

**By the end of the academic year, a year 7 pupil should be able to:**

Write in a developed way using a variety of sentences and some stylistic devices;

Write in a range of ways, using appropriate conventions, which show an understanding of the purpose and audience;

Control and sequence ideas;

Paragraph work in a controlled way to support the meaning and purpose, and where appropriate using discourse markers.

Begin to plan writing with some confidence e.g. know what the topic of each paragraph is to be; use story mountains; spider grams

Begin to independently redraft and change work to try and improve the quality of the writing;

Carefully proof-read work, paying close attention to things which have been previously pointed out by the teacher.

Use capital letters correctly at all times;

In most cases, accurately use basic punctuation (full stops, question marks, exclamation marks, ellipses);

Begin to use some sophisticated punctuation for effect (speech marks, commas, parenthesis, semi-colons, colons);

Begin to use knowledge of grammatical constructions for effect in their own writing ;

Correctly spell most common words, and the majority of complex words;

Know how to write in Standard English;

Work on using more varied vocabulary for effect.

**By the end of the academic year, a year 7 pupil should be able to:**

Independently understand the meaning of a text;

Find information by skimming and scanning;

Follow the narrative;

Engage with characters;

Anticipate what is going to happen in a narrative;

Begin to make inferences;

Understand when and where texts were written;

Identify the purpose, form and genre;

Begin to recognise the writer's POV;

Express a POV;

Use relevant evidence to support POV/argument;

Simple comments on how the writer's language choices affect the reader;

Summarise main ideas;

Simple comments on features.

**By the end of the academic year, a year 8 pupil should be able to:**

Write clearly, aiming to use a full range of sentence structures and stylistic devices, to sustain the readers' interest;

Write in a range of ways which demonstrate an obvious understanding of the purpose and intended audience, including: to inform, explore or explain; to argue or persuade; stories, scripts, poetry and other imaginative writing;

Clearly structure and organise ideas;

Clearly paragraph work to structure a text and support main ideas.

Plan work, prior to writing, showing thought as to the audience and purpose for which the writing is intended;

Edit work to improve the quality of the writing;

Carefully proof-read work, paying close attention to using correct grammar, punctuation and spelling.

Use capital letters correctly at all times;

In most cases, accurately use basic punctuation and be able to use some sophisticated punctuation for effect;

Use knowledge of grammatical constructions for effect in their own writing;

Accurately spell most common words, and generally spell most complex words;

Confidently write in Standard English;

Begin to use more varied and ambitious vocabulary for effect.

**By the end of the academic year, a year 8 pupil should be able to:**

Independently understand the meaning of a text including long texts;

Skimming and scanning with greater ease to find information;

Engage with the narrative, characters and main ideas;

Use inference and deduction;

Make straightforward comments on the context;

Clearly identify the purpose, form and genre;

If PAF is not clear, begin to make suggestions;

Identify the POV;

Clearly express a POV;

Confidently use relevant evidence to support / use supporting quotations;

Explain writer's language choices and suggest possible effects;

Begin to make comments on the structure of a text.

**By the end of the academic year, a year 9 pupil should be able to:**

Write at length using a variety of sentence types and stylistic devices for effect.

With growing confidence, clearly write for a wide range of purposes and audiences, including: to inform, explore or explain; to argue or persuade; stories, scripts, poetry and other imaginative writing;

Ideas are well managed with a good use of structural features;

Paragraph coherently with the skilful use of discourse markers;

Summarise and organise material, and support ideas and arguments with any necessary factual detail.

Confidently plan so that their writing reflects the audiences and purposes for which it is intended;

Edit and amend work, paying attention to amending the vocabulary, grammar and structure;

Know how to proof-read work to ensure work has accurate grammar, punctuation and spelling.

Use capital letters correctly at all times;

Accurately use basic punctuation (full stops, question marks, exclamation marks, ellipses);

Use more sophisticated punctuation with some confidence and for effect (speech marks, commas, parenthesis, semi-colons, colons);

Understand grammatical constructions and effectively use them in their own writing ;

Accurately spell most words, including complex words;

Write showing an understanding of the differences between spoken and written language, formal and informal registers, Standard English and other varieties of English;

With more confidence use more varied and ambitious vocabulary for effect.

**By the end of the academic year, a year 9 pupil should be able to:**

Clearly understand the meaning of a text including increasingly challenging texts;

Skimming and scanning with confidence;

Engage with the narrative, characters and main ideas;

Use inference and deduction;

Make straightforward comments on the context;

Clearly identify the purpose, form and genre;

If PAF is not clear, begin to make suggestions;

Confidently express a POV;

Use supporting quotations;

Explain the possible effects of writer's language choices & use of literary devices;

Explain significant elements of the structure.

## **Why is English important and relevant to the development of the whole child in the 21<sup>st</sup> Century?**

English is a vital core subject and the skills students develop in reading, writing, and speaking and listening underpin all of their other learning. These are skills which are fundamental to being successful in school, work and life in the 21<sup>st</sup> Century.

## **What skills will students develop through studying English that will benefit them as a successful learner?**

Our vision is that when our students leave Alder Grange we will have encouraged them to be independent, autonomous readers with enquiring minds, who will have the skills they need to evaluate, analyse, challenge and question what they read. We want our students to be able to write effectively: understanding the power of language and how they can manipulate their own writing for a range of different purposes. We also aim to ensure that they can communicate using spoken language effectively in a variety of different contexts. But, most of all, we hope to share the passion we have for our subject and inspire our students to love English as much as we all do.

## **How do we bridge from the Key Stage 2 National Curriculum for English as students move from year 6 to 7?**

At Alder Grange we offer a range of exciting and stimulating topics designed to engage and motivate our students with the aim of further developing their reading and writing skills. We also encourage our students to become independent learners and promote opportunities to further enhance their ability to communicate in a range of situations.

## **How do we assess our students' performance in English as they move across years 7 to 9? How do we track the progress of our students' learning and skill development across years 7 to 9?**

In English we use on-going assessment of our students' work to inform our planning and ensure that we respond appropriately to pupils' needs. Furthermore, we use end of unit assessment to formally track our students' progress. We have developed a tracking system which shows each pupil's progress from the first term in year 7 through to year 13.

Grade collections will report if a pupil's progress shows that they are **'on track'** for achieving both the **'expected standard'** at the end of years 7 to 9 and their own **personal GCSE target**. If a pupil continues to make the necessary progress towards the end of year **'expected standards'** then they will be **'on track'** to meet the **national expectation at GCSE** which is **grade 5**.