



Mastery in Y7: independently...	Mastery in Y8: independently...	Mastery in Y9: independently...	GCSE Assessment Objectives:
<ol style="list-style-type: none"> 1. Clearly and identify explicit (obvious) information/meanings 2. Clearly identify implicit (hidden) information/meanings and write about how and why the writer has done this 3. Interpret a range of texts - including non-fiction and pre 20th century texts - making clear points and spotting links between ideas in texts 	<ol style="list-style-type: none"> 1. Write in a detailed way about the evidence in increasingly sophisticated texts, making some perceptive points about what the author is trying to convey (get across) both explicitly and implicitly 2. Interpret a range of sophisticated texts - including non-fiction and pre 20th century texts -making perceptive points and spotting links between ideas in texts 3. Consistently select accurate and specific quotations and clearly write in some detail about the impact of one word or phrase on the reader. 	<ol style="list-style-type: none"> 1. Write in a perceptive and detailed way about the evidence in sophisticated texts - including pre 20th Century texts. Write perceptively about what the author is trying to convey (get across) both explicitly and implicitly 2. Interpret a range of sophisticated texts - including non-fiction and pre 20th century texts - making perceptive points and spotting links between ideas in texts in an increasingly mature way 3. Select textual details which are well judged, making intelligent references and using them to write perceptively about differences and similarities between texts. 	<p>Language AO1 (10%)</p> <ul style="list-style-type: none"> - Identify and interpret explicit and implicit ideas - Select and synthesise evidence from different texts. <p>Literature AO1 (37.5%)</p> <ul style="list-style-type: none"> - Read, understand and respond to texts - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations.
<ol style="list-style-type: none"> 4. Use single word analysis, referring to the quotations selected and say <i>why</i> language is used and <i>how</i> the language influences readers 5. Show clear understanding of a range of structural features, which organise the text, and clearly explain the effects of the writer’s choice of those features 6. Use a wider range of subject specific terminology accurately to write about the language and structure of texts such as: simile, metaphor, onomatopoeia, paragraph, complex sentence, simple sentence (NC appendix). 	<ol style="list-style-type: none"> 4. Explore in a very detailed and specific way about <i>why</i> language is used and <i>how</i> the language influences readers 5. Show clear and detailed understanding of a range of structural features, which organise the text, and clearly explain the effects of the writer’s choice of those features 6. Use a wide range of subject specific terminology accurately to write about the language and structure of texts such as: personification, connectives, discourse markers, paragraph, complex sentence, simple sentence (NC appendix). 	<ol style="list-style-type: none"> 4. Show detailed and perceptive understanding of language, analysing the <i>effects</i> of the writer’s choices of language on the reader 5. Show detailed perceptive understanding of a wide range of structural features and analyse the effects of the writer’s choices of those features 6. Makes sophisticated and accurate use of an increasingly wide range of subject terminology to write about language and structure, such as: pathetic fallacy, imagery, sibilance, connectives, discourse markers (NC appendix). 	<p>Language AO2 (17.5%)</p> <ul style="list-style-type: none"> - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. <p>Literature AO2 (42.5%)</p> <ul style="list-style-type: none"> - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

<p>7. Make some clear points about connotations (meanings from association) of the text</p> <p>8. Show a clear understanding of the similarities and differences in the ideas and perspectives in texts and explain how the writers are expressing those ideas.</p>	<p>7. Make perceptive and detailed points about alternative connotations and interpretations (meanings from association) of the text</p> <p>8. Make some perceptive points using well-chosen evidence, which show a clear understanding of the differences in the ideas and perspectives in texts and explain how the writers are expressing those ideas.</p>	<p>7. Make perceptive and detailed points about alternative connotations and interpretations (meanings from association) in more sophisticated texts.</p> <p>8. Make some perceptive points, using a wide range of very well chosen evidence, which show a clear understanding of the differences in the ideas and perspectives in texts and explain how the writers are expressing those ideas in increasingly sophisticated texts.</p>	<p>Language AO3 (10%)</p> <ul style="list-style-type: none"> - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
<p>9. Explain in detail the links between ideas/perspective and contextual factors and often develop one particular idea.</p>	<p>9. Explore and analyse the links between ideas, perspectives and context in detail and offer alternative meanings.</p>	<p>9. Explore and analyse the links between ideas, perspectives and context in detail and offer alternative meanings in a convincing and objective way.</p>	<p>Literature AO3 (15%)</p> <ul style="list-style-type: none"> - Show an understanding of the relationship between texts and the contexts in which they were written.
<p>10. Make some clear and sometimes perceptive evaluative (value judgement) comments on the effects of parts of the text on the reader</p> <p>11. Clearly express thoughts about the text, selecting relevant quotations to support views and make some perceptive comments on the methods the writer has used</p>	<p>10. Make perceptive, evaluative (value judgement) comments on the effects of parts of the text on the reader, suggesting more than one possible response</p> <p>11. Make perceptive points about the text/extract as a whole and write in some detail about the methods used by the writer, selecting a range of relevant quotations which support views</p> <p>12. Make a clear and relevant response to the main point of a statement about a text.</p>	<p>10. Make detailed, perceptive, evaluative (value judgement) comments on the effects of parts of the text on the reader, suggesting more than one possible response and developing interpretations</p> <p>11. Make perceptive points about the text/extract as a whole and write in detail about the methods used by the writer, selecting a wide range of well-chosen quotations to support views.</p> <p>12. Take the main idea from a statement about a text and develop a convincing response to it.</p>	<p>Language AO4 (12%)</p> <ul style="list-style-type: none"> - Evaluate texts critically and support this with appropriate textual references.



