the meaning of 'crime'? How has it been defined through history?</li> <li>• How can we extract explicit and implicit information from non-fiction texts? (LP2 Q1&amp;2)</li> <li>• How do we approach language analysis in a nonfiction text? (LP2 Q3)</li> <li>• How do different viewpoints emerge over time? How can we start to identify and compare different perspectives?</li> <li>• How is language used to argue and debate?</li> <li>• What is detective fiction and how can we analyse it structurally, and for language?</li> <li>• How can I apply detective skills of knowledge, observation and deduction?</li> </ul>	<p align="center"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How do I write a letter to my MP sharing my concern for the state of the environment?</li> <li>• How do writers express their viewpoint on the environment?</li> <li>• How do I compare and summarise key differences in two texts?</li> <li>• How do I argue effectively in a debate?</li> <li>• How do I prepare a speech/talk on an environmental topic?</li> <li>• How do poets present Nature through the 4 seasons?</li> <li>• How do I write a comparison of how 2 poets present Nature?</li> </ul>	<p align="center"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• How does the writer present Identity in the story?</li> <li>• How does the writer present character emotion in the text?</li> <li>• How does the writer present Amir as an empathetic character?</li> <li>• How does the writer use methods to present character?</li> <li>• What is Ethnicity?</li> <li>• How does the writer use Language to present Suffering</li> <li>• How does the writer use Language and Structure to present his feelings on Apartheid?</li> <li>• What is a memoir?</li> <li>• How does the writer express his viewpoint on Black Lives Matter movement?</li> <li>• What is a metaphor? How can it be used to focus an argument?</li> <li>• What is a discursive text?</li> </ul>
<p align="center"><b>Knowledge</b></p>	<p align="center"><b>Knowledge</b></p>	<p align="center"><b>Knowledge</b></p>
<ul style="list-style-type: none"> <li>• How did different periods in History define Crime?</li> <li>• What influence does Religion have on society's attitude towards Crime?</li> <li>• How were women affected by crime and punishments in the Tudor and Jacobean times?</li> <li>• What is Language paper 1 Q 1&amp;2?</li> <li>• What is the significance of the Gunpowder plot on writers?</li> <li>• What was the Bloody Code?</li> <li>• How did this influence society and non-fiction writing?</li> <li>• How do I present my viewpoint in a persuasive manner?</li> <li>• <b>How do I present my viewpoint in a persuasive manner?</b></li> <li>• <b>What techniques can I use to persuade?</b></li> <li>• How do I use body language and voice skills in a speech?</li> <li>• Can you distinguish between explicit and implicit meaning in a fiction text?</li> <li>• How is language used to show character?</li> <li>• What is a narrative hook?</li> <li>• What is structure?</li> <li>• What is the significance of an anecdote?</li> <li>• What is an antagonist?</li> <li>• How is the theme of Greed presented?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I write a formal letter?</li> <li>• How do writers express their viewpoint on the environment? What do we learn about how they view Nature?</li> <li>• How do writers use Language to present their view of Nature as a place of refuge?</li> <li>• What is a blog? What are the written features of a blog?</li> <li>• Who is Greta Thunberg and how does she express her view on the Climate Emergency?</li> <li>• Meat is Murder Debate: What different views exist on Meat? Does it have a place in a Modern Society with a changing climate?</li> <li>• An Environmental Talk: Demonstrate mastery of a topic of your choosing.</li> <li>• How do poets use Language &amp; structure to create mood?</li> <li>• <b>Spring</b></li> <li>• How do poets use Imagery &amp; Form to express their enjoyment of a season? <b>Summer</b></li> <li>• How do poets present contrasting ideas in relation to Nature?</li> <li>• <b>Autumn</b></li> <li>• How do poets present the power of Nature? <b>Winter</b></li> <li>• How do poets present Nature in 2 poems?</li> </ul>	<ul style="list-style-type: none"> <li>• What is Identity? How is Identity explored in the text?</li> <li>• How are character emotions explored in the extract?</li> <li>• What Language &amp; structure methods are used in a text?</li> <li>• What is Apartheid? How does context help us to understand Apartheid further?</li> <li>• What is a memoir?</li> <li>• What is slavery?</li> <li>• What is a Thesis statement and how can it be used in an essay response?</li> <li>• What is the Black Lives Matter Movement?</li> <li>• What was the StoneWall Movement?</li> <li>• What is a metaphor? How can it be used to focus an argument?</li> <li>• What arguments can I present on Freak shows?</li> </ul>

<ul style="list-style-type: none"> <li>• What is a thesis statement?</li> <li>• How important are clues in detective fiction?</li> <li>• How do we respond to the conclusion of a detective story?</li> </ul>		
<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>	<b>Skills &amp; Procedural Knowledge</b>
