



# English Department Parent and Pupil Guide for Literacy Improvement



# English Key Stage 3 Student and Parent Guide

## How to use this guide:

After the initial introduction, this guide provides essential knowledge and skills to reach the best standards in English. This guide will help all pupils to achieve - if it is referred to regularly and the advice is learnt so that it can also be used in exams.

## Reading:

Despite most pupils desire to spend their time on their Xbox students should attempt to do some reading every night! This can be carried out with a parent or friend if required. Please encourage your child to read a challenging and varied range of books and texts. Each pupil will be given a reading booklet to complete throughout the term. These vary in difficulty according to year group, but you will be asked to sign this fortnightly to testify that your child has completed their reading homework. It really will improve their grades dramatically! There are lists of novels to try out at the back of these booklets.

## Key Stage 3 Examinations and assessments

Each half term there will be an assessment in class time that will help to determine a student's progress. At Christmas and at the end of the year there will be a formal test that determines which class a student is in. For practise tests please look on Fronter under comprehension activities.

## Quick reminders:

The English department follows the same rules as the rest of the school. Here's a quick reminder to avoid unnecessary detentions:

## Equipment for English Lessons

- Students should bring a blue or black pen, pencil, ruler and rubber to each lesson
- Work will be completed in an exercise book, which is brought to every lesson.
- Students should always write in ink: blue or black.
- Reading books should be brought to every lesson.

## Presentation of work

1. Write the **date, title** in pen and **underline** in pencil.
2. Remember the importance of neat handwriting. Always write in BLUE or BLACK ink.

3. Always **check** thoroughly (it is helpful if you can get someone else to read it through for you).

**Checking first drafts of work:**

Work must always be planned and sometimes re-drafted completely. Pupils need to read and check:

4. Punctuation (especially full stops and capital letters)  
Does each sentence make sense?
5. Spellings: check word endings especially.  
Use pencil to underline any words you are not sure of.  
Look them up. Correct them.
6. Look for other ways to improve your first draft e.g. the vocabulary you use, the ways you express ideas.
7. Check you have done the task set. Keep looking back at the essay title.
8. Check your paragraph structure: Have you used PEE?
9. Whole Essay: Is there an introduction, body and a conclusion?

**Final drafts of work:**

These must be set out as above, and in your very best writing, or word- processing style.

Careless, or untidy pieces of work will not be accepted, and students will be asked to do the work again.

**Feedback on marked work:**

When work is handed back, students should read the teacher's comments carefully and make a note of the areas for improvement.



## English Grammar and spelling rules: Useful revision notes!

### Words and their Function in a Sentence

These are the functions – or jobs - words do in sentences. Words can do different jobs; so at different times they can be different parts of a sentence.

<b>Collective nouns:</b> are the words or names given to a group of people or things. e.g. <i>a herd of horses, a band of thieves, a flock of birds, a swarm of bees</i>	<b>Pronouns:</b> are the words that replace a noun, or that refer to a noun without naming it directly. e.g.: She got it and gave it to them.
<b>Proper nouns:</b> are words that name particular people, places and things; they therefore always have a capital letter e.g. <i>Dartford, Callum, English.</i>	<b>Adjectives</b> are the words that describe nouns. e.g.: <i>blue book, large fields</i>
<b>Adverbs:</b> are the words that describe verbs and often end in -LY ( <b>but</b> not always!). e.g.: <i>She ran quickly. He shouted loudly. They spoke fast. He worked hard.</i>	<b>Conjunctions:</b> are the words we use to join sentences together to make them more interesting. e.g. <i>The rain fell and we all went home.</i> e.g. <i>and, but, with.</i>
<b>Nouns</b> are naming words. e.g.: <i>dog, chair, Paul, book</i>	<b>Verbs</b> are doing or being words. e.g.: <i>run, drive, were, is, imagine</i>





## What is a sentence?

**Sentences:** are a group of words that makes complete sense by itself. They: a) begin with a capital letter;  
b) contain a noun or pronoun;  
c) contain a verb in the past, present or future tense;  
d) then **must** end with a full stop. (Which is also found in ! and ?)

### Simple sentences:

Contain one piece of information, use one noun and one verb: e.g. *James ran home.* **Or** *The dog chased the postman.*  
**Or:** *I am hungry.*

### Compound sentences

Are simple sentences joined by a conjunction: e.g.: *James ran home **because** his dinner was ready.*  
**Or:**  
*The dog chased the postman **and** bit him on the bottom!*

### Complex sentences

A complex sentence contains a main clause and at least one subordinate clause. The main clause can come at the start, at the end, or somewhere in the middle of the sentence. The main clauses are in bold print and the subordinate clauses are underlined. ***I'll meet you tonight at six,** if I can. When Ceri speaks, **everyone listens.***

### Subordinate clauses

Subordinate clauses are extra bits of information in a sentence. The sentence makes sense without the clause, but it makes the sentence more interesting. e.g. *The dwarves, gasping and sweating, ran into the cave.*

### Tenses:

There are three main tenses in English:

#### PAST

(Yesterday)

I was

I bought

#### PRESENT

(Today)

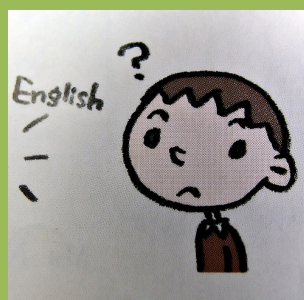
I am I buy

#### FUTURE

(Tomorrow)

I will be I will buy

Keep to the same tense in narratives (stories).



## Punctuation

<p><b>Semi-colons (;)</b> Can be used to separate main clauses: e.g. <i>The guide opened the door; he showed us into the room.</i> Or can break up lists containing more than one word, like a comma: e.g. <i>Before the picnic we packed everything: a box for the plates and cutlery; cartons of sandwiches; two bottles of lemonade; a table cloth and serviettes.</i> <b>N.B. Semi-colons are half way between a comma and a full stop.</b></p>	<p><b>Commas (,)</b> Are used to separate actions or adjectives in a sentence OR to separate items in a list: e.g.: <i>Remember to buy one pineapple, 4kg of bananas, and some ice-cream for tea tonight.</i> <i>I arrived home feeling tired, hungry and generally pleased.</i> <i>My dad is the richest, most extravagant, most demanding chef in the world.</i> <b>Do not use a comma where there should be a full stop!</b></p>
<p><b>Capital Letters</b> A capital letter must mark the beginning of every sentence; they also are used with proper nouns (names of people, places, days of the week and months) e.g. <b>Once</b> upon a time there was... <b>London, Jenny, France, July, Friday</b></p>	<p><b>Exclamation marks (!)</b> Are used to indicate a voice raised or a strong emotion of shock, surprise, unhappiness etc.: e.g.: <i>"Help!" she cried.</i> <b>REMEMBER:</b> Question and exclamation marks <b>already have their own full stop.</b></p>
<p><b>Colons (:)</b> Introduce a list or a set of details. e.g.: <i>You will need: scissors, paper and a pencil.</i> Or it tells you to expect more detail: e.g.: <i>The ingredients are: eggs, butter, flour and milk.</i></p>	<p><b>Question marks (?)</b> Are used at the end of sentences which ask a question: e.g. : <i>Where is your blazer?</i></p>

## Apostrophes (')

They can be used for two different reasons:

a) Apostrophes are used to indicate where two words have been made into one (contracted) and a letter or letters have been left out. The apostrophe goes where the missing letter/letters should be.

e.g. *I have* = *I've* *you are* = *you're*

b) They can be used to show that one thing belongs to another.

