



Year 9 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 some relevant points and makes comments supported by some generally relevant reference or quotation. Makes relevant inferences based on evidence from different points in the text. Identifies some structural choices with simple, relevant comments. Some appropriate comment on basic features of language; makes relevant, clear (if simple) comments on writer's language choices with mainly accurate terminology. Identifies the main purposes of texts and expresses a personal response clearly. Recognises some features of relevant contexts of texts and some simple connections between texts. 	<ul style="list-style-type: none"> Consistently identifies relevant points, including some summary and synthesis; comments incorporate thoughtfully-chosen textual reference and quotation. Comments are based in textual evidence and can 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; clear comments on the overall effect of language, imagery, etc. on the reader. Clear 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 discussion of how contexts affect meaning; can make comparisons between texts. 	<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 develop an interpretation and tease out meanings. Some evaluation of the writers' structural choices or appreciation of the impact of structural features. Comments develop 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; develop 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. 	<ul style="list-style-type: none"> Students develop a coherent, critical interpretation of texts, drawing on imaginative and informed insights. Analysis is consistently and skilfully well-supported by well-chosen quotation, reference and wider textual knowledge; there is a confident range across the text. Clear appreciation and understanding of how the writers' craft (structural and language choices) supports the writers' purpose and contributes to meanings. A confident use of a range of terminology, embedded into the response. Clear, thoughtful understanding and critical evaluation of the overall effect of the text, including excellent understanding of the writers' purposes, viewpoints and themes. Sustained critical analysis or evaluation shows appreciation of how the text relates to contexts and impact on meaning.

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Writing	<ul style="list-style-type: none"> Ideas and content are usually relevant and straightforward viewpoints established and maintained; ideas are developed and the main purpose of writing is clear (although with some inconsistencies); clear and appropriate style and form with awareness of the reader. Writing is organised and generally sequenced; paragraphs organise content and there are simple links and connections made. Some variety in length, structure and types of sentences with generally accurate tenses and verb forms; accurate starts and ends of sentences and mostly accurate use of commas; increasing use of other punctuation. Growing evidence of deliberate vocabulary choices and language techniques, and expansion of general vocabulary; commonly used words spelt correctly. 	<ul style="list-style-type: none"> Imaginative, competent 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, mostly successful; range of stylistic devices used to create effects. Writing is clearly 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 clearly signalled. Mostly controlled use of a variety of sentence types, lengths and structures with features confidently used to emphasise meaning; a 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 usually 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 and devices is consistently and often imaginatively well-matched to purpose and audience with a wide range and ambitious choices; there is likely to be correct spelling throughout with rare errors in complex vocabulary choices.. 	<ul style="list-style-type: none"> Creative selection and adaptation of a wide range of forms and conventions to meet varied writing challenges; distinctive personal voice and style convincingly matched to intended effect. Imaginative, well-controlled and fluent structuring, including imaginative and skillful management of paragraphing, provide coherence and cohesion across the text; the effect and impact of the writing on the reader is always thoughtfully considered. Sentence structure is imaginative, precise and accurate, matched to purpose, audience and style with careful, successful consideration of the intended effect on the reader; punctuation is highly accurate and imaginatively, creatively used. Extensive vocabulary used accurately and with precision, including a range of well-chosen devices; correct spelling throughout.
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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 speak to a group, sometimes varying the formality of language. At times, uses some of the features of standard English vocabulary and grammar (straightforward and appropriate language). • Shows attention to the speaker and speaks in extended turns. • Speech is planned and organised and there is clear understanding of how content is presented. • Conveys straightforward ideas in different roles and scenarios 	<ul style="list-style-type: none"> • Can talk in a way that engages the attention of listeners through variation of vocabulary and expression. • Listens carefully and makes clear responses; can adopt group roles and responsibilities 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, mostly 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. 	<ul style="list-style-type: none"> • Makes creative, precise selections from a wide repertoire of strategies, with thoughtful, sensitive appreciation of the listener. • Adapts vocabulary and grammar, as well as non-verbal features, to match context and purpose, often with a distinct personal style. • Sustains concentrated listening and responds with flexibility to develop ideas. • Initiates and leads a variety of group roles, managing and sustaining discussion with sensitivity. • Deepens responses to ideas by exploiting dramatic approaches and techniques creatively, experimenting with complex roles and scenarios.