

Goldwyn Ashford – English

Subject Statement and Long Term Plan



English – Statement of Intent

“Words are, in my not so humble opinion, our most inexhaustible source of magic.” - JK Rowling

The English teaching team at Goldwyn School believes in the value and power of words. Studying English allows students to explore human experience and expression and as they make links between literature and their own lives, they in turn develop their self-awareness and understanding of the world they live in. To support this exploration, we will provide students with a lively, diverse yet ambitious curriculum by using a wide range of materials from classic texts to ICT and multimedia resources.

Reading is a fundamental part of English studies. As such, we aim to foster a love of reading whilst encouraging students to read widely. This will nurture them into keen, responsive readers as well as polite and confident communicators, equipping them with the skills needed for future success. Students will develop existing literacy skills through exploring both fiction and non-fiction texts which will encourage them to also become increasingly accurate and creative writers.

Throughout their English studies marking and assessment will be constructive; used to build confidence and enable them to make progress. At Key Stage 4, students prepare for AQA English Language GCSE and Functional Skills qualifications.

Our English teachers understand that there is so much more to learning than classroom experiences alone and extend student enjoyment through exciting extra-curricular opportunities such as theatre trips and guest speakers.

English Department: Long Term Plan

During Key Stage 3, students develop confidence in spoken language; co-operating in small groups and developing the ability to work as independently as possible. They will re-visit basic literacy skills such as correct punctuation, use of grammar and accurate spelling.

Extended writing is encouraged with an emphasis on varying vocabulary and developing creative approaches to their writing.

Students read abridged classic and contemporary texts; a range of media texts and through these, explore social and moral issues.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 (N1/N2)	<p>Non – Fiction</p> <p>The Identity Kit (Kerboodle Book 1)</p> <p>Being the first unit of English for students attending Goldwyn Folkestone, it functions as a starting point to establish prior learning by drawing on basic and familiar concepts to build confidence and settle students into what is expected of them in their English studies.</p>	<p>Non – Fiction</p> <p>Your Language (Kerboodle Book 1)</p> <p>This unit aims to build upon skills introduced in term 1 which focused on students’ personal likes and identity and aims to broaden thinking to ‘others’. This unit also continues to use non-fiction texts but aims to introduce some different and wider vocabulary. It also should introduce opportunities for students to begin exploring their confidence with Speaking and Listening</p>	<p>Fiction Novel</p> <p>Freak the Mighty / Roald Dahl – teacher choice/ Holes / Breadwinner (appropriate book to be chosen by teacher with reference to class ability and interest)</p> <p>Freak the Mighty / Roald Dahl – teacher choice/ Holes / Breadwinner (appropriate book to be chosen by teacher with reference to class ability and interest).</p> <p>This unit will be the students’ first experience of whole class fiction reading in English at</p>	<p>Fiction Novel</p> <p>Freak the Mighty / Roald Dahl – teacher choice/ Holes / Breadwinner (appropriate book to be chosen by teacher with reference to class ability and interest)</p> <p>Freak the Mighty / Roald Dahl – teacher choice/ Holes / Breadwinner (appropriate book to be chosen by teacher with reference to class ability and interest).</p> <p>This unit will be the students’ first experience of whole class fiction reading in English at</p>	<p>Fiction - Poetry</p> <p>Introduction to Poetry</p> <p>This unit aims to build on the figurative language skills introduced in terms 3 and 4, in term 5 these skills will be conveyed through poetry. The unit will require the students to apply their knowledge of descriptive writing to poetry. They have been building their use of similes, metaphors and adjectives through studying a novel in term 4. This term, they will learn to identify these and use them within a range of poetry, as well</p>	<p>Fiction - Play</p> <p>Shakespeare Shorts</p> <p>Having just completed a unit on poetry, students will be prepared for the natural progression to drama. This unit aims to build on their understanding of writing and performing spoken word forms of literature and introduce them to Shakespeare in an accessible way. It functions as a starting point for students to learn about drama, Shakespeare in particular, as a medium that most will not have</p>