This is called **possession** or ownership.

The apostrophe is placed on the word that does the owning. If there is one owner the apostrophe goes before the **s**: e.g.: *The farmer's dog*. (One farmer owning a dog)

If there is more than one owner, the apostrophe goes after the **S**: e.g.: *The farmers' dogs*. (Several farmers owning several dogs)

### Important exceptions:

**It's** means *it is* or *it has* and does not indicate possession. (use **its**)

**Its** shows possession (there is no apostrophe)

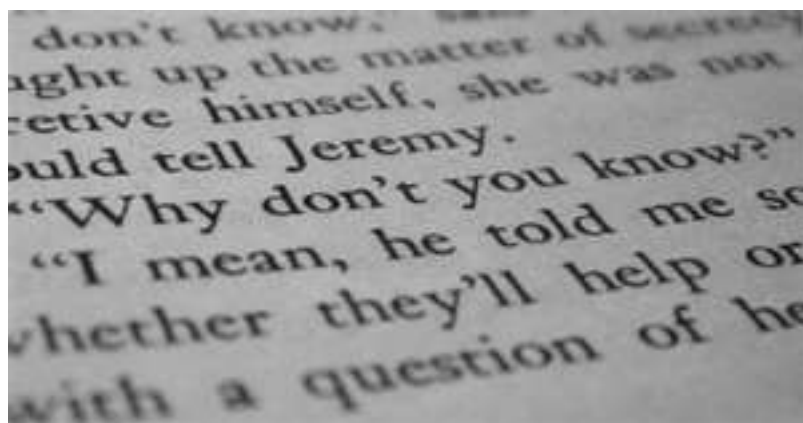
## Paragraphing

A **paragraph** is a **group of sentences** about **one** particular **subject**. The sentences in a paragraph should be linked in some way because they should all be about the same topic. The main sentence in a paragraph is called the **topic sentence**. Every **new idea** needs a **new paragraph**.

Paragraphs help us because they break up the text into smaller, more readable parts.

You should begin a new paragraph when there is:

- *A change of time*
- *A change of speaker*
- *A change of place*
- *A change of topic*
- *A new point being made.*



## POETRY TERMS

<p><b>Simile:</b>  a) often uses 'like' or 'as'  b) compares two or more things e.g.: Last night Bob slept <b>like</b> a log. As tall <b>as</b> a skyscraper... or <i>As cold <b>as</b> ice.</i></p>	<p><b>Metaphor:</b>  a) does not use like or as  b) changes a person or thing into another thing  c) is often not literally/really true.  e.g.: <i>She is a whirlwind on the dance floor.</i></p>
<p><b>Personification:</b> is a particular kind of metaphor: it changes a thing into a person or speaks of something, which is not living as if it was alive or gives it human qualities.  e.g.: <i>The wind tickled her cheek. Or: The angry-looking clouds.</i></p>	<p><b>Alliteration:</b>  a) words <b>close</b> together  b) beginning with the same <b>sound</b> c) but <b>not</b> necessarily the same letter  e.g.: <i>The fantastic fox found a frightfully good feast awaiting him in his den.</i></p>
<p><b>Irony:</b>  Suggests the opposite of what is said,  e.g.: "Charming!" (Which means it is not charming)  Any difference between what we expect or intend and what happens, or a situation showing such a difference  e.g. <i>a paramedic running over somebody on the way to an accident.</i></p>	<p><b>Pun:</b>  A pun is a word that has two or more meanings (a play on words). Advertisers and newspapers employ puns as economical ways of introducing multiple meanings:  e.g. <i>A great deal in every department.</i> (Department Stores advertising campaign)</p>
<p><b>Onomatopoeia:</b>  where the sound of the word is similar to the noise being described  e.g.: <i>Splash, hiss, whisper, snap, crackle, pop.</i></p>	<p><b>Dramatic irony</b> is where the audience understands what is being said better than the characters e.g. at the start of the film <i>Titanic</i>, the main character thinks he's lucky because he has won tickets.</p>
<p><b>Rhetorical question:</b>  Asks a question, but does not expect a reply e.g. <i>Do you think I am stupid?</i></p>	

Extension: Can you explain the effect of a certain device? Try the examples below:

- 1). The woman is a cold and delicate snowflake.
- 2). The exam chair sat expectantly for Marie, the scrape of its legs masking a little merciless chuckle.



*For the first example, you may have pointed out that the Metaphor makes us picture the fragility of a snowflake and thus shows us more about the woman in the poem. For the second, you could have considered how the personification of the chair illustrates that even the furniture is mocking Marie; therefore she is very nervous about this test and perhaps rightly so!*

## Literature *and* Argument Essays

Literature, or argument essays are pieces of writing where you present an argument – They must always have:

- 1. An introduction:** introduce your essay topic.
- 2. An argument:** a minimum of three or four paragraphs - depending on the essay.
- 3. A conclusion:** give briefly your most important arguments or an overview - add no new ideas. The conclusion ties the essay together. In each paragraph of the **argument** you must use POINT EVIDENCE EXPLANATION:

<b>POINT</b>	This restates the question set in the title, but focuses on one argument. This is the topic sentence.
<b>EVIDENCE</b>	This is the evidence - quotation, facts, other viewpoints
<b>EXPLAIN</b>	<b>Always</b> relates directly to the essay question. <b>Why</b> did it happen? <b>What</b> do you think about it? <b>How</b> did it made you feel (if appropriate)? <b>What</b> do others think about it? <b>What</b> does it tell you about the character?

For students that are writing with more depth, they will also use **D** on the end to form **PEED**.

<b>DEVELOPMENT</b>	This shows/explores the evidence in more detail and explains how it relates to the essay question. <b>Why</b> is the evidence important? <b>How</b> does it explore the major issues? <b>How</b> does this link to context?
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Paragraphs begin with a topic sentence stating what the paragraph will be about. It is where you make a judgement or give your opinion to **answer** part of the question/task in the essay title.

## Reading Skills

Prepare for 'reading for meaning tests' by reading as great a variety of books and articles as possible. 'Reading for meaning tests' test how well you have understood a text.

### Prose texts

#### Approaching the passage.

1. Quickly read through the whole passage. Do not worry about understanding every word.
2. After the first quick read through of the passage, read the questions carefully. Think about which are the **key words** in the question, then re- read the passage.
3. Read the passage again noting where you will find your answers.

#### Look out for:

**Bias:** which presents information that fits in with a particular point of view.

- It uses selected facts and opinions, and is not balanced, giving one side of the story.
- The narrator of a story may only tell you good or bad things about a person or event.

**Facts:** can be checked and proved, measured or looked up  
e.g. *The London Eye is opposite the Houses of Parliament.*  
*She was 16 years old.*

**Opinions:** are what someone believes e.g. *Dartford is the most beautiful place in the world.*

**Fiction** deals with 'made up' events, such as stories. Novel and short story writers, unlike information writers, **show** rather than **tell** their readers what is going on. To get the most out of a passage, readers need to be detectives. This is also why extracts from fiction are often used for comprehension. Remember:

- You pick up clues from details such as a character's appearance, expressions and behaviour. You need to ask what these say about the person.
- Decide how the characters feel about each other from what they say or think and how they treat each other.
- Think about what the author's choice of words says about a place or a person.
- Can you always trust what the narrator tells you?

