



English Language	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 11.  Autumn	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 11 can:</p> <p>Paper 1 <b>Reading</b> Show some understanding of language:</p> <ul style="list-style-type: none"> <li>• Attempt to comment on the effect of language</li> <li>• Select some appropriate textual detail</li> <li>• Make some use of subject terminology, mainly appropriately</li> </ul> <p>Show some understanding of structural features:</p> <ul style="list-style-type: none"> <li>• Attempt to comment on the effect of structural features</li> </ul> <p>Show some attempts at evaluation:</p> <ul style="list-style-type: none"> <li>• Show some understanding of ideas</li> <li>• Show some understanding of writer's methods</li> <li>• Make some evaluative comment(s) on the impact of the writer's methods and ideas on the reader</li> </ul> <p><b>Writing Content</b></p> <ul style="list-style-type: none"> <li>• Communicate with some sustained success and sustained relevance to focus/task</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 11 can:</p> <p>Paper 1 <b>Reading</b> Show clear understanding of language:</p> <ul style="list-style-type: none"> <li>• Explain clearly the effects of the writer's choices of language</li> <li>• Select a range of relevant textual detail</li> <li>• Make clear and accurate use of subject terminology</li> </ul> <p>Show clear understanding of structural features:</p> <ul style="list-style-type: none"> <li>• Explain clearly the effects of the writer's choices of structural features</li> </ul> <p>Show clear and relevant evaluation:</p> <ul style="list-style-type: none"> <li>• Make a clear and relevant understanding of ideas</li> <li>• Show clear understanding of writer's methods</li> <li>• Evaluate clearly the impact of the writer's ideas and methods on the reader</li> </ul> <p><b>Writing Content</b></p> <ul style="list-style-type: none"> <li>• Communicate consistently clearly and with a consistently relevant to focus/task</li> <li>• Consistently match the tone, style and register to the purpose and audience</li> </ul>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 11 can:</p> <p>Paper 1 <b>Reading</b> Show perceptive and detailed understanding of language:</p> <ul style="list-style-type: none"> <li>• Analyse the effects of the writer's choices of language</li> <li>• Select a range of judicious textual detail</li> <li>• Make sophisticated and accurate use of subject terminology</li> </ul> <p>Show perceptive and detailed understanding of structural features:</p> <ul style="list-style-type: none"> <li>• Analyse the effects of the writer's choices of structural features</li> </ul> <p>Show perceptive and detailed evaluation:</p> <ul style="list-style-type: none"> <li>• Develop a convincing and critical understanding of ideas</li> <li>• Show perceptive understanding of writer's methods</li> <li>• Evaluate critically and in detail the impact of the writer's ideas and methods on the reader</li> </ul> <p><b>Writing Content</b></p> <ul style="list-style-type: none"> <li>• Communicate in a way that is convincing and directly relevant to focus and task</li> <li>• Convincingly match the tone, style and register to the purpose and audience</li> </ul>