	<p>This unit explores the theme of identity, through both poetry and prose. As developing young adults, students will be acutely aware of many issues linked to identity, such as their relationships, how people judge them and how they judge themselves, their aspirations and their collective identity as part of different social groups.</p>	<p>activities – as a key element to English studies and success.</p> <p>This unit explores the language that students use and are familiar with – giving them the opportunity to analyse their own and others’ language. Students consider accent and dialect, thanking about how people respond to regional voices, as well as investigating their own idiolect and sociolect. They consider Standard English and non-standard English and when different varieties might be use effectively. They also think about how people judge others by their spoken language, and whether such judgements are valid.</p>	<p>Goldwyn. It aims to build on skills taught in Terms 1 & 2 and transfer them to the world of creative fiction writing. It will encourage students to work as a team and develop skills in reading aloud (with intonation and confidence) and listening to each other. Some students may never have experienced being read to or reading aloud to others, they will have ample opportunities to enjoy the pleasure of extended reading and completing a whole novel.</p> <p>Students will be introduced to a contemporary text of teacher choice and look at novel context (historical and/or social), various techniques that writers use to “hook” their readers, develop a plot and create satisfactory endings. They will also explore how writers’ use and build upon vocabulary choices to create an</p>	<p>Goldwyn. It aims to build on skills taught in Terms 1 & 2 and transfer them to the world of creative fiction writing. It will encourage students to work as a team and develop skills in reading aloud (with intonation and confidence) and listening to each other. Some students may never have experienced being read to or reading aloud to others, they will have ample opportunities to enjoy the pleasure of extended reading and completing a whole novel.</p> <p>Students will be introduced to a contemporary text of teacher choice and look at novel context (historical and/or social), various techniques that writers use to “hook” their readers, develop a plot and create satisfactory endings. They will also explore how writers’ use and build upon vocabulary choices to create an</p>	<p>as adding onomatopoeia to their tool kit. This unit will prepare the students for the Shakespeare topic in term 6, which focuses on fictional performances and plays, by encouraging the students to read poems aloud and think of what poets are trying to depict through their use of figurative language.</p> <p>This unit introduces students to a range of literary poems, the different skills required for poetry analysis and interpretation, as well as developing understanding of poetic devices.</p>	<p>experienced before.</p> <p>This unit introduces students to Shakespeare through a broad and holistic approach, allowing them to dip their toes into more historic literature than they are likely to have encountered before. Often students are put off by the language of Shakespeare, which is why this unit will focus on themes, characters and plot as a way of exciting their curiosity of what his plays have to offer. Plays are designed on to be performed therefore performance will be central to the unit. Students will be able to engage with Shakespeare through films, videos and audio formats. Students will learn about his life, his plays, his sonnets, the Globe Theatre and the Elizabethan context. By allowing students to ease themselves into Shakespeare, they should start to</p>
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			<p>engaging text.</p> <p>They will build upon their writing skills by using the format of recount through reports and diary entries; using first person and context. They will look at emotive words and use of description, building in strategies to engage and show awareness of the reader.</p> <p>Students will be introduced to PEE paragraphs (what / how / why questioning processes) to build upon their reading skills and begin to build understanding of this as a means of analysis. They will infer and deduce information from the text and make links between fiction and related non-fiction texts.</p>	<p>engaging text.</p> <p>They will build upon their writing skills by using the format of recount through reports and diary entries; using first person and context. They will look at emotive words and use of description, building in strategies to engage and show awareness of the reader.</p> <p>Students will be introduced to PEE paragraphs (what / how / why questioning processes) to build upon their reading skills and begin to build understanding of this as a means of analysis. They will infer and deduce information from the text and make links between fiction and related non-fiction texts.</p>		<p>appreciate how his work is still relevant to a modern audience and develop confidence in tackling further challenging texts in the future.</p>
Year 8 (3)	<p>Non – Fiction</p> <p>Technology Matters (Kerboodle Book 2)</p> <p>This first unit of English for Year 8</p>	<p>Non – Fiction</p> <p>News Writing (Based on Unit 5: News Writing from the Skills of Writing textbook series by PEARSON)</p>	<p>Fiction Novel</p> <p>Wonder / Boy in the Striped Pyjamas / Charlotte’s Web (appropriate book to be chosen by teacher with reference to class ability)</p>	<p>Fiction Novel</p> <p>Wonder / Boy in the Striped Pyjamas / Charlotte’s Web (appropriate book to be chosen by teacher with reference to class ability)</p>	<p>Fiction - Poetry</p> <p>War Poetry - Words of War (Kerboodle Book 2)</p> <p>This unit for Year 8 returns students to</p>	<p>Fiction - Play</p> <p>Macbeth / R&J / Midsummer Night’s Dream</p> <p>The unit functions on a spiral curriculum format</p>