## **Approaching Poetry**

Poetry is where we express ideas and feelings about something. Each word is very important. When we study poetry we need to consider the following:

**Think about what the poem says** - Ask yourself what the title tells you. If the poem has punctuation, read it sentence by sentence and work out what is going on. For help analysing poetry look at the diagram on the next page.

## How to analyse poetry

<p><b>Meaning</b></p> <ul style="list-style-type: none"> <li>▪ <b>what is the poem about?</b></li> <li>▪ <b>who is the speaker?</b> - are they dramatized (a character)</li> <li>▪ <b>who is being spoken to or addressed?</b></li> <li>▪ <b>what is being spoken about?</b></li> <li>▪ <b>Theme(s)</b> of the poem - what is it really about?</li> <li>▪ <b>Setting/culture</b> - where's the poem set? Culture it is from/about?</li> <li>▪ <b>where does the poem "get to" from start to end?</b></li> </ul>	<p><b>MITSL</b></p> <p>Meaning, Imagery, Tone, Structure, Language (My Itsy Tossy Smell Loads)</p> <p>Always link everything to meaning. Ask yourself how does this contribute to the meaning? Why has the poet used this technique?</p>
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>▪ <b>Rhyme</b> - is there a rhyme scheme? Couplets? Internal rhyme?</li> <li>▪ <b>Rhythm</b> - how many syllables per line? Is it regular or free verse? Why are some different lengths?</li> <li>▪ <b>Stanzas</b> - How many? How do they change? Is there a narrative?</li> <li>▪ <b>Lines</b> - how many are there in each verse? Do some stand out?</li> <li>▪ <b>Enjambment</b> - do the lines "run on" to the next line or stanza?</li> <li>▪ <b>End stopping</b> - does each line finish at the end of a sentence?</li> <li>▪ <b>Form</b> - does the poem have a shape to it?</li> </ul>	<p><b>Tone</b></p> <ul style="list-style-type: none"> <li>▪ How would the poem be spoken? (angry, sad, nostalgic, bitter, humorous etc)</li> </ul>
<p><b>Imagery</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alliteration</b> - the repeating of initial sounds.</li> <li>▪ <b>Assonance</b> - is the term used for the repetition of vowel sounds within consecutive words as in, 'rags of green weed hung down'...</li> <li>▪ <b>Metaphor</b> - comparing two things by saying one is the other.</li> <li>▪ <b>Simile</b> - comparing two things saying one is like or as the other.</li> <li>▪ <b>Personification</b> - giving something non-human human qualities.</li> <li>▪ <b>Onomatopoeia</b> - words that sound like the thing they describe.</li> <li>▪ <b>Repetition</b> - does the poet repeat words or phrases?</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>▪ <b>What kinds of words are used?</b></li> <li>▪ <b>Puns</b> - a pun is a play on words - "Shear Class" if Shearer scores.</li> <li>▪ <b>Connotation</b> - associations that words have (as "stallion" connotes a certain kind of horse with certain sorts of uses)?</li> <li>▪ <b>Double meanings</b> - "butts in" - putting bottoms in or interrupting.</li> <li>▪ <b>Ambiguity</b> - is the word or phrase deliberately unclear? Could it mean opposite things or many different things?</li> <li>▪ <b>Word order</b> - are the words in an unusual order - why?</li> <li>▪ <b>Adjectives</b> - what are the key describing words?</li> <li>▪ <b>Key words and phrases</b> - do any of the words or phrases stand out? Do they shock? Are the words "violent" or "sad" etc?</li> <li>▪ <b>Slang or unusual words and misspellings</b> - Does the poet use slang or informal language? Are American words used?</li> <li>▪ <b>Intertextuality</b> - does the poem reference another text?</li> <li>▪ <b>Style</b> - does the poet copy another style? (Newspaper, play etc)</li> <li>▪ <b>Characters</b> - if there are characters how do they speak?</li> </ul>



**Reading Media Texts: (Newspapers, Advertisements, etc) Look carefully at the following parts of a media text:**

<p><b>Heading</b> - the bigger the heading the more noticeable it will be.  <b>Explain:</b></p> <ul style="list-style-type: none"> <li>• How it grabs attention.</li> <li>• Why it makes you want to read on.</li> </ul>	<p><b>Text:</b> The choice of <b>words</b> and <b>details</b> are very important. <b>Explain:</b></p> <ul style="list-style-type: none"> <li>• What is said</li> <li>• How it is said. (Does it use figures of speech – if so why and to what effect?)</li> </ul>
<p><b>Illustrations:</b> these are photographs, drawings and diagrams.  <b>Explain:</b></p> <ul style="list-style-type: none"> <li>• <b>Size</b> The bigger an illustration, the more noticeable it is.</li> <li>• <b>Position</b> on the page. The top is seen first, having more impact and importance.</li> <li>• What the picture <b>shows</b> and draws your attention to.</li> </ul>	
<p><b>Appearance:</b> words stand out by using different fonts, capitals, bold, underlining, columns, colour, shading, frames, etc. <b>Explain:</b></p> <ul style="list-style-type: none"> <li>• Why attention is drawn to each highlighted feature.</li> </ul>	<p><b>Order:</b> This means the order in which information is given. Look at how it is brought to our attention. <b>Explain:</b></p> <ul style="list-style-type: none"> <li>• Where it is,</li> <li>• How the information fits together,</li> <li>• How the information builds up its impact.</li> </ul>
<p><b>MOVING IMAGE – FILM AND TV</b></p>	
High Angle Shot	We look down, making characters appear small and weak
Low Angle Shot	We look up, making characters appear large and powerful
Close Up Shot	Shows emotions as only the head is seen
Establishing Shot	Shows where the scene is set: creates mood and expectations
Point of View	Shows what the character sees, so it is as if we are in their place

# National Curriculum Levels



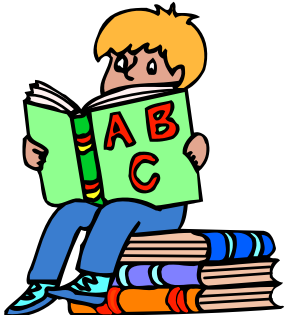
## Student-Friendly APP Reading Assessment Focuses

