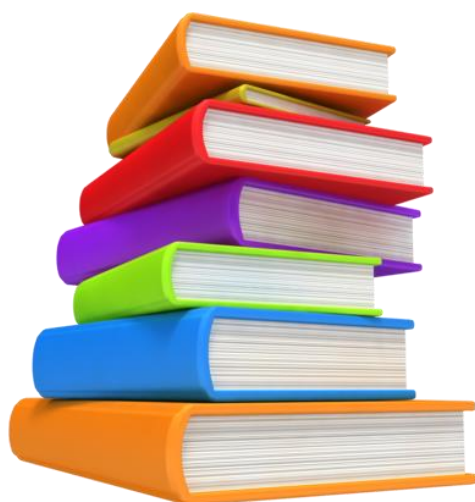


# KS3 Specification 2017/18



# ENGLISH



DEAN TRUST *Wigan*

- ❖ Childhood Poetry and Autobiographical Writing
- ❖ 'The Tempest' and Travel Writing
- ❖ Gothic Writing
- ❖ 'Private Peaceful' and Diary/ Letter Writing
- ❖ Romantic Poetry and Narrative Writing
- ❖ Comparing Non-fiction Texts
- ❖ Transactional Writing
- ❖ 'Macbeth' and Writing for the Exam
- ❖ 'Animal Farm' or 'Stone Cold' and Writing to Persuade
- ❖ An Introduction to Victorian Literature and Writing to Argue
- ❖ 'Kes' , 'Lord of the Flies' or 'Of Mice and Men' and Writing to Inform and Advise
- ❖ GCSE Ready- Anthology Love Cluster and War Cluster
- ❖ GCSE Ready- Romeo and Juliet

## Year 7 Formal Assessment

1. End of Topic Test: Reading and Writing. Big Write: 'I remember when...'
2. End of Topic Test: Reading and Writing. Big Write: 'Describe a scene at the January sales'
3. End of Topic Test: Reading and Writing. Big Write: 'If I could go back in time...'
4. End of Topic Test: Reading and Writing. Big Write: 'A day in the life of a goldfish'.

## Year 8 Formal Assessment

1. End of Topic Test: Reading and Writing. Big Write: 'Write a story that starts with the line 'Mum shouted up the stairs "Get down here now".'
2. End of Topic Test: Reading and Writing. Big Write: 'Describe the scene on a school bus'.
3. End of Topic Test: Reading and Writing. Big Write: 'The last day of Term'.
4. End of Topic Test: Reading and Writing. Big Write: 'Describe a beach at the height of summer'.
5. End of Topic Test: Reading and Writing. Big Write: 'The Audition'.

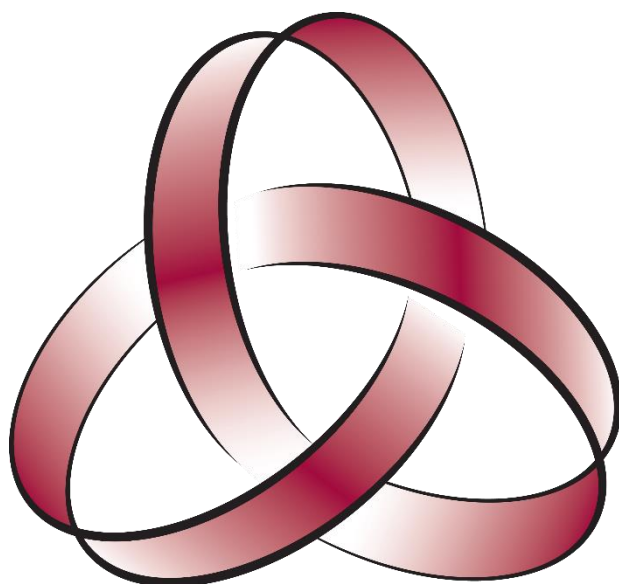
## Year 9 Formal Assessment

1. End of Topic Test: Reading and Writing. Big Write: 'A day in the life of a ping-pong ball'
2. End of Topic Test: Reading and Writing. Big Write: 'Describe a scene at a busy crossroads'
3. End of Topic Test: Reading and Writing. Big Write: 'Write about a time that you felt embarrassed or proud'.
4. End of Topic Test: Reading and Writing. Big Write: 'A beach in the Caribbean'.
5. GCSE ready Exam.