Braunton Academy English Department: KS3 Mastery in English (Writing)

<i>Mastery in Y7: independently...</i>	<i>Mastery in Y8: independently...</i>	<i>Mastery in Y9: independently...</i>	<i>GCSE Assessment Objectives:</i>
<ol style="list-style-type: none"> 1. Write in a consistently clear and interesting manner. Consistently use features of the set writing form and engage the reader through choice of tone and style 2. Plan thoroughly with a definite strong opening and ending. Accurately paragraph with connectives to help guide the reader. 	<ol style="list-style-type: none"> 1. Write ambitiously so that the reader is fully engaged. Write showing a complete understanding and engagement with the purpose of the piece and the form, aiming to influence the audience 2. Write using well-structured ideas. Deliberate use of discourse markers and connectives produce fluently linked/controlled paragraphs. 	<ol style="list-style-type: none"> 1. Write in a convincing style, confidently matching writing to the purpose, successfully manipulating the response of the audience 2. Write using a convincing structure and increasingly complex ideas. Paragraphs are used deliberately for effect and fluently linked with integrated discourse markers. 	<p>Language AO5 (30%)</p> <ul style="list-style-type: none"> - Communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features.
<ol style="list-style-type: none"> 3. Find and choose increasingly sophisticated words. Spelling, including complex and uncommon words chosen for effect, that are not commonly used, is nearly always accurate and writing nearly always uses appropriate Standard English 4. Punctuate sentences accurately almost all of the time and choose increasingly sophisticated punctuation. 	<ol style="list-style-type: none"> 3. Use a wide and increasingly ambitious vocabulary and spell almost all words correctly 4. Punctuate sentences consistently accurately and use sophisticated punctuation to enhance writing. 	<ol style="list-style-type: none"> 3. Use a broad and ambitious range of vocabulary, including more unusual words, but never over write. Almost all words are spelt correctly 4. Use a broad range of accurate sophisticated sentence punctuation for effect. 	<p>Language AO6 (20%)</p> <ul style="list-style-type: none"> - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Literature AO4 (5%)</p> <ul style="list-style-type: none"> - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Braunton Academy English Department: KS3 Mastery in English (Spoken Language)

<i>Mastery in Y7 is to...</i>	<i>Mastery in Y8 is to...</i>	<i>Mastery in Y9 is to...</i>	<i>GCSE Assessment Objectives:</i>
<ol style="list-style-type: none">1. Speak audibly2. Use spoken Standard English3. Express straight forward ideas4. Organise and structure a presentation5. Attempt to meet the needs of the audience6. Listen to questions and feedback and provide an appropriate response in a straightforward manner.	<ol style="list-style-type: none">1. Speak audibly2. Use spoken Standard English3. Express challenging ideas using a range of vocabulary4. Organise and structure a presentation clearly and appropriately to meet the needs of the audience5. Achieve the purpose of the presentation6. Listen to questions and feedback responding formally and in some detail.	<ol style="list-style-type: none">1. Speak audibly2. Use spoken Standard English3. Express sophisticated ideas using a sophisticated range of vocabulary4. Organise and structure a presentation using an effective range of strategies to meet the needs of the audience5. Achieve the purpose of the presentation6. Listen to questions and feedback responding perceptively and, if appropriate, elaborate with further ideas and information.	<p>A07</p> <ul style="list-style-type: none">- Demonstrate presentation skills in a formal setting <p>A08</p> <ul style="list-style-type: none">- Listen and respond appropriately to spoken language, including to questions and feedback on presentations <p>A09</p> <ul style="list-style-type: none">- Use spoken Standard English effectively in speeches and presentations.