	AF3: To deduce, infer or interpret information, events or ideas from texts	AF4: To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5: To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6: To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7: To relate texts to their social, cultural and historical traditions
To gain a level 8, across a <u>range</u> of reading.	<ul style="list-style-type: none"> <li>I read with a clear critical opinion which helps me to develop a coherent interpretation of texts by drawing on my prior insights which are well supported by evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I have a clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I have a clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a sustained critical analysis/evaluation of the text(s) which shows appreciation of how it relates to context(s) and tradition(s) and my own responses to the meanings produced.</li> </ul>	<ul style="list-style-type: none"> <li>I can sustain a critical analysis/evaluation of the text(s) to show my appreciation of how it relates to context(s) and tradition(s) and my own responses to the meanings produced from it.</li> </ul>
To gain a level 7, across a <u>range</u> of reading.	<ul style="list-style-type: none"> <li>I read and carefully select the right words and phrases in a text to support the point I want to make about it.</li> <li>I am learning to draw on knowledge of other sources to develop or enrich an interpretation of texts, and I can select a point I want to make about a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the extent to which structural choices support the writer's theme or purpose, e.g. using plots and sub-plots.</li> <li>I have some appreciation of a writer's choices of language and how they contribute to the overall effect of the text, e.g. demonstrating the greater effectiveness of imagery in poem A than poem B.</li> </ul>	<ul style="list-style-type: none"> <li>My comments begin to develop an awareness of how the writer's language use reflects a character's changing emotional state.</li> <li>I have some appreciation of how the writer's language use reflects a character's changing emotional state.</li> <li>I have some appreciation of how the writer's language use reflects a character's changing emotional state.</li> </ul>	<ul style="list-style-type: none"> <li>My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a text are similar to or different from earlier examples of that genre.</li> <li>I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</li> </ul>	<ul style="list-style-type: none"> <li>My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a text are similar to or different from earlier examples of that genre.</li> <li>I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</li> </ul>
To gain a level 6, across a <u>range</u> of reading.	<ul style="list-style-type: none"> <li>I can identify relevant points clearly, including summarising and synthesising information from different sources or different places in the same text.</li> <li>I can comment on texts incorporating apt textual reference and quotation to support my main ideas or argument.</li> </ul>	<ul style="list-style-type: none"> <li>My comments are securely based in textual evidence and I can identify different layers of meaning, with some attempt to explore these meanings in detail.</li> <li>My comments consider wider implications of information, events or ideas in the text so I can explain how small details in a text contribute to the overall meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can make points by exploring in some detail how structural choices support the writer's theme or purpose.</li> <li>I can comment on how a range of language features contribute to the overall effect of the text, e.g. all the impact of flowers make the events seem less horrific and make it even sadder.</li> </ul>	<ul style="list-style-type: none"> <li>My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a text are similar to or different from earlier examples of that genre.</li> <li>I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</li> </ul>	<ul style="list-style-type: none"> <li>My responses begin to show some analysis of how a text is influenced by earlier texts written within the same tradition, e.g. how some features of a text are similar to or different from earlier examples of that genre.</li> <li>I can show some analysis of how different meanings and interpretations of a text relate to the contexts in which it was written or read.</li> </ul>
To gain a level 5, across a <u>range</u> of reading.	<ul style="list-style-type: none"> <li>I can identify most relevant points clearly, including those selected from different places in the text.</li> <li>I can comment on texts incorporating support them using relevant quotation, even though sometimes my points are not always accurate.</li> </ul>	<ul style="list-style-type: none"> <li>My comments develop an explanation of inferred meanings drawing on evidence from the text – I can read between the lines.</li> <li>My comments make inferences and deductions based on textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on structural choices, showing some general awareness of the writer's craft.</li> <li>I can identify some features relating to organisation at text level, including form, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd'.</li> </ul>	<ul style="list-style-type: none"> <li>My comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative structure, setting, characters, themes, stories from different cultures, beliefs, newspaper reports.</li> <li>I can give some explanation of how the contents in which texts are written and the contexts in which they are read relate to where/when it was written.</li> </ul>	<ul style="list-style-type: none"> <li>My comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative structure, setting, characters, themes, stories from different cultures, beliefs, newspaper reports.</li> <li>I can give some explanation of how the contents in which texts are written and the contexts in which they are read relate to where/when it was written.</li> </ul>
To gain a level 4, across a <u>range</u> of reading.	<ul style="list-style-type: none"> <li>I can identify some relevant points.</li> <li>My comments are supported by some textual evidence, but sometimes my references to a text but sometimes my points are a bit vague.</li> </ul>	<ul style="list-style-type: none"> <li>My comments make inferences (like best guesses) based on evidence from the text.</li> <li>My inferences are often correct, even if I don't always pick the best words and phrases from the text to make my point.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some structural choices with simple comment, e.g. 'the accident first and then the road'.</li> <li>I can identify some basic features of the writer's choices, e.g. 'the writer uses bullet points for the main features'.</li> </ul>	<ul style="list-style-type: none"> <li>My comments identify the main purpose of a text, often through a general overview, e.g. 'the writer is trying to persuade the reader to agree'.</li> <li>I can identify the viewpoint in texts, with some, often limited, explanation of how the writer's language choices contribute to the overall effect of the text, e.g. 'all the impact of flowers make the events seem less horrific and make it even sadder'.</li> </ul>	<ul style="list-style-type: none"> <li>My comments identify different features of the same text and make simple comments about them, e.g. characters, setting, presentational features.</li> <li>I can make simple comments on the writer's choices, e.g. 'the writer uses bullet points for the main features'.</li> </ul>
To gain a level 3, in <u>most</u> reading.	<ul style="list-style-type: none"> <li>I can identify the simple, most obvious points although I sometimes get confused about what is made in different places in a text.</li> <li>I can make some comments that include quotations and references to a text, even if they are not always relevant.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the simple, most obvious points though there may also be some misunderstanding.</li> <li>I can make some comments that include quotations from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can make straightforward inferences (best guesses) based on a single word or phrase in the text, e.g. 'he was upset'.</li> <li>My points about a text show I have a straightforward understanding of it.</li> </ul>	<ul style="list-style-type: none"> <li>My comments identify the main purpose of the text, e.g. 'the writer doesn't like violence'.</li> <li>I can make simple comments which show some awareness of the writer's viewpoint.</li> <li>I can make a simple comment on the overall effect of the text on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify different features of the same text and make simple comments about them, e.g. characters, setting, presentational features.</li> <li>I can make simple comments on the writer's choices, e.g. 'the writer uses bullet points for the main features'.</li> </ul>
To gain a level 2, in <u>some</u> reading.	<ul style="list-style-type: none"> <li>I can recall some specific, straightforward information and I have a generally clear idea of where to look for information.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall some specific, straightforward information.</li> <li>I have a generally clear idea of where to look for information.</li> </ul>	<ul style="list-style-type: none"> <li>I can make simple, plausible best guesses about events and information in a text.</li> <li>I can make some comments about what I think the writer is saying, even if I sometimes misunderstand them.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell what the text is trying to say, e.g. 'it tells you how to do something'.</li> <li>I can say what I like or dislike about what I'm reading and I can sometimes give reasons.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you if a text is based on fact or fiction and what kind of text it is.</li> <li>I can sometimes tell that a book is set in a different time or place.</li> </ul>