	<p>returns students to exploring non-fiction texts. The unit functions on a spiral curriculum format. Students studied non-fiction in the Autumn term of Year 7 and will now revisit and build upon those skills by encountering topics, texts and tasks of increasing complexity and challenge to reinforce their prior learning.</p> <p>Most students are highly skilled users of modern technological devices, and are quick and eager to explore, discuss and acquire innovations. This unit will harness some of this enthusiasm. It will help students to hone and practise their English skills to explore the</p>	<p>Year 8 students will have already completed a unit on Non-fiction reading skills (in Term 1) exposing them to the features and techniques used by other writers. This sequence aims to build confidence for this unit to apply what they have already identified through reading to their own non-fiction writing</p> <p>The news has become a constant and inescapable feature of life, albeit it not in the traditional 'daily printed newspaper' form that it is most commonly associated. Students are much more familiar with being fed a continuous stream of news across a variety of platforms; social media, television, radio, podcasts, magazines, blogs and newspapers. Today's news is also rarely just offered by professional journalists. This unit aims to lead into skills for GCSE Language Paper 2 where news and information is</p>	<p>and interest).</p> <p>This unit for Year 8 students returns them to exploring fiction contemporary literature. Students studied a novel in the Spring Term of Year 7 and will now have a second opportunity to develop their appreciation for extended reading and completion of a whole novel. This unit aims to revisit but extend their prior learning by choosing a novel of increased reading age and complexity in terms of topic.</p> <p>In this unit they will revisit research skills from year 7 and build confidence and independence in locating information on their own and with some help putting it into their own words. They will begin to look at understanding authorial intent and impact on reader beyond just words, but also characterisation and</p>	<p>and interest).</p> <p>This unit for Year 8 students returns them to exploring fiction contemporary literature. Students studied a novel in the Spring Term of Year 7 and will now have a second opportunity to develop their appreciation for extended reading and completion of a whole novel. This unit aims to revisit but extend their prior learning by choosing a novel of increased reading age and complexity in terms of topic.</p> <p>In this unit they will revisit research skills from year 7 and build confidence and independence in locating information on their own and with some help putting it into their own words. They will begin to look at understanding authorial intent and impact on reader beyond just words, but also characterisation and</p>	<p>exploring Poetry. Students studied an Introduction to Poetry in the Summer term of Year 7 and will now revisit and build upon those skills by encountering topics, texts and tasks of increasing complexity and challenge to reinforce their prior learning.</p> <p>In this unit students explore a range of poetry written in response to war. Beginning with a focus on poetry of the First World War, then unit develops by looking at poems prompted by a range of conflicts, including the Vietnam War, the Cold War and terrorist attacks. Through their study of how poets use the genre to express their anger, sorrow, frustration and horror at the consequences of mass conflict, students will widen their understanding of the forms and techniques of poetry and descriptive writing.</p>	<p>and returns Year 8 students to exploring drama and Shakespeare. Students studied 'Shakespeare Shorts' in the Summer term of Year 7 and will now revisit and deepen those skills by exploring one Shakespeare play in its entirety with a deeper focus on language analysis, which students have been introduced to during their studies of fiction novels, and performance.</p> <p>Students will study either Macbeth, A Midsummer Night's Dream or Romeo and Juliet chosen by the teacher based on class ability and interest. The aim of this unit is to allow students to explore a play in greater detail in an interesting and practical way to help take the fear out of his work. Students will have opportunities to watch, read aloud and perform to build on their confidence and speaking skills. By the end of the</p>
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	<p>impact of technological innovations, both past and present, and to formulate and present their own viewpoint about future technological investment and development. Students will also examine the importance of English skills in technical texts by considering how to write specifications for products using precise, clear instructions, appropriate vocabulary and a suitable level of formality. They will explore how technology can be marketed through the use of a website – focusing on layout and presentational devices. There are also opportunities to practise speaking and</p>	<p>considered through the eyes of the writer as well as the reader and their viewpoints. Students will be encouraged to explore news in a variety of forms, on a range of topics and to be critical in understanding which news is trustworthy. This should expand their contextual knowledge of world issues and build their confidence in clearly expressing their opinions in forms. Appropriate to audience and purpose.