



END OF KS3 EXPECTATIONS FOR ENGLISH.

KS2

Our KS3 curriculum builds on the skills developed at KS2. We continue to develop our students' abilities by: introducing them to increasingly challenging texts; introducing the skill of comparison, identifying viewpoints and perspectives; considering key concepts such as authorial intent, social moral and historical contexts and engaging with a range of genres. We develop students' writing stamina by: introducing them to analytical essay writing; transactional writing and by continuing to build on the foundations of fiction and non-fiction writing that have been introduced at KS2.

KS3

Reading

Writing

Oracy/Spoken Language

**Transfer
knowledge
and skills**
*All deep
knowledge and
skills mastered*

- 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 ideas
- Makes original and independent comparisons between texts

- 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 clichés) 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 (e.g. semi-colons, dashes, colons, hyphens, inverted commas) in all genres of writing
- Spells unfamiliar words (including exceptions to spelling rules) from beyond the taught curriculum with a considerable degree of accuracy

- In a range of situations, both planned and unplanned, students can confidently:
- Express ideas and emotions for a range of audiences and purposes.
 - Listen to and respond to a range of questions, 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

**Deep
Knowledge
and skills**

- 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

- 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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
- Spells words from beyond the taught curriculum with a considerable degree of accuracy

- In spontaneous and planned situations (with prompts) students can:
- Able to express ideas and emotions for a range of audiences and purposes.
 - Able to listen to and respond to a range of questions often 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

**Surface
Knowledge
and skills**

- 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 and some language language techniques to create meaning and effect
- Able to identify structural features and attempts to comment on 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

- 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 (brackets, dashes or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity, use of the semi-colon, colon and dash to mark the boundary between independent clauses, the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information, use of hyphens to avoid ambiguity)
- Spells words from the taught curriculum with a considerable degree of accuracy

- With scaffolding and planning students can:
- 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