Curriculum Related Expectations (CRE's):
English

The below criteria are used by the department to assess students' progress, knowledge and skills throughout Year 9.

CRE Descriptor	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	Rhetoric	Noughts and Crosses	Poetry	The Tempest	Rhetoric 2 (Speeches)	Animal Farm
Mastering (*Learner meets all expectations of Developing and securing, and is succeeding in some or all of these areas as well*).	• To be able to talk about what makes a speech successful in a specific and detailed way considering levels of understanding • To reference the text using a range of quotes to prove ideas and make links between them • To look at different inferences from quotations. • To talk about techniques and explain their effect on the reader including writer's ideas	• I am able to make a range of appropriate references across the text, and make clear links between them. • I am able to make a range of appropriate inferences based on the quotations and references provided • I am able to use context to inform ideas and inferences made about the text. • To be able to analyse the effect of the writer's use of language and/or structural techniques in the context that it is used in. • I am able to use a thesis statement to structure and establish my line of enquiry • I am able to adapt my analysis depending on what the line of enquiry is (possibly starting with method, context, or idea)	• All spellings correct (unless a particularly difficult or unusual word) We value using exciting vocabulary over spelling correctly at this stage. • A wide range of punctuation and sentence structure used correctly. • Far more sustained answer of at least a page. • Crafts language and language techniques to clearly create emotions with the audience. • Uses a range of language techniques effectively throughout the writing. • Structures the creative writing clearly and successfully, considering where each point should go and why. • Uses a range of sentence lengths and structures.	• To be able to make clear links between specific contextual knowledge of Shakespearean England and how it links to specific points in The Tempest using quotes. • To confidently discuss Shakespeare's meaning behind quotations and consider different interpretations. • To confidently talk about characters and how they develop in the play. • To be able to use a range of short and specific quotes successfully to illustrate ideas based on a question • Talk about the effect Shakespeare intended to have on the audience with clear links to the question.	• All spellings correct (unless a particularly difficult or unusual word). • A wide range of punctuation and sentence structure used correctly. • Far more sustained answer of at least a page. • Addresses the audience at various points and engages with them, uses language to clearly create emotions with them. • Uses a range of language techniques effectively throughout the writing. • Structures the speech clearly and successfully, considering where each point should go and why. • Uses a range of connectives.	• I am able to make a range of appropriate references across the text, and make clear links between them. • I am able to make a range of appropriate inferences based on the quotations and references provided • I am able to use context to inform ideas and inferences made about the text. • To be able to analyse the effect of the writer's use of language and/or structural techniques in the context that it is used in. • I am able to use a thesis statement to structure and establish my line of enquiry • I am able to adapt my analysis depending on what the line of enquiry is (possibly starting with method, context, or idea)

Securing

(Learner meets all expectations of Developing, and is succeeding in these some or all of these areas as well).

• To be able to talk about what makes a speech successful in a more specific way • To reference the text and use quotes to prove ideas • To look at different inferences from quotations. • To talk about techniques and explain their effect on the reader including writer's ideas	• I am able to make appropriate references to moments in the text • I am able to make appropriate and connected moments across the text • I am able to offer some appropriate inferences with a clear connection between quotation and ideas • I can make some connections between context and ideas within the text • To be able to explain some of the ideas behind language and/or structural techniques • I can use the question to establish my response and use references to structure my response • My responses will be less formulaic and more organic	• Most spellings correct • A good range of punctuation (4-6 different types) used correctly • Formal standard English used consistently. • More sustained answer • Uses language and language techniques effectively. • Structures the writing with some success, considering where each point should go and why. • Uses a range of sentence structures	• Be able to discuss Jacobean England and how it links to Shakespeare and The Tempest • To be able to discuss most of direct information of what Shakespeare is saying in quotations • To be able to explain some of the ideas behind language and/or structural techniques used in the Tempest. • To recognise how characters may differ between the start and the end of the play. • To select quotes to support their ideas based on a question • Talk about the effect on the audience in a general way.	• Most spellings correct • A good range of punctuation (4-6 different types) used correctly • Formal standard English used consistently. • More sustained answer • Addresses the audience in a clearer and more effective way. • Uses language techniques effectively. • Structures the speech with some success, considering where each point should go and why. • Uses some connectives	• I am able to make appropriate references to moments in the text • I am able to make appropriate and connected moments across the text • I am able to offer some appropriate inferences with a clear connection between quotation and ideas • I can make some connections between context and ideas within the text • To be able to explain some of the ideas behind language and/or structural techniques • I can use the question to establish my response and use references to structure my response • My responses will be less formulaic and more organic

Developing (*Learner is succeeding in some or all of these areas*).	• To be able to talk about what makes a speech successful in general terms • To reference (but not necessarily use quotes) the text to prove ideas • To talk about the effect the writer may want to have on the audience in general terms	• I can make some references to appropriate moments in the text. • I am able to identify 3 specific moments from across the text (beginning, middle and end) • I am able to make basic comments and/or rephrase • I am able to demonstrate an awareness of contextual influences • To be able to point out and make comments (which may not be correct) about language and/or structural techniques • I can use the question to establish my response (turning the question into a statement) • To use P.E.E (A) // P.E.T.A.L in longer answers	• Simple spellings • Some punctuation used correctly. • Formal standard English used inconsistently • Using some language techniques, potentially slightly ineffectively. • Attempting to use words other than their everyday vocabulary. • Ideas are linked in some way between paragraphs.	• To be able to explain the basics of what Shakespeare is saying in quotes from the play • Be about to talk about Jacobean England • To be able to point out and make comments (which may not be correct) about language and/or structural techniques used in the Tempest. • To be able to explain basic ideas about characters. • To identify facts about events in the play • To refer to specific parts of the text to support their ideas. (this wouldn't be quotes)	• Simple spellings • Some punctuation used correctly. • Formal standard English used inconsistently • Using some language techniques, potentially slightly ineffectively. • Attempting to use words other than their everyday vocabulary. • Ideas are linked in some way between paragraphs.	• I can make some references to appropriate moments in the text. • I am able to identify 3 specific moments from across the text (beginning, middle and end) • I am able to make basic comments and/or rephrase • I am able to demonstrate an awareness of contextual influences • To be able to point out and make comments (which may not be correct) about language and/or structural techniques • I can use the question to establish my response (turning the question into a statement) • To use P.E.E (A) // P.E.T.A.L in longer answers