</p>	<p>plot. They will look at themes and values of a text including the context of the time period it was written. They will create information posters and use correct features. They will also look at features of formal in informal texts.</p> <p>Students will revisit basic Spelling, Punctuation and Grammar skills from Year 7. They will also extend their learning to include appropriate use of paragraphing, use and knowledge of higher level punctuation including correct usage of speech marks and commas.</p> <p>This unit also aims to build upon students speaking and listening skills and offer more opportunities to engage with formal pre-prepared debates and presentations. This intends to develop students' ability to engage with more</p>	<p>plot. They will look at themes and values of a text including the context of the time period it was written. They will create information posters and use correct features. They will also look at features of formal in informal texts.</p> <p>Students will revisit basic Spelling, Punctuation and Grammar skills from Year 7. They will also extend their learning to include appropriate use of paragraphing, use and knowledge of higher level punctuation including correct usage of speech marks and commas.</p> <p>This unit also aims to build upon students speaking and listening skills and offer more opportunities to engage with formal pre-prepared debates and presentations. This intends to develop students' ability to engage with more</p>		<p>unit students will understand how plays should be explored practically and gain knowledge of theatrical conventions not just limited to Shakespeare.</p>
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	listening skills in a group environment.		confidence verbally on a wider range of topics, making relevant contributions and respecting the rules of turn-taking.	confidence verbally on a wider range of topics, making relevant contributions and respecting the rules of turn-taking.		
Year 9 (4)	<p>Non – Fiction</p> <p>My Life, My Choices (Kerboodle Book 3)</p> <p>This first unit of English for Year 9 returns students to exploring non-fiction texts. The unit functions on a spiral curriculum format. Students studied non-fiction in the Autumn term of Year 7 & Year 8 and will now revisit and build upon those skills by encountering topics, texts and tasks of increasing complexity and challenge to reinforce their prior learning.</p> <p>This unit considers a range of non-</p>	<p>Non – Fiction</p> <p>Young Entrepreneurs (Kerboodle Book 3)</p> <p>This unit of English for Year 9 builds upon students’ exploration of non-fiction texts. Term 1 introduced ideas of personal agency and efficacy within the wider community building self-esteem and this unit functions to take those ideas and apply them on a more individual level with regard to future employability and career aspirations. <u>If desired, this unit can be run in tandem with a ‘real-life’ enterprise competition selected and entered by the teacher for example: School Enterprise Challenge (info pack can be found online or amongst unit resources) to add incentive for</u></p>	<p>Fiction Novel</p> <p>A Monster Calls / Woman in Black / Of Mice and Men (appropriate book to be chosen by teacher with reference to class ability and interest)</p> <p>This unit for Year 9 returns students to exploring fiction literature. Students studied a novel in the Spring Term of Year 7 & 8 and will now have a third opportunity to develop their appreciation for extended reading and completion of a whole novel. This unit aims to revisit but extend their prior learning by choosing a novel of increased reading age and complexity in terms of topic and context. Students will also be</p>	<p>Fiction Novel</p> <p>A Monster Calls / Woman in Black / Of Mice and Men (appropriate book to be chosen by teacher with reference to class ability and interest)</p> <p>This unit for Year 9 returns students to exploring fiction literature. Students studied a novel in the Spring Term of Year 7 & 8 and will now have a third opportunity to develop their appreciation for extended reading and completion of a whole novel. This unit aims to revisit but extend their prior learning by choosing a novel of increased reading age and complexity in terms of topic and context. Students will also be</p>	<p>Fiction - Poetry</p> <p>Identity and Cultural Poetry</p> <p>This unit for Year 9 returns students to exploring poetry texts. Students studied poetry in the Summer term of Year 7 & Year 8 and will now revisit and build upon those skills by encountering topics, texts and tasks of increasing complexity and challenge to reinforce their prior learning.</p> <p>This unit aims to take students around the world and develop awareness of cultural identity – what this means, exploring personal identities and influencing factors. Students will consider a range of poems from</p>	<p>Fiction - Play</p> <p>Blood Brothers</p> <p>This unit for Year 9 functions on a spiral curriculum returning students to reading drama texts. Students studied Shakespeare in the Summer term of Year 7 & Year 8 and will now revisit and extend these skills through exploration of a contemporary musical play; Blood Brothers by Willy Russell.</p> <p>During this unit students will read, perform and watch Blood Brothers; examining the characters, themes and audience response. Where previous plays have been studied with a focus on performance, this unit aims to extend students’ ability to engage with drama ‘on</p>