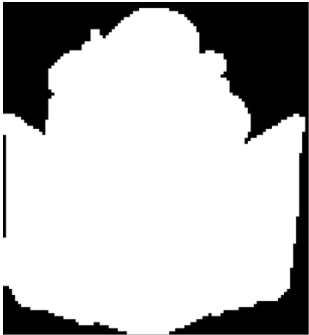


## TOP TIPS FOR TEACHING READING AFS

*THESE ARE EXAMPLES OF ACTIVITIES PUPILS WILL DO IN CLASS – FEEL FREE TO REPLICATE THEM AT HOME TO HELP PROGRESS!*

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF1</b> use a range of strategies, including accurate decoding of text, to read for meaning;</p> 	<ul style="list-style-type: none"> <li>▪ <b>Types of reading:</b> <ol style="list-style-type: none"> <li>A. <b>Skimming</b> – when you need only a general idea of what the text is about and whether it is going to be useful. Run your eyes quickly over the text. Look at headlines, headings, subheadings, titles, the opening lines of paragraphs and words that signal a new point is being made.</li> <li>B. <b>Scanning</b> – when you want to find a specific piece of information quickly. Glance quickly down the text for key words. Run a finger down the middle of the page as you read to focus your eyes and keep them moving.</li> <li>C. <b>Close reading</b> – when you need to explore the details in the text. Read all the words in a short section. Read and reread difficult sections, revising your interpretations each time. Use text marking to identify key points and paraphrase what the writer is saying.</li> <li>D. <b>Continuous reading</b> – when reading for pleasure or to understand a full account of something. Read all the words, but you might be able to read some sections very quickly. Others might need a slower pace to let you take in all of the ideas.</li> </ol> </li> <li>▪ <b>Reading Strategies:</b> <ol style="list-style-type: none"> <li>A. <b>See images</b> – visualize what the writer is describing. What pictures can you see of the characters, the settings and the action?</li> <li>B. <b>Hear a reading voice</b> – as you read, think about whose voices you are hearing and how it changes. Think about how the central characters sound and the sound effects of all the action. What can you hear while you read?</li> <li>C. <b>Establish a relationship with the narrator</b> – think about the narrator – the person telling you the information in the text. Identify who the narrator is. Do you like her/him? What would you say to him/her if she/he were in the room?</li> <li>D. <b>Establish a relationship with the writer</b> – can you hear the writer's voice? Is the author hiding behind a narrator or character or speaking directly to the reader? What do you think the writer is trying to say to you?</li> <li>E. <b>Predict what will happen</b> – use what you know about a text to suggest what you think will happen next. Can you explain why? What evidence have you got?</li> <li>F. <b>Relate ideas in text to own experience</b> – does this remind you of anything you have done in your life or anything you have seen or heard about? How does this make you feel about the events in the text?</li> </ol> </li> <li>▪ Reading Strategies Card Sort activity.</li> </ul>
ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF2</b> understand, describe, select and retrieve information, events or ideas from texts and use quotation and reference to</p>	<ul style="list-style-type: none"> <li>▪ Quotation quests – find quotations to support a view, opinion, statement.</li> <li>▪ PEE paragraphs.</li> <li>▪ Comprehension questions.</li> </ul>

text;	<ul style="list-style-type: none"> <li>▪ Scan the text for the correct information. Present these as a series of bullet points using your own words.</li> <li>▪ Close read the text for specific answers.</li> <li>▪ Write down 3 bullet points that summarise what the text is about.</li> <li>▪ Skim a text for no more than 20 seconds. Which bits of the text caught your attention? Make a list. Now close read.</li> <li>▪ In pairs, close read a text. From each paragraph/section, identify one sentence that makes the main point.</li> <li>▪ Highlight the facts and opinions in a text in different colours. What does this tell you about the text?</li> <li>▪ Reduce the text to five sentences, then five words and then one word.</li> <li>▪ Sequence a list of points from the most important to the least.</li> <li>▪ Restructure key information into a different format e.g. spider diagram, bullet points, time line, flow diagram.</li> <li>▪ Reread the 2/3 texts. Make a list of the similarities and differences between the texts.</li> <li>▪ Close read the extract. Ask yourself which you think are the most important pieces of advice and record these in a table.</li> <li>▪ Read a description of a place. Visualise the information by drawing a rough map of the place, annotating it with the details given. Read backwards and forwards in the text to check you are linking up the places correctly.</li> </ul>
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ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF3</b> deduce, infer or interpret information, events or ideas from texts;</p> 	<ul style="list-style-type: none"> <li>▪ Infer – look for what is implied (suggested) rather than what is explicit (stated/obvious). Read between the lines to find the meaning. Look at the words and how they are organised in order to see the writers’ different meanings.</li> <li>▪ Deduce - be a detective. Use evidence in the text to work out what is meant. You might have to fill in gaps and make links between ideas.</li> <li>▪ Create a table; in one column include <b>Information from the text</b> and the other <b>What it tells us about the writer</b>.</li> <li>▪ Close read a text and try and empathise with a central character. (Empathy – imagine you are in the same situation as the characters or people. What would you do? How would you feel?)</li> <li>▪ What impression do you get of the writer from the text? Support your answers with close reference to the text.</li> <li>▪ Close read the text. Who does the writer sympathise with? How do we know this? Read the text forwards and backwards finding examples from the text. Remember you will need to infer.</li> <li>▪ Skim read advertisement(s) to get a general idea of what they are about. Speculate about: <ul style="list-style-type: none"> <li>○ the type of magazine/publication they come from</li> <li>○ who would read this magazine/publication</li> </ul> </li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF4</b> identify and comment on the structure and organization of texts, including grammatical and presentational features at text level;</p>	<ul style="list-style-type: none"> <li>▪ Read the text closely. Divide it into sections and give each section/paragraph a subtitle or key word.</li> <li>▪ Scan the text and pick out 6 features that make it clear that it is a non-fiction text (layout, heading, language, other features).</li> <li>▪ Skim the text and identify any features of the layout which the writer uses to emphasise certain points (e.g. bold type, bullet points, etc.)</li> <li>▪ Pick out imperative verbs in a text.</li> <li>▪ How is the information organized in the text? Think about the writer’s purpose and audience and in your answer comment on the following: <ul style="list-style-type: none"> <li>○ layout and design</li> </ul> </li> </ul>




	<ul style="list-style-type: none"> <li>○ use of images</li> <li>○ the different types of information presented</li> </ul> <ul style="list-style-type: none"> <li>▪ Scan the text and trace the moments of tension. Draw an ‘emotion’ of ‘tension’ graph for the events of the text. On the vertical axis add quotations that show the events and on the horizontal axis add quotations that show the tension in the central character(s).</li> <li>▪ Draw a graph to show the narrative structure of a text and the changing levels of humour, tension and drama.</li> <li>▪ Produce a narrative map/flow diagram of events/ideas in a text.</li> <li>▪ Log the structure onto a grid e.g. point/evidence grid, cause/effect grid, argument/counter-argument.</li> <li>▪ Look at an example of an advice leaflet. Focus on how the information has been presented to the reader e.g. boxes, fonts, colours, etc. How useful would this leaflet be? In what ways could it be more helpful?</li> <li>▪ Close read the text. How is the whole text structured? How are links made between paragraphs? How are links made within paragraphs?</li> </ul>
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ASSESSMENT FOCUS	TEACHING TIPS
<b>AF5</b> explain and comment on writers’ uses of language, including grammatical and literary features at word and sentence level;	<ul style="list-style-type: none"> <li>▪ Read the text and try to <b>hear a reading voice</b> and think about the following features: <ul style="list-style-type: none"> <li>○ the use of pronouns</li> <li>○ the type of punctuation used</li> <li>○ the ‘voice’ of the writer</li> <li>○ the type of advice given.</li> </ul> </li> <li>▪ For each feature, pick out an example from the text and then explain what effect it has on the reader.</li> <li>▪ Find examples of each of the following techniques and explain its effect: <ul style="list-style-type: none"> <li>○ onomatopoeia</li> <li>○ simile</li> <li>○ personification</li> <li>○ metaphor</li> </ul> </li> <li>▪ Scan the text and pick out words or phrases which suggest who is the writer and the audience e.g. a science reporter.</li> <li>▪ Pick out the techniques the writer uses to persuade you e.g. the opening statement, use of pronouns - ‘we’ and ‘us’, use of rhetorical questions or exclamation marks, use of repetition, use of verbs, use of metaphorical language, etc.</li> <li>▪ Scan the text and find three examples of emotive language and comment on why the writer has used them.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Close read the text. The narrative voice is humorous. Pick out examples of the following types of humour: <ul style="list-style-type: none"> <li>○ irony</li> <li>○ self deprecation</li> <li>○ exaggeration</li> <li>○ rhetorical devices</li> </ul> </li> <li>▪ How does the writer achieve an informal tone? Consider the use of the following: <ul style="list-style-type: none"> <li>○ colloquialisms</li> <li>○ asides</li> <li>○ use of parenthesis</li> <li>○ punctuation</li> </ul> </li> <li>▪ Highlight the key language features in the text e.g. adjectives in a persuasive leaflet, emotive language in a charity appeal, imperatives in a recipe.</li> </ul>
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ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF6</b> identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;</p> 	<ul style="list-style-type: none"> <li>▪ What feelings does the writer want you to have about the characters and events in a text?</li> <li>▪ Reread the text. Note down your feelings during the reading and try and explain why you felt that way.</li> <li>▪ Close read the text. What evidence does the writer use to support his argument/view? How convincing do you find his arguments/views? Make judgements and support your answer with a clear explanation and references to the text.</li> <li>▪ The text is written in the first/third person. What is the effect of this on the reader? Support your answer with examples from the text.</li> <li>▪ Write a PEE paragraph to explain the writer's viewpoint in a text you have read.</li> <li>▪ Ask questions of a text. What effect do the ideas/arguments/views have on the reader? Why do you think the writer has used them?</li> <li>▪ Write a list of questions that can be asked of the writer in order to find out about the writer's feelings, views and attitudes. Speculate what his/her responses will be.</li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
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**AF7** relate texts to their social, cultural and historical contexts and literary tradition.



