



English Year 9	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
<p><b>Autumn –:</b></p> <p>Genre study: Crime Fiction</p> <p>Voices and Views: interpreting, writing and presenting arguments</p> <p><b>Spring</b></p> <p>Unseen Poetry</p> <p><b>Summer:</b></p> <p>Shakespeare’s <i>Much Ado About Nothing</i></p> <p><b>Run across the year:</b> Independent Reading Project</p>	<p>Students working <b>towards</b> expected outcomes in Year 9 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarise main ideas in texts with mainly appropriate supporting references</li> <li>Infer meanings including character’s thoughts and feelings</li> <li>Explain clearly how literary devices might make readers respond e.g. <i>tension is created in The Speckled Band</i></li> <li>Make appropriate connections between texts and their contexts</li> <li>Read a range of texts in their own time including non-fiction: at least one whole book per half term.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Communicate clearly, adapting writing styles for a variety of purposes and audiences.</li> </ul>	<p>Students working <b>at</b> expected in Year 9 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Form independent critical interpretations based on precisely chosen textual evidence from across a text</li> <li>Begin to analyse the effects of writers’ choices e.g. <i>how and why an image is emotive</i></li> <li>Use a range of subject terminology accurately and consistently</li> <li>Explore connections between ideas and characterisation in texts and the influences on them based on knowledge of contexts e.g. <i>elements of crime genre in Agatha Christie’s writing</i></li> <li>Read a wide range of texts in their own time, including non-fiction: at least one book a month.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Communicate clearly for a range of text types, adjusting style and developing ideas imaginatively.</li> </ul>	<p>Students working <b>beyond</b> expected in Year 9 can:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Convincingly and confidently support an independently formed critical interpretation of a text based on understanding synthesised from across challenging texts</li> <li>Analyse convincingly and precisely the effect of a wide range of authorial methods in different text types</li> <li>Use knowledge gained from across the English curriculum and beyond to make connections between texts and contexts</li> <li>Read a wide range of challenging texts in their own time, including non-fiction: at least one book a fortnight.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write in a compelling and convincing way with a distinctive,</li> </ul>



	<ul style="list-style-type: none"><li>• Plan and organise ideas clearly, using appropriate discourse markers</li><li>• Use paragraphs to show where ideas shift and to give clarity to writing</li><li>• Choose vocabulary for effect, some sophisticated choices emerging</li><li>• Use appropriate linguistic devices but not always successfully</li><li>• Use a variety of sentences accurately</li><li>• Spell most words accurately</li><li>• Use varied punctuation mainly accurately</li><li>• Proofread their own work and correct most errors</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Speak with clarity and confidence in a range of contexts, including independent presentations</li><li>• Express and explain relevant ideas in some detail</li><li>• Organise talk clearly</li></ul>	<ul style="list-style-type: none"><li>• Structure and develop material effectively with clear links across and between paragraphs</li><li>• Consciously choose varied and ambitious vocabulary for effect</li><li>• Use a variety of language devices imaginatively and effectively e.g <i>rhetorical devices in a persuasive speech</i></li><li>• Craft a full variety of sentence forms with a consciousness of effect</li><li>• Highly accurate spelling including of more complex choices</li><li>• Use a full range of punctuation mainly accurately</li><li>• Proofread their own work and correct most errors</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Speak clearly and confidently in a range of contexts, including independent presentations</li><li>• Explain complex ideas and elaborate in some detail</li><li>• Organise talk effectively to engage audiences and guide listeners through ideas</li></ul>	<p>personal voice across a range of forms and for different purposes</p> <ul style="list-style-type: none"><li>• Use formal standard English consistently</li><li>• Organise ideas imaginatively and creatively with a reader in mind, signposting the direction of ideas</li><li>• Choose sophisticated and appropriate vocabulary imaginatively and successfully for effect</li><li>• Craft a wide range of linguistic devices successfully for effect e.g. <i>developing an extended metaphor or motif across a text</i></li><li>• Use a full range of sentences accurately with a consciousness of impact on readers</li><li>• Highly accurate spelling including of irregular choices</li><li>• Use a full range of punctuation accurately and for effect</li><li>• Proofread and edit their own work successfully</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>• Confidently lead and direct talk in a range of contexts</li></ul>
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