	<p>fiction texts, which altogether enable students to explore the kinds of choices that young people have to make in their everyday lives. It aims to capitalise on students' interests and pursuits outside of school. Students of this age are starting to define themselves through their choices of social activities, fashion and music. They are also accelerating their journeys towards independence and making responsible decisions about their futures. The theme of choice runs through the unit, with each lesson looking at how writers have addressed this question in different ways. As</p>	<p><u>unmotivated students.</u></p> <p>The arrival on screen of entrepreneurial TV shows, such as <i>Dragons' Den</i> and <i>The Apprentice</i>, has provided teachers with an alternative and effective way of combining spoken, written and group-work skills with motivating activities. The activities in this unit, drawn from real-life situations, are engaging and appealing. Many students will go on to start a business, whilst others will become essential employees in new businesses. The English skills in this unit will support those ambitions and improve employability. Sound literacy skills are essential for creating a successful business.</p>	<p>introduced to extracts from older (19th /18th Century) texts alongside their novel to grow their understanding of what a classic/ heritage text is and look at how language has changed over the years in spelling and meaning.</p> <p>Students will have opportunities to explore the wider concepts of how people relate and connect despite differences (e.g. disabilities, class, nationality, religion, moral values) and deepen their appreciation of context as they read and interpret the text and related texts. They will revisit and embed learning of writing informal and formal texts adapting it to reflect their learning and opinions. In addition, they will research and communicate their own viewpoints in their writing. A range of</p>	<p>introduced to extracts from older (19th /18th Century) texts alongside their novel to grow their understanding of what a classic/ heritage text is and look at how language has changed over the years in spelling and meaning.</p> <p>Students will have opportunities to explore the wider concepts of how people relate and connect despite differences (e.g. disabilities, class, nationality, religion, moral values) and deepen their appreciation of context as they read and interpret the text and related texts. They will revisit and embed learning of writing informal and formal texts adapting it to reflect their learning and opinions. In addition, they will research and communicate their own viewpoints in their writing. A range of speaking and listening</p>	<p>poets who explore issues of cultural identity, including those who employ accent, dialect and phonetics. Altogether this will enable students to explore the histories and cultures that have shaped the world they live in. Students of this age are growing in awareness of the wider world and this unit aims to capitalise on their existing knowledge of different cultures and expand it. Via the medium of poetry, they will travel through; a variety of British cultures, Ancient Greece, India, Africa and the Americas. Each lesson will look at how writers have addressed the question of identity in different ways. Students will consider overall meaning with reference to context and will also look at the poetic devices and forms used to create different effects.</p>	<p>the page'. It aims to transfer skills applied to prose texts, such understanding of language and structural choices made by the writer and selecting relevant evidence to support inferences, to a different form of writing. Students will build awareness of how their reading skills are comparable across a variety of mediums. The play deals with themes of nature vs nurture, class division and superstition and students will have opportunities to delve deeper into these themes as 'real world' topics to develop understanding of how art often mirrors reality and can be used as a way of commenting on social issues and educating as well as entertaining.</p>
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	<p>students consider the overall ideas, they will also look at the techniques and forms writers use to create different effects on the reader.</p>		<p>speaking and listening tasks will be embedded into the lessons and students are encouraged to develop their learning through discussion, presentation and collaboration with others.</p> <p>Students will build their reading skills further by writing PEE paragraphs with greater independence to explain character motivations and authorial intent. Pupils will develop understanding of identifying authorial intent and justifying their inferences with appropriate evidence, showing understanding and awareness of layering of information to build a rounded character or story.</p>	<p>tasks will be embedded into the lessons and students are encouraged to develop their learning through discussion, presentation and collaboration with others.</p> <p>Students will build their reading skills further by writing PEE paragraphs with greater independence to explain character motivations and authorial intent. Pupils will develop understanding of identifying authorial intent and justifying their inferences with appropriate evidence, showing understanding and awareness of layering of information to build a rounded character or story.</p>		
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Skills / Knowledge and Understanding Objectives assessed through KS3

