

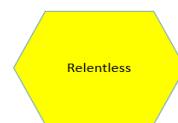
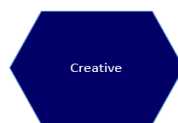
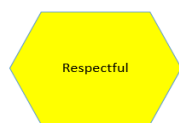


*Our Vision:
To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - ENGLISH

Subject	Working Towards	Working At	Working Beyond
English Y7	Students achieve many but not all aspects of the Working At criteria	<p>Reading</p> <ul style="list-style-type: none"> Students can read and understand a range of texts at an explicit and implicit level and make some implicit references Students show understanding about how a writer makes meaning in the text Students can support comments & opinions with some textual evidence and make some basic connections between texts <p>Writing</p> <ul style="list-style-type: none"> Students write fiction and non-fiction texts using some appropriate linguistic devices for effect and produce texts with some evidence of coherence and a structure including paragraphing with an awareness of different forms. Students generally use an appropriate range of vocabulary for effect, spelling is generally correct with some mistakes made on ambitious words. Students use a range of sentences, but not always effectively. Students use basic punctuation effectively; beginning to use more challenging punctuation with some success. <p>Speaking & Listening</p> <ul style="list-style-type: none"> Students express ideas and keep to the point. Students summarise and/or build on what has been said by others, adapt vocabulary, grammar and non-verbal features mostly successfully.. Students demonstrate some awareness of the audience's needs. 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
English Y8	Students achieve many but not all aspects of the Working At criteria	<p>Reading</p> <ul style="list-style-type: none"> Students can read and understand a range of more challenging texts at an explicit and implicit level making implicit references with some confidence. Students show increased understanding about how a writer makes meaning in the text. 	Students consistently achieve criteria for working at and provide examples that show considerable

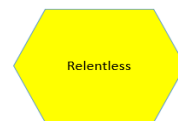
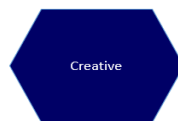
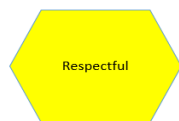




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		<ul style="list-style-type: none"> Students support clear comments & opinions with relevant textual evidence and make clear connections between texts. <p>Writing</p> <ul style="list-style-type: none"> Students write fiction and non-fiction texts using a range of appropriate linguistic devices for effect and Produce texts with clear evidence of coherence and a structure including paragraphing with a clear awareness of different forms for different purposes. Students use a wider range of more ambitious vocabulary for effect, usually correctly. Spelling is mostly correct: some mistakes made on ambitious words. Students begin to use a range of sentences for effect. Students use basic punctuation effectively; use more challenging punctuation with increasing success. <p>Speaking & Listening</p> <ul style="list-style-type: none"> Students express ideas clearly and develop their points Students summarise and/or build on what has been said by others, mostly successfully and challenge other views in an acceptable manner. They adapt vocabulary, grammar and non-verbal features successfully Students demonstrate understanding of the audience’s needs 	<p>depth and understanding.</p>
<p>English Y9</p>	<p>Students achieve many but not all aspects of the Working At criteria</p>	<p>Reading</p> <ul style="list-style-type: none"> Students confidently read and understand a range of more challenging texts at an explicit and implicit level Making implicit references with confidence. Students show developed understanding about how a writer makes meaning in the text. Students support thoughtful, detailed comments & opinions with relevant textual evidence.. Students make clear and thoughtful connections between texts. <p>Writing</p> <ul style="list-style-type: none"> Students write developed fiction and non-fiction texts, consistently using a range of appropriate linguistic devices for effect and produce developed texts with clear evidence of coherence and a structure including paragraphing with a clear & consistent awareness of different forms for different purposes. 	<p>Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.</p>





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		<ul style="list-style-type: none">● Students use a wider range of more ambitious vocabulary for effect, mostly correctly.● Spelling is consistently correct: occasional mistakes made on ambitious words.● Students consistently uses a range of sentences for effect.● Students are using basic punctuation consistently and more advanced punctuation with increased effectiveness and accuracy. <p><u>Speaking & Listening</u></p> <ul style="list-style-type: none">● Students express ideas clearly and develop points in a detailed, thoughtful way.● Students summarise and/or build on what has been said by others, successfully challenging other views in an appropriately respectable manner. They adapt vocabulary, grammar and non-verbal features successfully to engage their audience.● Students demonstrate a clear understanding of the audience's needs.	
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