<ul style="list-style-type: none"><li>• Offer some sustained attempt to match tone, style and register to purpose and audience</li><li>• Conscious use of vocabulary with some use of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Show some use of structural features.</li><li>• Increase the variety of linked and relevant ideas</li><li>• Show some use of paragraphs and some use of discourse markers</li></ul> <p><b>In their writing:</b></p> <ul style="list-style-type: none"><li>• Attempt to use imagery for effect</li><li>• Show some development of detail and description</li><li>• Show some range of vocabulary and/or attempts at ambitious vocabulary</li><li>• Attempt some development of setting/place</li><li>• Show some scope of ideas</li><li>• Show some use of linguistic devices</li><li>• Show some sequence of ideas/detail</li><li>• Attempt to create atmosphere/mood</li><li>• Show some awareness of style and purpose</li><li>• Attempt to develop narrative perspective</li><li>• Attempt to develop character/s</li><li>• Attempt some development of setting</li><li>• Show some sequencing/ developing of events</li><li>• Some establishing of plot</li><li>• Some control of pace</li></ul>	<ul style="list-style-type: none"><li>• Employ increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Effectively use structural features.</li><li>• Write in an engaging style, using a range of clear, connected ideas</li><li>• Use coherent paragraphs with integrated discourse markers</li></ul> <p><b>In their writing:</b></p> <ul style="list-style-type: none"><li>• Craft effective imagery.</li><li>• Include clear description that explores details</li><li>• Select precise and well-chosen vocabulary</li><li>• Include a range of details that are described.</li><li>• Develop theme/s and ideas</li><li>• Control their choice of vocabulary and linguistic devices</li><li>• Offer a clear narrative perspective</li><li>• Develop characters effectively</li><li>• Establish setting with clear details</li><li>• Shape and controls a sequence of events</li><li>• Uses temporal and spatial shifts with success</li><li>• Clearly establish a plot</li><li>• Clearly shape and sequence ideas/images</li><li>• Create clear mood/ atmosphere</li><li>• Demonstrate a clear and controlled use of style</li><li>• Control the pace and ideas within the narrative</li><li>• Create and maintains a specific mood/ atmosphere</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate an extensive vocabulary with conscious crafting of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Vary their structural features effectively</li><li>• Write in a highly engaging style with a range of developed, complex ideas</li><li>• Consistently and coherently use paragraphs with integrated discourse markers</li></ul> <p><b>In their writing:</b></p> <ul style="list-style-type: none"><li>• Craft distinctive and original imagery</li><li>• Craft compelling and evocative description</li><li>• Create a distinctive and original narrative perspective</li><li>• Create convincing character/s</li><li>• Craft detailed and convincing setting</li><li>• Craft a convincing sequence of events, using skilful temporal and spatial shifts</li><li>• Select impressive vocabulary judiciously</li><li>• Articulate conceptualized ideas well</li><li>• Incorporate subtle detail and ideas</li><li>• Compellingly use linguistic devices and impressive control of phrasing</li><li>• Craft a fluid sequence of ideas</li><li>• Demonstrate highly successful control of mood/ atmosphere</li><li>• Craft their style</li><li>• Demonstrate impressive control of phrasing</li><li>• Craft subtle and skilful shifts in mood/ atmosphere</li></ul>
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Spring	<p>Paper 2</p> <p><b>Reading</b> Show some interpretation from one/both texts:</p> <ul style="list-style-type: none"> <li>• Attempt some inference(s) from one/both texts</li> <li>• Select some appropriate references/textual detail from one/both texts</li> <li>• Make statement that show some difference(s) between texts</li> </ul> <p>Show some understanding of language:</p> <ul style="list-style-type: none"> <li>• Attempt to comment on the effect of language</li> <li>• Make some use of subject terminology, mainly appropriately</li> </ul> <p>Attempt to compare ideas and perspectives</p> <ul style="list-style-type: none"> <li>• Make some comment on how writers' methods are used</li> </ul>	<p>Paper 2</p> <p><b>Reading</b> Show clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>• Make clear inferences from both texts</li> <li>• Select clear references/textual detail relevant to the focus of the question</li> <li>• Make statements that show clear differences between texts</li> </ul> <p>Show clear understanding of language:</p> <ul style="list-style-type: none"> <li>• Explain clearly the effects of the writer's choices of language</li> <li>• Make clear and accurate use of subject terminology</li> </ul> <p>Compare ideas and perspectives in a clear and relevant way</p> <ul style="list-style-type: none"> <li>• Explain clearly how writers' methods are used</li> </ul>	<p>Paper 2</p> <p><b>Reading</b> Show perceptive synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>• Make perceptive inferences from both texts</li> <li>• Make judicious references/use of textual detail relevant to the focus of the question</li> <li>• Make statements that show perceptive differences between texts</li> </ul> <p>Show detailed and perceptive understanding of language:</p> <ul style="list-style-type: none"> <li>• Analyse the effects of the writer's choices of language</li> <li>• Make sophisticated and accurate use of subject terminology</li> </ul> <p>Compare ideas and perspectives in a perceptive way</p> <ul style="list-style-type: none"> <li>• Analyse how writers' methods are used</li> </ul>



	<ul style="list-style-type: none"><li>• Identify some different ideas and perspectives</li></ul> <p><b>Writing - Content</b></p> <ul style="list-style-type: none"><li>• Show some sustained attempt to match the register to audience</li><li>• Show some sustained attempt to match the purpose</li><li>• Consciously use vocabulary with some use of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Show some use of structural features</li><li>• Use an increasing variety of linked and relevant ideas</li><li>• Show some use of paragraphs and some use of discourse markers</li></ul> <p><b>Technical accuracy</b></p> <ul style="list-style-type: none"><li>• Sentence demarcation is mostly secure and sometimes accurate</li><li>• Show some control of a range of punctuation</li><li>• Attempts a variety of sentence forms</li><li>• Show some use of Standard English with some control of agreement</li><li>• Show some accurate spelling of more complex words</li><li>• Shows a varied use of vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Show a clear understanding of the different ideas and perspectives in both texts</li></ul> <p><b>Writing - Content</b></p> <ul style="list-style-type: none"><li>• Their register is consistently matched to the audience</li><li>• Consistently match their writing to the purpose</li><li>• Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Effectively use of structural features</li><li>• Craft writing to be engaging, using a range of clear connected ideas</li><li>• Use coherent paragraphs with integrated discourse markers</li></ul> <p><b>Technical accuracy</b></p> <ul style="list-style-type: none"><li>• Sentence demarcation is mostly secure and mostly accurate</li><li>• Use a range of punctuation mostly with success</li><li>• Use a variety of sentence forms for effect</li><li>• Mostly use Standard English appropriately with mostly controlled grammatical structures</li><li>• Generally, spell accurately, including complex and irregular words</li><li>• Demonstrates an increasingly sophisticated use of vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Show a detailed understanding of the different ideas and perspectives in both texts</li></ul> <p><b>Writing - Content</b></p> <ul style="list-style-type: none"><li>• Their register is convincingly matched to audience</li><li>• Convincingly match their writing to the purpose</li><li>• Demonstrate an extensive vocabulary with evidence of conscious crafting of linguistic devices</li></ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"><li>• Employ varied and effective structural features</li><li>• Write in a style that is highly engaging, with a range of developed complex ideas</li><li>• Craft consistently coherent paragraphs with integrated discourse markers</li></ul> <p><b>Technical accuracy</b></p> <ul style="list-style-type: none"><li>• Sentence demarcation is consistently secure and consistently accurate</li><li>• Use a wide range of punctuation with a high level of accuracy</li><li>• Use a full range of appropriate sentence forms for effect</li><li>• Use Standard English consistently and appropriately with secure control of complex grammatical structures</li><li>• Demonstrate a high level of accuracy in spelling, including ambitious vocabulary</li><li>• Consistently demonstrates an extensive and ambitious use of vocabulary</li></ul>
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