- Close read the text. With a partner, create a list of things from the text that are different from nowadays. Has anything not changed? Why?
- Skim read the text and find examples of words from earlier times/other countries. Read backwards and forwards to help you understand what they mean.
- What comment on the society in which they lived is the writer making in this text? Support your view with evidence from the text.
- Pick out the words and phrases that tell you that the text is written about a different country or culture. What do these words mean? Try to work out the meaning by looking at the rest of the text or use a dictionary to help you.
- When you have read a text written in the past look closely at the sentence structure. How are they different to modern writing? Support your answer with evidence from the text.
- Read a text written in the past e.g. Dickens or Shakespeare. Rewrite a section of the text using modern vocabulary and style.
- When you have read the text produce a chart to record how the language has changed or is different. Head one column **Word from text** and the other **Modern Meaning/Translation**.
- Investigate how different cultures/countries may use different spellings or grammar by reading examples of texts and highlighting the differences.

## Speaking and Listening: KS3 grade descriptors

Spoken English - Formal Talks	
Level	Descriptor
3	Your speak with increasing confidence but show little audience awareness, or have little eye contact. The talk only partly meets the

	assignment demands. You are increasingly aware of Standard English but are halting on occasions.
4	You are often clear, fluent, and well-paced. You often make eye contact, and the subject often interests. There is reasonable preparation, assignment demands are often met and there is almost no non Standard English.
5	You are mostly clear, fluent, and well-paced. There is adequate eye contact. The subject mostly interests. There is almost adequate preparation, and you mostly meet the assignment demands with little or no non Standard English.
6	You introduce your subject, are clear, fluent, making sufficient eye contact. You explain or describe in detail, use Standard English throughout, and bring the talk to a conclusion within the time limit. You have researched the subject, meeting the assignment demands.
7	You use a fitting opening, correctly employ humour, or re-create a scene or event. You use a varied tone, expressive vocabulary, are confident, and purposeful in your delivery. You have clearly made good use of research, using facts, to argue, or persuade, with an original presentation. The talk is comprehensive, with an effective close.



## Student-Friendly APP Writing Assessment Focuses – Levels 5 - 8




	AF1: To write imaginative, interesting, thoughtful texts	AF2: To produce texts which are appropriate to task, reader and purpose	AF3: To organise and present whole texts effectively...	AF4: To construct paragraphs and cohesion within and between paragraphs	AF5: To vary sentences for clarity, purpose and effect	AF6: To write with technical accuracy of syntax and punctuation...	AF7: To select appropriate and effective vocabulary	AF8: To use correct spelling
To gain a level 8, across a range of writing:	<ul style="list-style-type: none"> <li>My writing has a creative selection and adaptation of devices to meet varied writing challenges with distinctive personal voice and style which is matched to intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>I can select from a wide range of writing forms and devices to meet varied writing challenges with my own distinctive personal voice and style which is matched to intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is 'imaginative, has a well controlled and organised structure and my management of paragraphing provide textual coherence and cohesion to position the reader in relation to the writer's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I write with imaginative, well controlled structuring of subject matter and paragraphing.</li> <li>My writing provides textual coherence and cohesion to position the reader in relation to the writer's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>My writing uses sentence structure that is imaginative, varied and achieves my purpose and the intended effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>My sentence structures are imaginative, precise and accurate, planned to purpose and intended effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I write with wide ranging vocabulary used imaginatively and with precision.</li> </ul>	<ul style="list-style-type: none"> <li>I check I have used correct spelling throughout my writing.</li> </ul>
To gain a level 7, across a range of writing:	<ul style="list-style-type: none"> <li>My writing is imaginative and is generally a successful adaptation of a variety of writing forms to suit a variety of purposes and audiences.</li> <li>I establish a well judged, distinctive personal voice and point of view which can sustain throughout.</li> <li>I write with a generally consistent and confident level of formality and use a varied range of stylistic devices to achieve my intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>I can make imaginative and generally successful adaptations of a wide range of writing forms to suit a variety of purposes and audiences.</li> <li>I write with a well judged, distinctive personal voice and point of view which is established and sustained throughout my writing.</li> <li>I use my own distinctive level of formality and choose to use other stylistic devices within my writing for effect.</li> </ul>	<ul style="list-style-type: none"> <li>My writing uses information, ideas and events which are suitably managed and organised to achieve my intended purpose and effect, e.g. development of character, plot, event, or mood of an argument, are positioned to achieve my intended purpose and effect.</li> <li>I also use a variety of devices to position the reader.</li> </ul>	<ul style="list-style-type: none"> <li>My paragraph construction really helps with the meaning and purpose of my writing. I use a variety of length and complexity varied to match narrative pace or development of argument.</li> <li>Shape and craft individual paragraphs to achieve a rhetorical effect, e.g. fast, lengthy single sentence monologue.</li> </ul>	<ul style="list-style-type: none"> <li>I use different sentence types to show the purpose of my writing and to achieve my intended effect. I rarely make mistakes.</li> <li>I can embed extra clauses to make my writing succinct when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>I write with a variety of sentence types which I can use judiciously across the range of my writing to achieve my intended purpose and overall effect, with rare loss of control.</li> <li>I use a range of features to shape paragraph sentences that contribute to the overall development of the text.</li> </ul>	<ul style="list-style-type: none"> <li>My vocabulary is consistently, often imaginatively, well matched to my purpose and audience.</li> <li>I use a range of vocabulary which is generally varied and ambitious and often judiciously chosen.</li> </ul>	<ul style="list-style-type: none"> <li>I check I have used correct spelling throughout my writing.</li> </ul>
To gain a level 6, across a range of writing:	<ul style="list-style-type: none"> <li>I try to write with imaginative treatment of appropriate materials, show familiarity with a variety of writing forms, and can adapt them when I need to suit my purpose and audience.</li> <li>My writing has a distinctive personal voice or point of view which is established and mostly sustained throughout.</li> <li>I write with a level of formality and use a range of stylistic devices to achieve an effect.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is imaginative and I am familiar with adaptations of writing forms which I try to use.</li> <li>I can establish a point of view and try to sustain it throughout my writing.</li> <li>I try to change my formality and use stylistic devices to suit my audience and purpose, for example I can use conversational style.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is clearly controlled and sequenced, with a logical flow and reader's likely reaction, e.g. use of flashback in narrative, or a range of rhetorical devices.</li> <li>I use a range of features to clearly signal the overall direction of the text for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>My construction of paragraphs clearly supports the meaning and purpose of my writing, e.g. paragraph topic signalled and then developed, withholding or revealing information, thematic links between paragraphs.</li> <li>Within my paragraphs, I can use a variety of devices to contribute to the emphasis and effect of my writing, e.g. adverbials as sentence starters.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple and complex sentences in my writing to achieve my purpose and effect on the reader.</li> <li>I can start my sentences with 'my' and 'I' words to emphasise my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>My sentences use the full range of punctuation and are generally accurate.</li> <li>There is variety in my sentence structure with only occasional errors in punctuation, e.g. semi-colons, some use of semi-colons, not always accurate.</li> </ul>	<ul style="list-style-type: none"> <li>I choose vocabulary which is generally appropriate to my purpose and audience.</li> <li>I use a range of vocabulary which is generally varied and often ambitious, even though my choices may not always be apt.</li> </ul>	<ul style="list-style-type: none"> <li>I use generally correct spelling throughout my writing.</li> <li>I use a range of uncommon words or words with complex sound/symbol relationships.</li> </ul>
To gain a level 5, across a range of writing:	<ul style="list-style-type: none"> <li>I can write using relevant ideas and I develop my materials with some imagination.</li> <li>I can use a range of writing forms and features of specific types of writing and this appropriate style keeps my reader interested.</li> </ul>	<ul style="list-style-type: none"> <li>I can write so that the main purpose of my writing is clear and consistently maintained.</li> <li>I can use the correct form and features of specific types of writing and this appropriate style keeps my reader interested.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is structured clearly and I can organise my sentences into appropriate paragraphs.</li> <li>I can use a range of devices to develop my writing, e.g. changes refer back to openings, e.g. clear links between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>My paragraphs clearly structure my main ideas across the text to support the meaning and purpose of my writing, e.g. chronological or topical links between paragraphs.</li> <li>Within my paragraphs, I can use a range of devices to contribute to the emphasis and effect of my writing, e.g. adverbials as sentence starters.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple and complex sentences in my writing to make my ideas clear.</li> <li>I regularly use connectives in my work to show the relationship between my ideas, e.g. although, on the other hand, etc.</li> <li>I can also add in extra detail and change the word order of my sentences for effect.</li> </ul>	<ul style="list-style-type: none"> <li>I use a full range of punctuation accurately to demarcate sentences, including speech marks.</li> <li>The word order and punctuation within my sentences are generally accurate, although I sometimes make errors where ambitious structures are attempted.</li> </ul>	<ul style="list-style-type: none"> <li>I choose my vocabulary to have an effect on my reader.</li> <li>I use a range of vocabulary which is generally varied and ambitious, even though I don't always choose the best word.</li> </ul>	<ul style="list-style-type: none"> <li>I use correct spelling of most common words which have a function within a sentence.</li> <li>I use a range of uncommon words and prefixes.</li> <li>Sometimes make mistakes with words that are not spelt how they sound.</li> </ul>








