



English	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 English Literature</p> <p>Autumn Term</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 10 can:</p> <ul style="list-style-type: none"> • explain their response to a task and the whole text • use textual references to support a range of relevant comments • explain some of the writer’s methods with some relevant use of subject terminology • identify some of the effects of the writer’s methods to create meanings • show some understanding of implicit ideas, perspectives or contextual factors shown by links between the context/text/task <p>When studying An Inspector Calls, they are beginning to comment on:</p> <ul style="list-style-type: none"> – The contexts which influence Priestley and his audiences. – Differences between capitalism and socialism. – The theme of social responsibility – The significance of status. – Conflict. – The audience’s sympathy and judgement of characters – Characters who are defensive or accept responsibility – Comparing characters 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 10 can:</p> <ul style="list-style-type: none"> • express a clear, explained response to task and whole text • use textual references effectively to support their argument • offer a clear explanation of the writer’s methods with appropriate use of relevant subject terminology • show clear understanding of effects of the writer’s methods to create meanings • show clear understanding of ideas, perspectives and contextual factors shown by specific links between context/text/task <p>When studying An Inspector Calls, they demonstrate confident understanding of:</p> <ul style="list-style-type: none"> – The contexts which influence Priestley and his audiences. – Differences between capitalism and socialism and the messages Priestley wished to present – The theme of social responsibility – The significance of power and status – Priestley’s presentation of characters and their development as the play progresses. – Conflict. – The audience’s sympathy and judgement of characters, and how this changes 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 10 can:</p> <ul style="list-style-type: none"> • articulate a thoughtful, developed response to task and whole text • select apt references which are integrated into interpretation(s) • craft a precise examination of writer’s methods with subject terminology used effectively to support the careful consideration of methods • articulate a perceptive examination of the effects of the writer’s methods to create meanings • demonstrate thoughtful consideration of ideas, perspectives and contextual factors shown by examination of detailed links between context/text/task <p>When studying An Inspector Calls, they articulate their argument with precision and insight:</p> <ul style="list-style-type: none"> – The contexts which influence Priestley and his audiences. – Differences between capitalism and socialism and the messages Priestley wished to present – The theme of social responsibility – The significance of power, influence and status – Priestley’s presentation of characters and their development as the play progresses – Conflict – internal and external. – The audience’s sympathy and judgement of characters – Staging and the way this is used to show status or influence.



<p>Spring term</p>	<p>When studying The Strange Case of Dr Jekyll and Mr Hyde they are beginning to comment on:</p> <ul style="list-style-type: none"> - The theme of duality - Retrospective knowledge of characters' motives and actions - The contexts which influence Stevenson and his readers - Science VS religion - The theme of secrecy - The use of violence and horror to engage the reader - The use of structure to build tension - The significance of settings 	<ul style="list-style-type: none"> - Characters who are defensive or accept responsibility - The ways that the ending of scenes is used to demonstrate discord and realisation. - The purpose of the play <p>When studying The Strange Case of Dr Jekyll and Mr Hyde they demonstrate confident understanding of:</p> <ul style="list-style-type: none"> - The theme of duality - Retrospective knowledge of characters' motives, actions and their consequences - The effects of different narrative perspectives - The contexts which influence Stevenson and his readers - Science VS religion - The theme of secrecy - The use of violence and horror to engage the reader - The use of structure to build tension - The significance of settings 	<ul style="list-style-type: none"> - Characters who are defensive or accept responsibility. - The class system - The ways that the ending of scenes is used to demonstrate discord and realisation - Comparing characters. - The purpose of the play <p>When studying The Strange Case of Dr Jekyll and Mr Hyde they articulate their argument with precision and insight:</p> <ul style="list-style-type: none"> - The theme of duality - Retrospective knowledge of characters' motives, actions and their consequences - Epistolary narratives and the effects of different narrative perspectives - The contexts which influence Stevenson and his readers. - Science VS religion - The theme of secrecy - The use of violence and horror to engage the reader - The use of structure to build tension - The significance of settings
<p>Summer Term</p>	<p>When studying the poetry cluster "Worlds and Lives" they are beginning to comment on:</p> <ul style="list-style-type: none"> - The themes of identity and belonging - Specific poetic techniques used to convey ideas 	<p>When studying the poetry cluster "Worlds and Lives" they demonstrate confident understanding of:</p> <ul style="list-style-type: none"> - The themes of identity and belonging - The effects of specific poetic techniques used to convey ideas - The effects of specific poetry forms 	<p>When studying the poetry cluster "Worlds and Lives" they articulate their argument with precision and insight:</p> <ul style="list-style-type: none"> - The themes of identity and belonging.



	<ul style="list-style-type: none">- The use of specific poetry forms- The contexts that influence different poets- The importance of language, dialect and accent	<ul style="list-style-type: none">- The contexts that influence different poets- The importance of language, dialect and accent- Make links to connect different poems	<ul style="list-style-type: none">- The effects of specific poetic techniques used to convey ideas.- The effects of specific poetry forms- The contexts that influence different poets- The importance of language, dialect and accent- Make precise and interesting links to connect different poems- The ways poets use the same techniques for different purposes- The ways structural choices affect and reflect meanings
--	---	--	---

