



Year 8 English - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

Building on the students' experiences at Key Stage 2, we aim to develop reading, writing, speaking and listening skills year-on-year as students experience a growing range of texts, genres and contexts. As students develop both socially and experientially, we aim to provide lessons which deliver challenging and interesting texts and stimuli as well as opportunities for talk and discussion, and foster a love of learning, reading and language. We want our students to be real readers and real writers.

We aim to inspire our students with a rich and diverse experience of English at Key Stage 3, studying texts from our literary heritage including Shakespeare, as well as pre-and post-1900 poetry and prose. Through a challenging and motivating programme of study, our students are encouraged to become confident speakers, creative writers and active readers.

Our schemes of work allow students to explore different genres of literature, including fantasy and gothic fiction, and experiment with their own creative writing. Non-fiction texts are investigated through reading and writing skills, which allow students to develop the confidence to match their writing to an audience and a purpose. Students expand their experience of poetry each year to investigate form, language and cultural understanding, and to offer a critical analysis which prepares them for further study at GCSE. Topics are also introduced which are studied in Year 10, such as 19th-century literature, Shakespeare and persuasive opinion writing.

Finally, we aim to motivate independent reading through our active library lessons and through a range of class-shared novels in each year by a range of authors. Our aim is to encourage students to continue to read widely throughout their study of English at Hitchin Girls' School.

Curriculum Content

Year 7 - Pictures with Words (writing skills and poetry); Narrative Adventures (novel study); Telling Tales: The Adventure of English (fantasy genre writing and taster of Old and Middle English)

Year 8 - Telling Tales: Ballads; Magical Shakespeare; Power of Persuasion; Visions of the Future; Novel in Context

Year 9 - The Gothic; Much Ado about Nothing; People and Places (poetry, viewpoints and perspectives); The Modern Novel

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secured</i>	<i>Advancing</i>	<i>Excelling</i>
Reading	<ul style="list-style-type: none"> Identifies simple points, perhaps with some misunderstanding, and makes comments including some quotations or references. Makes straightforward inferences and can show how meaning is established, including some personal speculation. Identifies a few basic features of organisation. Identifies basic features of how language is used with some simple terminology. Comments identify the main purpose of writing and express a personal response. Some simple connections between texts and contexts are mentioned (e.g. historical setting, social or cultural background). 	<ul style="list-style-type: none"> Clearly identifies a range of relevant points and makes comments supported by relevant reference or quotation. Makes comments with some developed explanation for inferred meanings; can make clear inferences and deductions. Clear awareness of the writers' craft; various features of structure and organisation identified with explanation. Various features of language features and uses identified with accurate basic terminology; clear comments show awareness of the effects of language, imagery, etc. A clear grasp of the purpose of the text and overview; viewpoints are understood and a confident awareness of the effect on the reader. Some explanation of how relevant contexts contribute to meaning. 	<ul style="list-style-type: none"> Confidently identifies relevant points, including some summary and synthesis; comments incorporate apt, thoughtfully-chosen textual reference and quotation. Comments are precisely based in textual evidence and often explore layers of meaning, or consider wider significance/implications. Detailed exploration and comment on the effects of features relating to structure with appropriate terminology. Detailed explanation, with appropriate terminology, of a range of language features and uses; evaluative comments on the overall effect of language, imagery, etc. on the reader. Precise comment on writers' viewpoints and purposes rooted in textual evidence; clear, explicit explanation of the effect on the reader and how they are created. Some detailed discussion of how contexts affect meaning. 	<ul style="list-style-type: none"> Precise selection and application of quotation to support points, with increasing ability to form an argument or develop ideas. Comments offer detailed interpretation and tease out meanings. Some evaluation of the writers' structural choices or appreciation of the impact of structural features. Precise, often perceptive analysis of how language is used, with confident use of terminology, and appreciation of the effect on the reader. Responses develop analysis or evaluation of the writer's purpose and viewpoint; show an appreciation of how techniques and devices achieve effects. Some analysis of how different meanings and interpretations of a text relate to contexts in which they were written or read.

