



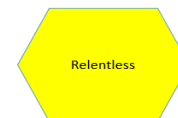
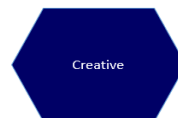
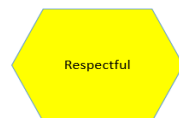
Our Vision:

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 - INCLUSION & SUPPORT

Subject	Working Towards	Working At	Working Beyond
Inclusion and Support Y7	Students achieve many but not all aspects of the Working At criteria.	<ul style="list-style-type: none"> • Students are able to read short passages of text confidently. Using and developing decoding skills for accuracy. • Students can understand these passages and answer basic comprehension tasks in response to these passages. • Students are developing their sentence structure and broadening their vocabulary. Spellings are researched and rules explained. • Some short creative writing tasks are completed, in response to reading and shows understanding of the tasks set. • Students are encouraged to present work clearly. With a title and date underlined. 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding
Inclusion and Support Y8	Students achieve many but not all aspects of the Working At criteria.	<ul style="list-style-type: none"> • Students are able to read longer passages of text. They are confident to read in front of a small group of students in a supportive environment. • Students can answer more complex comprehension tasks and use inference to develop their answers. • Students develop work on sentence structure and can now write in paragraphs and use the correct punctuation most of the time. • Students are developing a range of writing techniques and skills in order to present their work in an appropriate style for audience and tone. • Students can use a wider range of vocabulary to add interest and meaning to their work. • Students expected to present work with a Title, date and underlined. Taking into consideration the audience. 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding
Inclusion and Support Y9	Students achieve many but not all aspects of the Working At criteria.	<ul style="list-style-type: none"> • Students are able to read aloud a chapter of a book. They are able to decode words they are unfamiliar with, usually independently but sometimes with support. 	Students consistently achieve criteria for working at and provide examples that show





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		<ul style="list-style-type: none">● Students can analyse the text written and show empathy for the characters/subject. They can identify what has happened in the text and use their imagination to debate what might happen next.● Students further develop their writing skills and produce work, which is not only longer in length but shows a greater understanding of the task set.● Student's presentation of work is improved and appropriate for the task set e.g. newspaper article, mystery story, formal letter, reports etc.●	considerable depth and understanding
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