Band	Reading	Writing	
		Content	VSSSP
4	<p>Candidates sustain focus on the task including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task analysing critically; show a perceptive understanding of key aspects of the text, engaging fully perhaps with some originality in their personal response; their responses include pertinent, direct reference from across the whole text, including quotations.</p> <p>Can analyse and appreciate writers' use of language form and structure using precise subject terminology in an appropriate context.</p> <p>Show an assured understanding of the relationships between texts and the context which they were written.</p>	<p>The writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination).</p> <p>Writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest).</p> <p>Structure and grammatical features are used ambitiously to give the writing cohesion and coherence and communication is ambitious and consistently conveys precise meaning.</p>	<p>There is appropriate and effective variation of sentence structures and virtually all sentence construction is controlled and accurate.</p> <p>A range of punctuation is used confidently and accurately and virtually all spelling, including that of complex irregular words, is correct.</p> <p>Control of tense agreement is totally secure and ambitious vocabulary is used to create effect or convey precise meaning.</p>
3	<p>Candidates sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.</p> <p>Can discuss and increasingly analyse writers' use of language form and structure using apt subject terminology.</p> <p>Show a secure understanding of the relationships between texts and the context which they were written.</p>	<p>The writing is clearly controlled and coherent (plot and characterisation show convincing detail and some imagination).</p> <p>Writing is clearly organised (narrative is purposefully shaped and developed).</p> <p>Structure and grammatical features are used with accurately to support cohesion and coherence and communication shows some ambition and conveys precise meaning.</p>	<p>Sentence structure is varied to achieve particular effects and control of sentence construction is secure.</p> <p>A range of punctuation is used accurately and spelling, including that of irregular words, is secure.</p> <p>Control of tense agreement is mostly secure and vocabulary is beginning to develop and is used with some precision.</p>

# Band Descriptors

Band	Reading	Writing	
		Content.	VSSSP
2	<p>Candidates focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straight forward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.</p> <p>Can comment on and begin to analyse writers' use of language form and structure using relevant subject terminology.</p> <p>Show an understanding of the relationships between texts and the context which they were written.</p>	<p>The writing is mostly controlled and coherent (plot and characterisation show some detail and development).</p> <p>Writing is organised (narrative has shape and direction).</p> <p>Structure and grammatical features are used with some accuracy to convey meaning and communication is clear but limited in ambition.</p>	<p>There is variety in sentence structure and control of sentence construction is mostly secure.</p> <p>A range of punctuation is used, mostly accurately, and most spelling, including that of irregular words, is accurate.</p> <p>Control of tense agreement is mostly secure and vocabulary is beginning to develop and is used with some precision.</p>
1	<p>Candidates have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wide text, including some quotations.</p> <p>Can recognise and make simple comments on the writers' use of language, form and structure; may use some relevant subject terminology.</p> <p>Show some understanding of the relationships between texts and the context which they were written.</p>	<p>There is some control and coherence (some sense of plot and characterisation).</p> <p>There is some organisation (narrative is beginning to have shape and development).</p> <p>Structure and grammatical features are used to convey meaning and communication is limited but clear.</p>	<p>There is some range of sentence structure and some control of sentence construction.</p> <p>There is some control of a range of punctuation and spelling is usually accurate.</p> <p>Control of tense agreement is generally secure and there is some range of vocabulary.</p>
WT 1	<p>Candidates have a limited focus on the task, convey ideas with occasional coherence and sometimes use an appropriate register. Use a simple approach to the task; show a basic understanding of key aspects of the texts with a little engagement; may support and generalise their reference to the extract or text, perhaps including some quotations. May make generalised comments on writers' use of language, form and structure, may use some subject terminology but not always accurately. Show limited understanding of the relationships between texts and the context which they were written.</p>	<p>There is a basic control and coherence (a basic sense of plot and characterisation).</p> <p>There is basic organisation (paragraphs may be used to show obvious divisions).</p> <p>There is some use of structure and grammatical features to convey meaning and communication is limited but some meaning is conveyed.</p>	<p>There is a limited range of sentence structure and control of sentence construction is limited.</p> <p>There is some attempt to use punctuation and some spelling is accurate.</p> <p>Control of tense agreement is limited and there is a limited range of vocabulary.</p>



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