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Writing	<ul style="list-style-type: none"> • Appropriate ideas and content with some attempt to elaborate on ideas and events; viewpoints adopted if not always maintained and the purpose, form and style of the writing is established at a general level. • Some attempts to organise and sequence ideas; within paragraphs or sections there are links between sentences. • Simply structured sentences and some limited variation in use of tense/verb forms; straightforward sentences are usually demarcated accurately with some use of speech punctuation. • Simple, generally appropriate vocabulary used but perhaps limited in range with some words selected for effect; correct spelling of some common words, including compound words. 	<ul style="list-style-type: none"> • Relevant ideas and material developed with imaginative detail; clear viewpoint established and generally consistent with shaped structure; writing is clear and consistently maintained to keep the reader's interest throughout. • Material is structured clearly with organised paragraphs; a range of devices support cohesion and overall direction of the text. • A variety of sentence types, lengths and structures provide clarity and emphasis; some features of sentences used to build up detail and convey shades of meaning; full range of punctuation used accurately to demarcate sentences and increasing ambition in use of syntax and punctuation. • Vocabulary and language techniques chosen for effect with increasingly wide vocabulary; mostly accurate spelling with most errors being in irregular or very complex new vocabulary. 	<ul style="list-style-type: none"> • Imaginative writing with a familiarity and awareness of a variety of forms; adapts writing to meet the needs of audience with deliberate use of a range of devices and awareness of register; range of stylistic devices used to create effects. • Writing is clearly controlled and sequenced, taking account of the reader's likely reaction (e.g. use of flashback); paragraphs are of different lengths and cohesive devices (including within paragraphs) contribute to emphasis and effect; direction of writing is confidently signalled. • Controlled use of a variety of sentence types, lengths and structures with features confidently used to emphasise meaning (e.g. adverbials, complex nouns, prepositional phrases); syntax and full range of punctuation consistently used. • A range of vocabulary, often ambitious, is consciously chosen and varied techniques for effects; generally correct spelling throughout (with perhaps errors occasionally in complex words). 	<ul style="list-style-type: none"> • Imaginative and successful adaptation of a wide range of forms and conventions to suit a variety of purposes and audiences; well-judged, distinctive voice or point of view established with generally consistent and successful control of style and formality. • Information, ideas and events are skillfully managed and shaped with a variety of devices used to position the reader; paragraphs are integral to purpose and meaning, shaped and crafted for creative or rhetorical effect. • A variety of sentence types employed judiciously with rare loss of control; a range of features used to shape/craft sentences which contribute to the overall development of the text; accurate and creative use of a range of punctuation. • Vocabulary is consistently and often imaginatively well-matched to purpose and audience with an extensive range and ambitious choices; there is likely to be correct spelling throughout with rare errors.
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Speaking and Listening	Depending on task:	Depending on task:	Depending on task:	Depending on task:
	<ul style="list-style-type: none"> • Can develop ideas and feelings through sustained speaking in turns, making specific vocabulary choices. • Listens and responds to the speaker's main ideas, developing them through comments and suggestions. • Attempt different roles and responsibilities. • Shows understanding of characters or situations by adapting speech, gesture and movement. 	<ul style="list-style-type: none"> • Can speak clearly and audibly to a group in a range of contexts, varying the formality of language in speech to suit different circumstances and engage the interest of the listeners. • Listens carefully, recognising significant details and responding effectively, contributing effectively to the overall direction of talk. • Uses features of standard English vocabulary and grammar appropriately. • Thinks about the effect of vocabulary carefully and plans and structures talk. • Shows insight and sustains and adapts performance in different roles and scenarios. 	<ul style="list-style-type: none"> • Can talk in a way that engages the attention and interest of listeners through variation of vocabulary and expression. • Listens carefully and makes perceptive responses; adopts group roles and responsibilities independently promoting effective discussion. • Confident and consistent use of standard English to explain, explore or justify an idea in formal situations. • Clear and confident speech which has considered structure, tone and pace. • Adapts roles convincingly to explore ideas and issues, demonstrating empathy and understanding. 	<ul style="list-style-type: none"> • Manages and manipulates talk to position the listener, making apt and flexible choices of vocabulary, grammar and non-verbal features. • Responds to and interrogates what is said, shaping direction of talk with well-judged contributions. • Sustains effective collaboration and discussion, drawing on a range of different group roles and responsibilities. • Explores complex ideas and issues through insightful choices of speech, gesture and movement. • Applies dramatic approaches creatively and with confidence.