

## Year 7 English - Curriculum Overview and KS3 Progress Descriptors 2023/24



### 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, from David Almond and Michael Morpurgo to Celia Rees and Phillip Pullman. 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, Narrative Adventures, The Tempest - Magical Worlds

Year 8 - Ballads: Telling Tales, Power of Persuasion, Dystopian Fiction, Novel in Context: Animal Farm, The Adventure of English: Tales Across Time

Year 9 - The Gothic and Tales with a Twist, Much Ado about Nothing, People and Places, 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><b>Developing</b></i>	<i><b>Secure</b></i>	<i><b>Advancing</b></i>	<i><b>Excelling</b></i>
Reading	<ul style="list-style-type: none"> <li>Retrieves specific, straightforward information from texts.</li> <li>Makes simple comments on events and information in the text, sometimes accurate.</li> <li>Some awareness of the use of features of organisation of a text.</li> <li>Attempts to identify language choices and features.</li> <li>Some simple awareness that writers have viewpoints; can make simple statements about this.</li> <li>Attempts to comment on opinions and feelings about a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relevant points and makes comments supported by some generally relevant reference or quotation.</li> <li>Makes relevant inferences based on evidence from different points in the text.</li> <li>Identifies some structural choices with relevant comments.</li> <li>Some appropriate comment on basic features of language; makes relevant, clear comments on writer's language choices with mainly accurate terminology.</li> <li>Identifies the main purposes of texts and expresses a personal response clearly.</li> <li>Recognises some features of relevant contexts of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifies a range of relevant points and makes comments supported by relevant reference or quotation.</li> <li>Makes comments with some detailed explanation for inferred meanings; can make clear inferences and deductions.</li> <li>Clear awareness of the writers' craft; various features of structure and organisation identified with explanation.</li> <li>Various features of language features and uses identified with accurate basic terminology; clear comments show awareness of the effects of language, imagery, etc.</li> <li>A clear grasp of the purpose of the text and overview; viewpoints are understood and a confident awareness of the effect on the reader.</li> <li>Some explanation of how relevant contexts contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifies relevant points, including summary and synthesis; comments incorporate apt, thoughtfully-chosen textual reference and quotation.</li> <li>Comments are precisely based in textual evidence and often explore layers of meaning, or consider wider significance/implications.</li> <li>Detailed exploration and comment on the effects of features relating to structure with appropriate terminology.</li> <li>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.</li> <li>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.</li> <li>Some detailed discussion of how contexts affect meaning.</li> </ul>

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Writing	<ul style="list-style-type: none"> <li>Ideas and content are mostly relevant with apt word choices; basic purpose established and attempts to adopt some features of form and style.</li> <li>Ideas are basically sequenced with sections and some simple linking.</li> <li>Mainly simple sentences. Some variation in the starts of sentences and past / present tense is usually consistent; use of capital letters and full stops usually consistent; some accurate use of other punctuation.</li> <li>Simple vocabulary conveys relevant meanings with some adventurous word choices; usually correct spelling of high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and content are relevant and straightforward viewpoints established and maintained; ideas are developed and the main purpose of writing is clear (perhaps with a few inconsistencies); clear and appropriate style and form with awareness of the reader.</li> <li>Writing is organised and generally sequenced clearly; paragraphs organise content and there are links and connections clearly made.</li> <li>Increasing variety in length, structure and types of sentences with generally accurate tenses and verb forms; accurate sentence starts and ends and mostly accurate use of commas; increasing use of other punctuation.</li> <li>Growing evidence of deliberate vocabulary choices and language techniques, and expansion of general vocabulary; most commonly used words spelt correctly.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Material is structured clearly with organised paragraphs; a range of devices support cohesion and overall direction of the text.</li> <li>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 in sentences and increasing ambition in use of sentence structure and punctuation.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Controlled use of a variety of sentence types, lengths and structures with features confidently used to emphasise meaning; full range of punctuation consistently used.</li> <li>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).</li> </ul>
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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"> <li>• Recounts experiences and can speak to a group.</li> <li>• Listens and responds to the speaker's main ideas.</li> <li>• Can speak in turn and show awareness of different listeners.</li> <li>• Creates simple roles in different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Shows attention to the speaker and speaks in extended turns.</li> <li>• Speech is planned and organised and there is clear understanding of how content is presented.</li> <li>• Conveys straightforward ideas in different roles and scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Listens carefully, recognising significant details and responding effectively, contributing effectively to the overall direction of talk.</li> <li>• Uses features of standard English vocabulary and grammar appropriately.</li> <li>• Thinks about the effect of vocabulary carefully and plans and structures talk.</li> <li>• Shows insight and sustains and adapts performance in different roles and scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk in a way that engages the attention and interest of listeners through variation of vocabulary and expression.</li> <li>• Listens carefully and makes perceptive responses; adopts group roles and responsibilities independently promoting effective discussion.</li> <li>• Confident and consistent use of standard English to explain, explore or justify an idea in formal situations.</li> <li>• Clear and confident speech which has considered structure, tone and pace.</li> <li>• Adapts roles convincingly to explore ideas and issues, demonstrating empathy and understanding.</li> </ul>