The statements below are linked directly to the descriptors within the AQA GCSE mark schemes used in the CLF Assessments where marks are capped in each year group at certain levels in the mark schemes. These levels DO NOT equate to numerical grades or historic National Curriculum levels. This is to allow for year-on-year progression through descriptors and for ARE to sit at approximately 60-70% in each assessment opportunity.

	Reading	Writing	Speaking and Listening
In <u>Year 7</u> , marks will be capped at the <u>top of GCSE Level 1 descriptors</u>	<ul style="list-style-type: none"> • Show simple understanding of how writers use language / structural features • Make simple comment on the effect of choices made by the writer • Select simple references/ examples or textual details • Make simple use subject terminology • Make simple identification of writers' methods • Write responses which include simple focus on the task or statement • Make simple cross reference of ideas and perspectives of texts • Show simple awareness of some contextual factors 	<ul style="list-style-type: none"> • Communication is simple • There is a simple attempt to match purpose, form and audience and register • There is a simple use of vocabulary with simple linguistic /structural devices • There are one or two relevant ideas, simply linked • There may be some use of paragraphs • There is evidence of conscious punctuation • There is a simple range of sentence forms • There is accurate basic spelling • There is simple use of vocabulary 	<ul style="list-style-type: none"> • Identify and extract information in straightforward explanations • Make requests and ask questions using appropriate language • Communicate information and opinions clearly • Respond appropriately to questions • Follow the main points of discussions • Make contributions to group discussions • Listen and respond appropriately to other points of view.
In <u>Year 8</u> , marks will be capped at the <u>top of GCSE Level 2 descriptors</u>	<ul style="list-style-type: none"> • Attempt to comment on how writers use language / structural features. • Show some understanding of the effect of choices made by the writer • Select some appropriate references/ examples or textual details • Make some use of subject terminology, mainly appropriately • Show some understanding of and make some comment on writers' methods • Write responses which show some 	<ul style="list-style-type: none"> • Communication is sometimes successful • There is some sustained attempt to match purpose, form and audience and register • There is conscious use of vocabulary with some linguistic /structural devices • There are an increasing variety of linked and relevant ideas • There is some use of paragraphs and some use of discourse markers • There is mostly secure and sometimes 	<ul style="list-style-type: none"> • Identify and extract relevant information in straightforward explanations • Make requests and ask concise questions using appropriate language • Communicate information and opinions clearly on a range of topics • Respond appropriately to questions • Follow and understand the main points of discussions • Make relevant contributions to group discussions

	<p>focus on the task or statement</p> <ul style="list-style-type: none"> • Attempt to compare ideas and perspectives of texts • Show some awareness of some contextual factors 	<p>accurate use of sentence demarcation.</p> <ul style="list-style-type: none"> • There is some control of a range of punctuation • There is an attempt to vary sentence forms • There is some use of Standard English with some control of subject / verb agreement • There is accurate spelling of more complex words • There is varied use of vocabulary 	<ul style="list-style-type: none"> • Listen and respond appropriately to other points of view, respecting conventions of turn-taking.
<p>In <u>Year 9</u>, marks will be capped at the <u>top of GCSE Level 3 descriptors</u>.</p>	<ul style="list-style-type: none"> • Show a clear understanding of how writers use language / structural features • Select a range of relevant textual detail, quotations / examples • Offer evaluation and examples from texts to explain views clearly • Clearly explain the effects of the writer's choices of language / structural features • Use subject terminology accurately • Write responses which show clear and relevant focus on the task or statement • Compare ideas and perspectives of texts • Offer clear awareness of contextual factors 	<ul style="list-style-type: none"> • Communication is clear • Tone, style and register are generally matched to purpose, form and audience • Vocabulary is clearly chosen for effect and there is the successful use of linguistic devices • Writing is engaging with a range of connected ideas • There are usually coherent paragraphs with a range of discourse markers • There is usually an effective use of structural features • Sentence demarcation is mostly secure and mostly accurate • A range of punctuation is used, mostly with success • A variety of sentence forms are used for effect • Standard English is mostly used appropriately with mostly controlled grammatical structures 	<ul style="list-style-type: none"> • Identify relevant information and lines of argument in explanations or presentations • Make requests and ask relevant questions to obtain specific information in different contexts • Respond effectively to detailed questions • Communicate information, ideas and opinions clearly and accurately on a range of topics • Express opinions and arguments and support them with evidence • Follow and understand discussions and make contributions relevant to the situation and the subject • Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. • Respect the turn-taking rights of others during discussions, using appropriate language for interjection.

		<ul style="list-style-type: none">• There is generally accurate spelling, including complex and irregular words• There is an increasingly sophisticated use of vocabulary.	
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Updated: 16th April 2022 by Heather Gott