## TOP TIPS FOR TEACHING WRITING AFs –


*THESE ARE EXAMPLES OF ACTIVITIES PUPILS WILL DO IN CLASS – FEEL FREE TO REPLICATE THEM AT HOME TO HELP PROGRESS!*


ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF1</b> To write imaginative, interesting and thoughtful texts;</p> 	<ul style="list-style-type: none"> <li>▪ Use visual stimuli to give inspiration e.g. images of people, places, objects, etc. (See 90 Things to Do with an Image on <a href="http://www.thegird.org.uk/learning/english/ks3">www.thegird.org.uk/learning/english/ks3</a>)</li> <li>▪ Use Storywheel for planning unusual narratives.</li> <li>▪ Start with speaking and listening activities as a way in e.g. role play, hot seating, debate, discussion, etc.</li> <li>▪ Experiment with authorial perspective, etc.</li> <li>▪ Provide a range of planning templates for students to use/experiment with.</li> </ul>


ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF2</b> To produce texts which are appropriate to task, reader and purpose;</p> 	<ul style="list-style-type: none"> <li>▪ Use Sequence for Teaching Writing:             <ol style="list-style-type: none"> <li>1. Establish clear aims – <i>what is the FAP? (Form, Audience, Purpose)</i></li> <li>2. Provide examples of that text type</li> <li>3. Explore features of the example – <i>shared reading looking for word, sentence and text-level features</i></li> <li>4. Define the conventions – <i>list the 'ingredients' for this kind of writing</i></li> <li>5. Demonstrate how it is written – <i>teacher models thought processes</i></li> <li>6. Compose together – <i>class contributes</i></li> <li>7. Scaffold the first attempts – e.g. <i>writing frames, key words, sentence starters</i></li> <li>8. Independent writing</li> <li>9. Draw out key learning</li> </ol> </li> <li>▪ Annotate the task to make sure they know who they are writing for, why they are writing and what type of writing they will be doing.</li> <li>▪ Provide real tasks for real audiences - research has shown that all writers perform better when they draw on real experiences and have a clear sense of who they are writing for. Use FAP as a checklist for form, audience, purpose.</li> <li>▪ Matching activities – students match up examples of texts with task and conventions.</li> </ul>


ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF3</b> Organise and present whole texts effectively, sequencing and structuring information, ideas and events;</p> 	<ul style="list-style-type: none"> <li>Model planning, introducing a variety of planning formats and providing note-making frames.</li> <li>Preparing pupils for the structure of that genre of writing e.g. recipe = chronological.</li> <li>Providing writing frames and sentence starters for those students who need them.</li> <li>Organising sequencing activities:             <ol style="list-style-type: none"> <li>students' ideas on post-its or cards</li> <li>key words or phrases which can be expanded</li> <li>topic sentences/ sub-headings</li> <li>strips containing words, phrases or whole sentences are ordered by pupils. (These can either be expanded into a full answer or stuck down as an alternative to handwriting.)</li> </ol> </li> <li>Use flowcharts, mind maps, tables, etc. to support planning and writing.</li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF4</b> Construct paragraphs and use cohesion within and between paragraphs;</p> 	<ol style="list-style-type: none"> <li><b>Paragraph Cues and Organisation:</b> <ul style="list-style-type: none"> <li>Share a paragraphed text with students and ask them to identify why each paragraph starts where it does.                 <ul style="list-style-type: none"> <li>Share a paragraphed text with students and ask them to give each paragraph a sub-heading that summarises what the paragraph is about.</li> </ul> </li> </ul> </li> <li><b>Paragraph Structures</b> <ul style="list-style-type: none"> <li>Give the students a topic sentence and some bullet points of information. Ask students to construct a series of sentences around the bullet points to build up a paragraph.</li> <li>Card sort - give the students a paragraph where the sentences have been cut up into strips and ask them to organise the sentences back into a paragraph. They must explain how the paragraph is structured (e.g. by chronology), and what the clues were that helped them complete the task, (e.g. sequencing connectives).</li> </ul> </li> <li><b>Paragraph Links and Signposts</b> <ul style="list-style-type: none"> <li>Share a text with the students and ask them to identify how the paragraphs have been linked together. Highlight devices used.</li> <li>Card sort – students sort cards of connectives under headings that describe their function e.g. ‘Consequently’ under ‘Cause and Effect’, ‘However’ under ‘To Contrast’.</li> </ul> </li> </ol>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF5</b> Vary sentences for clarity, purpose and effect;</p> 	<ul style="list-style-type: none"> <li>▪ Encourage students to vary their sentences:             <ol style="list-style-type: none"> <li><b>1. Vary the openings of sentences:</b> <ul style="list-style-type: none"> <li>Start with a verb ending in ing...</li> <li>Start with a verb ending in ed...</li> <li>Start with an adverb ending ly...</li> <li>Start with a preposition e.g. over, at, on,</li> <li>Start with an adjective e.g. Cold and weary they sank ...</li> </ul> </li> <li><b>2. Use complex sentences</b> <ul style="list-style-type: none"> <li>Don't just link ideas with and... and... and...</li> </ul> </li> <li><b>3. Use connectives to:</b> <ul style="list-style-type: none"> <li>- combine sentences</li> <li>- start sentences (with a comma)</li> <li>- link sentences and paragraphs</li> <li>- express thinking more clearly</li> </ul> </li> <li><b>4. Vary sentence length and construction:</b> <ul style="list-style-type: none"> <li>John sprinted to work. He was very late.</li> <li>John sprinted to work, <u>because he was very late</u>.</li> <li><u>Because he was very late</u>, John sprinted to work.</li> <li>John, <u>who was very late</u>, sprinted to work.</li> </ul> </li> </ol> </li> <li>▪ Use sequencing connectives to recap the plot of a story.</li> <li>▪ Take an example of a complex sentence from your work – is it possible to shift the clauses around for a different effect/meaning?</li> <li>▪ Annotate/model examples of how sentences may vary for purpose and effect e.g. short sentences to create tension.</li> <li>▪ Categorising terms – sort connectives into related groups and give sentence examples.</li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF6</b> Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences;</p> 	<ul style="list-style-type: none"> <li>▪ Highlight extracts of text to show main and subordinate clauses in different colours and explain the effect.</li> <li>▪ Use the Word Wall Challenge – an interactive exercise where students, in groups, create simple, compound and complex sentences. (Available at <a href="http://www.thegrid.org/learning/english/ks3">www.thegrid.org/learning/english/ks3</a>.)</li> <li>▪ Zip Zap Zoom – a fun starter that teaches punctuation. (<a href="http://www.thegrid.org/learning/english/ks3">www.thegrid.org/learning/english/ks3</a>.)</li> <li>▪ Punctuation Bingo – teacher reads aloud sentences and pupils cross out the appropriate punctuation mark on a bingo card.</li> <li>▪ Punctuation Fan – an interactive resource to help students use the correct/vary their use of punctuation. (<a href="http://www.thegrid.org/learning/english/ks3">www.thegrid.org/learning/english/ks3</a>.)</li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF7</b> Select appropriate and effective vocabulary;</p> 	<ul style="list-style-type: none"> <li>▪ Synonyms – to improve vocabulary, get students to come up with lists of alternative words with the same meaning e.g. went = walked, ran, strolled, rushed, raced; said = shouted, cried, begged, etc.</li> <li>▪ Word Detectives: Thesaurus and dictionary activities.</li> <li>▪ Call My Bluff – give definitions for unusual words and they guess. This helps students to explore language and vocabulary.</li> <li>▪ Washing Line Words – create a list of words that show degrees of meaning i.e. from scorching to tepid. These can be written on paper or mini whiteboards and the class can put them in order through discussion.</li> <li>▪ Get students to come up with powerful adjectives to describe something e.g. a noise, etc.</li> </ul>

ASSESSMENT FOCUS	TEACHING TIPS
<p><b>AF8</b> Use correct spelling.</p> 	<ul style="list-style-type: none"> <li>▪ Break it into sounds (<i>u-n-i-o-n</i>)</li> <li>▪ Break it into syllables (<i>con-tin-ent</i>)</li> <li>▪ Break it into affixes (<i>dis + satisfy</i>)</li> <li>▪ Use a mnemonic (<i>Never Eat Chips Eat Salad Sandwiches And Remain Young!</i>)</li> <li>▪ Refer to a word in the same family (<i>chemical, chemist, chemistry</i>)</li> <li>▪ Over-articulate it (<i>Wed-nes-day</i>)</li> <li>▪ Words within words (<i>GUM in argument</i>)</li> <li>▪ Use analogy (<i>through, rough, enough</i>)</li> <li>▪ Use a key word (<i>I'm – to remember a apostrophe can replace a missing letter</i>)</li> <li>▪ Apply spelling rules (<i>hopping = short vowel sound, hoping = long vowel</i>)</li> <li>▪ Learn by sight (<i>look-say-cover-write check</i>)</li> <li>▪ Visual memory (<i>recall images, colour, font</i>)</li> </ul>

## Spelling

Always check work with a dictionary and learn difficult spellings. You will be regularly tested on your spelling ability during lessons. Keep a list of your corrected spellings in your planner or homework diary.

### **Tackling spellings:**

Break it down bit by bit:

Break the word into syllables and spell them one at a time e.g. man  
u fac ture

### **Remembering spellings:**

Say it as it's spelt e.g.: know, knowledge, knife, gnome, lamb,  
Wednesday, length, crumb, dumb, numb, thumb, tomb, womb,  
comb, limb

### **Learning spellings:**

Be sure to make a note of difficult spellings, setting yourself regular targets to learn.

**Mnemonics** help you remember.

There is a double helping of S in *dessert*, of which you would like a double helping.

*Accommodation*: remember there are two cots and two mattresses.

Necessary: one **collar**, two **sleeves** OR Never Eat Crisps Eat Salad  
Sandwiches And Remain Young

Receive: Rachel Eats Carly's Ear In Violent Event. Rhymes can help:  
I'll be your *friend* to the end.

There are also words within words to help you remember spellings:

There's: **a rat** in separate **sin** in business

There's a **pie** in a **piece** of pie already.

### **[Some helpful spelling rules:**

1. **i before e, except after c, e.g. *believe* and *deceive***  
(except: *seize, seizure, weir, weird, protein, counterfeit, surfeit, forfeit*)
2. **Some words are the same in the singular and in the plural: e.g. *one sheep - two sheep*, - also: *deer, salmon, aircraft***
3. **Well and full drop an l when added to a word e.g.: *welfare, fulfil***
4. **All joined to the beginning of a word becomes al e.g.: *altogether***
5. **Take off the e when adding ing and ed to long vowel words e.g. *hope - hoping***

### **Same sound, different meaning (homophones):**

1. a) Their: means belonging to example: *their bike*  
2. They're: is short for *they are*  
3. There: the **here** in there reminds you this often refers to a place.
2. b) **Whether**: like **why**, asks a question  
Weather: the climate of the **earth**
3. c) Quite: a small amount (an adverb): e.g. It was quite bright.



Quiet: refers to sound (a noun or adjective): (qui-et) e.g. It was a quiet night.

4. d) Here: is a place, like there

Hear: is what you do with your **ears** (There, where, **here** all refer to places)

### **How to remember the words that have been corrected in your work**

1. Copy the corrected word exactly.
2. Set a target of learning three spellings each week.
3. Test yourself regularly on these or get some one to test you.

### **Learning to spell a word**

1. Look carefully at the word. Try to remember it. Moving your eyes up (or closing your eyes) while you make a mental picture of the word can help.
2. Cover the word.
3. Write the word without copying.
4. Check you have written the word correctly.

**Remember:** LOOK - COVER - WRITE - CHECK

Good website made by teenagers for teenagers:

[www.cool-reads.co.uk](http://www.cool-reads.co.uk)

