



END OF KS3 EXPECTATIONS FOR ENGLISH

KS3	Reading	Writing	Oracy
<p>Transfer knowledge and skills <i>All deep knowledge and skills mastered</i></p>	<ul style="list-style-type: none"> Is able to identify a range of implicit information in a text and offer alternative interpretations Is able to select a range of relevant evidence from across the text to support ideas Comment in depth about how a writer uses vocabulary and language techniques and offer alternative interpretations Able to identify structural features and can comment on how a writer uses structural techniques to create meaning and effect. Embeds knowledge of the time a text was written and authorial intent to support their idea Makes original and independent comparisons between texts 	<ul style="list-style-type: none"> Manipulates and maintains the tone of their writing across a range of genres Embeds a range of nuanced vocabulary in their work, drawing on expertise from beyond the English curriculum Employs sophisticated and original methods in their writing (avoiding cliches) for emotive impact Uses structural methods and makes deliberate choices to craft their writing Manipulates sentences often using more ambitious structures for conscious effect Independently uses a range of higher order punctuation (LIST to add) Spells unfamiliar words (including exceptions to spelling rules) from beyond the taught curriculum with a considerable degree of accuracy 	<p>In a range of situations, both planned and unplanned, students can confidently:</p> <ul style="list-style-type: none"> Express ideas and emotions for a range of audiences and purposes. Listen to and respond to a range of questions sometimes expanding answers. Organise ideas to guide their listener. Use standard English when appropriate and recognise the difference between informal and formal settings. Use pace, pitch, tone, expression and volume to support meaning and create effect. Read aloud with fluency
<p>Deep Knowledge and skills</p>	<ul style="list-style-type: none"> Is able to identify some implicit information Able to select a range of relevant focussed evidence to support ideas about a text. Able to explore how a writer uses vocabulary and language techniques to create meaning and effect Able to identify structural features and can comment on how a writer uses structural techniques to create meaning and effect. Can comment on the way that the time a text was written influences reader/audience reception Can comment on the authorial intent behind a text Can make relevant comparisons between texts 	<ul style="list-style-type: none"> Maintains an appropriate tone for their writing across a range of genres Frequently makes deliberate vocabulary choices for effect Uses a range methods throughout writing to match writing to purpose Uses structural methods to organise ideas- (all of surface plus: temporal shifts, narrative structures other than linear, motif) Frequently makes deliberate choices about sentence structures Independently uses a range of punctuation Spells words from beyond the taught curriculum with a considerable degree of accuracy 	<p>In spontaneous and planned situations (with prompts) students can:</p> <ul style="list-style-type: none"> Able to express ideas and emotions for a range of audiences and purposes. Able to listen to and respond to a range of questions sometimes expanding answers. Able to organise ideas to guide their listener. Able to use standard English when appropriate and recognise the difference between informal and formal settings. Able to use pace, pitch, tone, expression and volume to support meaning and create effect. Read aloud with fluency
<p>Surface Knowledge and skills</p>	<ul style="list-style-type: none"> Can read for meaning Attempts to interpret implicit information Able to select evidence to support ideas about a text Able to explore how a writer uses vocabulary to create meaning and effect Able to identify structural features and attempts to comment how a writer uses structural techniques to create meaning and effect. Can comment on the time period in which the text was written Can recall biographical information about authors Can make simple comparisons between texts 	<ul style="list-style-type: none"> Can choose an appropriate tone for their writing Can make deliberate vocabulary choices with support When scaffolded, uses methods to match writing to purpose Uses structural methods to organise ideas- paragraphs, text sequencing, discourse markers, narrative structures (linear) Uses a range of sentence structures Uses the range of punctuation taught at KS2 Spells words from the taught curriculum with a considerable degree of accuracy 	<p>With scaffolding and planning students can:</p> <ul style="list-style-type: none"> Able to express ideas and emotions for a range of audiences and purposes. Able to listen to and respond to a range of questions sometimes expanding answers. Able to organise ideas to guide their listener. Able to use standard English when appropriate and recognise the difference between informal and formal settings. Able to use pace, pitch, tone, expression and volume to support meaning and create effect. Read aloud with fluency