<ol style="list-style-type: none"> <li>1. Evidence of research and creative writing tasks completed during class learning. [Exercise books]</li> <li>2. Response to example LP2 Q1&amp;2 - Berwick Witch Trials</li> <li>3. Response to example LP2 Q3 - Dickens letter to The Times</li> <li>4. Oracy tasks and work in books - comparing views on capital punishment</li> <li>5. Preparation of a written speech or article to present own ideas on capital punishment, with potential for Sp&amp;L presentations</li> <li>6. Analysis of 'The Speckled Band'</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a formal letter to your MP</li> <li>2. Write a summary of the differences between two texts, comparing Nature</li> <li>3. Explain how Language is used to persuade the audience in Greta Thunberg's speech.</li> <li>4. Oracy: Participate in a Debate: Arguing your viewpoint: Meat is Murder.</li> <li>5. Prepare an individual speech and share with the class.</li> <li>6. Explain writer's use of methods in a range of poems</li> <li>7. Compare how poets present Nature in 2 poems</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the writer uses Language and structure to present key ideas about character?</li> <li>2. Explain how a speech uses structure for effect</li> <li>3. Respond to a statement: A student said... Offer evaluation of methods in an extract.</li> <li>4. Prepare a speech arguing your view on either Race, Gender or Sexuality.</li> <li>5. Write a discursive response to the topic of Freak shows</li> </ol>
<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>	<b>Key Assessment Task (KAT)</b>
<b>Argue for or Against Capital Punishment</b> (Writing Task)	<b>Offer a presentation on an Environmental Topic</b> (Speaking Task)	<b>Amir &amp; George reading task</b> (Reading Task)



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Reading Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>RS1: Relevance to the question</b>	<ul style="list-style-type: none"> <li>Generally answers the question and stays on topic</li> </ul>	<ul style="list-style-type: none"> <li>A clear answer using relevant question phrasing</li> </ul>	<ul style="list-style-type: none"> <li>A clear and detailed answer using relevant question phrasing</li> </ul>	<ul style="list-style-type: none"> <li>A more thoughtful and developed answer using relevant question phrasing</li> <li>Answers outline a running argument</li> <li>Ideas are sequenced</li> </ul>	<ul style="list-style-type: none"> <li>A more perceptive and exploratory answer using relevant question phrasing</li> <li>Answers outline one clear line of argument using an introduction and conclusion</li> <li>Ideas are effectively sequenced</li> </ul>
<b>RS2: Choosing quotations and references</b>	<ul style="list-style-type: none"> <li>Relevant textual references support points made</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are chosen to support ideas and they are concise and accurate</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references chosen are concise, well-chosen and embedded throughout</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are concise, well-chosen and a range are embedded throughout to support a line of argument</li> </ul>	<ul style="list-style-type: none"> <li>Multiple textual references are precise, well – chosen and a range are embedded throughout to enhance arguments</li> </ul>
<b>RS3: Identification of writer's methods</b>	<ul style="list-style-type: none"> <li>Attempts to identify writer's methods with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writer's methods are identified accurately with use of simple subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>A range of writer's methods are identified accurately</li> <li>Methods are labelled using accurate subject terminology</li> <li>Analysis identifies how methods create effects</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of writer's methods are identified accurately</li> <li>Methods are labelled accurately using high level terminology</li> <li>Analysis clearly identifies how methods used create effects to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of writer's methods are identified accurately</li> <li>Methods are labelled using accurate and consistently higher level terminology</li> <li>Analysis clearly demonstrates appreciation of a writer's craft</li> </ul>
<b>RS4: Inferring and analysing</b>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with some explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences identify explicit and implicit meaning with a clear explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Inferences are multi layered with a clear explanation of effect</li> </ul>	<ul style="list-style-type: none"> <li>Analysis identifies multiple layers of meaning supporting a running argument</li> <li>Analysis begins to synthesise across a text as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Analysis identifies multiple layers of meaning supporting a clear running line of argument</li> <li>Analysis clearly synthesises across the text as a whole</li> <li>Contextual factors and writer's intentions inform language analysis</li> </ul>
<b>RS5: Writer's ideas and intentions</b>	<ul style="list-style-type: none"> <li>Some attempt at explaining why a writer has made deliberate choices</li> </ul>	<ul style="list-style-type: none"> <li>Some explanation as to why a writer has made deliberate choices with supporting textual reference</li> <li>Some comments link to contextual factors and writer's intentions</li> </ul>	<ul style="list-style-type: none"> <li>Clear reasons as to why a writer made choices with relevant supporting textual reference</li> <li>Contextual factors are used well to inform interpretation about writer's choices</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtful reasons as to why a writer has made choices with concise supporting textual reference</li> <li>Contextual factors explain how effect is created and why</li> <li>Themes inform interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Perceptive reasons as to why a writer has made choices supported with apt textual reference</li> <li>A variety of contextual information – themes and the text as a whole – supports explanation and informs why choices have been made</li> </ul>
<b>RS6: Comparing ideas across two texts</b>	<ul style="list-style-type: none"> <li>Some general discussion of differences between two texts</li> <li>Occasional use of comparative connectives</li> </ul>	<ul style="list-style-type: none"> <li>Begins to identify similarities and /or differences between two texts</li> <li>Use of comparative connectives to make links between ideas</li> </ul>	<ul style="list-style-type: none"> <li>A clear and detailed comparison</li> <li>Comparative connectives are used as part of topic sentences</li> <li>Comparative connectives make links between ideas</li> </ul>	<ul style="list-style-type: none"> <li>A more thoughtful and developed comparison</li> <li>Comparisons outline a running argument</li> <li>Ideas are sequenced using comparative connectives</li> </ul>	<ul style="list-style-type: none"> <li>A more perceptive and exploratory comparison</li> <li>Comparisons outline one clear line of argument using a comparative introduction and conclusion</li> <li>Ideas are effectively sequenced using comparative connectives</li> </ul>



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Writing Skills:	Emerging	Developing	Securing	Advancing	Mastering
<b>WS1: Communication and Ideas</b>	<ul style="list-style-type: none"> <li>Communication is developed and mostly clear</li> <li>Ideas have relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is coherent and consistently clear</li> <li>Ideas are well considered in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is convincing and consistently clear</li> <li>Ideas are becoming more creative and original in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is convincing with some compelling expression</li> <li>Ideas are beginning to follow a running line of argument in relevance to task</li> </ul>	<ul style="list-style-type: none"> <li>Communication is consistently compelling</li> <li>Ideas follow a well-judged running line of argument in relevance to task</li> </ul>
<b>WS2: Text type and tone</b>	<ul style="list-style-type: none"> <li>Text type features are used with some accuracy</li> <li>Relevant use of tone</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used with accuracy</li> <li>Some instances of tone being crafted for effect</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used for effect</li> <li>Tone is clear and consistent with intent to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>A range of text type features are used for deliberate effect</li> <li>Tone is crafted for immediacy and impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Text type features are carefully chosen for deliberate effect and follow genre conventions</li> <li>Tone is crafted, deliberate and convincing for the reader.</li> </ul>
<b>WS3: Paragraphs and discourse markers</b>	<ul style="list-style-type: none"> <li>Some attempt to paragraph work with accuracy</li> <li>Writing uses a range of discourse markers with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately</li> <li>Writing use a range of discourse markers with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately with some paragraphing for effect</li> <li>Writing use a range of discourse with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>Writing is paragraphed accurately and for effect</li> <li>Writing use a range of discourse for effect</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate manipulation of a range of paragraphs and discourse markers</li> </ul>
<b>WS4: Sentence structures</b>	<ul style="list-style-type: none"> <li>Writing uses simple and compound sentences with some attempts at complex sentences</li> <li>Writing use a range of sentence starters with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses simple, compound and complex sentences accurately</li> <li>Writing uses a range of sentence starters with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>A range of sentence structures are used accurately throughout with some effect</li> <li>Writing use a range of sentence starters with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of thoughtful and occasionally ambitious sentence structures are used for effect</li> <li>Writing use a range of sentence starters for effect</li> </ul>	<ul style="list-style-type: none"> <li>Subtle manipulation of a wide variety of sentence structures is used for creative effect</li> <li>A variety of well-chosen sentence starters are used for effect</li> </ul>
<b>WS5: Vocabulary and Language Devices</b>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some accuracy</li> <li>Vocabulary chosen deliberately and often used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with accuracy</li> <li>Vocabulary chosen deliberately and consistently used in the right context</li> </ul>	<ul style="list-style-type: none"> <li>Writing uses a range of language devices appropriate to task with some crafting for effect</li> <li>Vocabulary chosen deliberately with some crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of thoughtful language devices are used for effect</li> <li>Vocabulary chosen deliberately with crafting for effect</li> </ul>	<ul style="list-style-type: none"> <li>Well-chosen language devices are used for effect to enhance purpose</li> <li>Vocabulary is consistently imaginative and used for effect</li> </ul>
<b>WS6: Spelling, Punctuation &amp; Grammar (SPAG)</b>	<ul style="list-style-type: none"> <li>Some punctuation is used with accuracy</li> <li>Most common words are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used mostly accurately</li> <li>Spelling is mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used accurately</li> <li>Spelling is accurate including some ambitious words</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of punctuation is used accurately and for effect</li> <li>High level of accurate spelling including ambitious words</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of well-chosen punctuation is used accurately and with control for specific effect</li> <li>Spelling is consistently accurate throughout</li> </ul>