



Making Progress

English

Moving from Grades... to...	Language	Literature
1-2	<p>Reading: Aim to read the questions and source material carefully. Underline key focus words in the question before answering. Make points clear with appropriate quotations to support your ideas.</p> <p>Writing: Match your writing to the style and register of the task e.g. formal letter, narrative or descriptive writing. Choose vocabulary for specific effects that you want to create. Start to use more punctuation accurately e.g. Speech marks, question marks, exclamation marks. Vary the length of your sentences e.g. Short sentence for impact. Spell commonly used words accurately.</p>	<p>Don't retell the story - give a clear answer to the question you've been asked. Use the bullet points on the exam paper to help you structure your response. Make sure you have learnt some quotations, and write only about the ones that are relevant to the question you've been asked. Make sure you have explained the effect of these quotations.</p>
2-3	<p>Reading: Explain effects of language or structural techniques clearly and avoid phrases such as 'makes the reader want to read on'. Look for implied (hidden) meaning. Use quotations.</p> <p>Writing: Communicate in the appropriate style with success e.g. a formal letter, a narrative piece. Vary your vocabulary more widely and use language devices where appropriate e.g. simile, metaphor, personification. Ensure paragraphs are used. Vary the length and style of your sentences e.g. By starting with a subordinate clause or an adverb. Ensure spelling of common words is accurate e.g. their/there/they're and more ambitious words are increasingly correct. Plan your writing so it has a clear structure.</p>	<p>Your response should be more closely linked with the given question now. You should be using quotations to illustrate your ideas and you need to explain the effects the writer has created in your quotations. Learn your texts well – revise your themes, quotations and plot using the knowledge organiser.</p>
3-4	<p>Reading: Explain the effects of techniques in a specific way – don't just give synonyms for words you're analysing. Make sure your answers are fully focussed on the question. Develop</p>	<p>At this level, you must ensure you are stepping outside the text. Show an awareness that a text has a writer and that characters are often constructs to deliver key ideas. E.g. <i>In An</i></p>

	<p>ideas in detail including inferences (hidden meaning) and analysis of writer's methods.</p> <p>Writing: Communicate in the appropriate style with consistent clarity. Choose vocabulary and language devices carefully to create overall meaning and effects. Ensure paragraphing is accurate and adds to these effects e.g. One-sentence paragraph for impact. Use a full range of sentence styles with accuracy. All sentences must make full sense. Ensure spelling of commonly used words and more ambitious words is accurate. Plan writing to give overall cohesion. Ensure paragraphs link together.</p>	<p><i>Inspector Calls, Priestley uses the Inspector as a vehicle for his socialist views...</i></p> <p>Use quotations and references to back up your ideas about a text.</p> <p>Ensure essays are developed with 3 or more key ideas explored. Use PEZZ to ensure you are examining language and linking texts to their contexts. Make sure you know your texts well, using ideas on your knowledge organiser and revision resources.</p>
4-5	<p>Reading: Develop responses to reading questions in greater detail. Make sure you cover the whole source where you're asked to. Look for overall effects as well as specific lines/quotations.</p> <p>Writing: Aim to make your writing consistently clear and accurate and designed to have an impact on the reader. Use a wide range of appropriate vocabulary to create effects. Connect ideas well using clever paragraphing and develop ideas in engaging detail. Use a wide range of punctuation, mostly accurately. Craft a range of sentence types for impact. Maintain a consistent tone of voice. Make sure language use is not clichéd and ideas are not too predictable. Plan your writing to show understanding of structure, ensuring ideas flow well and your paragraphs are linked together <i>"but that's not the only reason..." "Closer to home, this issue...."</i></p>	<p>You are now looking to give a more thoughtful, developed essay response with a clear thesis (introduction/argument). You should now be using more than one reference to back up each point you make. You should be making clear, explained comments about the effects of writers' methods. Your ideas should always demonstrate an awareness that a text has a context and these ideas should always be embedded, not just 'bolted on' at the end of paragraphs. Know your texts thoroughly so you can select only the most relevant information for your responses.</p>
5-6	<p>Reading: Make sure ideas are developed and answers are full. Start 'stepping back' from texts and looking at overall effects created. Look for patterns and group together ideas e.g. <i>The writer uses a repeated motif of...</i></p> <p>Writing: Aim to consistently craft your writing for impact on the reader. Use sophisticated vocabulary and language devices judiciously in your writing to maximise impact. Use a full range of sentence types and punctuation marks with a high level of accuracy. Develop writing further with a range of complex ideas. Plan your writing for maximum impact; consider the order of ideas carefully and beginnings/endings.</p>	<p>Make a thoughtful and more developed response to a text. Integrate references into your interpretations by using short, embedded quotations in your analysis. Examine the effects of writers' choices by thoroughly analysing these in detail. You should aim to use multiple quotations or references to illustrate a point you are making. Consider the impact of the time a text was written on the writer and how the text might have been received by an audience in a very focussed, specific way. Ensure your knowledge of texts is thorough so you are able to use the best possible evidence to back up your views.</p>

6-7	<p>Reading: Demonstrate a more in-depth understanding of texts. Give wide-ranging references showing a complete coverage of the text (where required) show a detailed understanding of writer's perspectives and give greater analytical detail. Use embedded quotations in your responses.</p> <p>Writing: Ensure that writing is consistently crafted throughout, to impressive effect. Make sure that vocabulary, language devices and structural features are all very carefully chosen. Ensure engaging and complex ideas are structured in a clever way. Use an impressive range of punctuation accurately and have control over a range of complex grammatical structures. Ensure spelling is highly accurate. Plan your writing for impact.</p>	<p>Ensure your response is detailed, in depth and very closely related to the question. Ensure you are using quotations and references highly effectively to develop and sustain your argument. Embed short quotations into your paragraphs, using multiple short, apt references. Examine writers' methods in depth and detail, exploring possible alternative readings of your quotations. Context/genre/the writer's intentions should be at the heart of your arguments – never just 'bolted on'. Ensure you have a deep and detailed knowledge of your texts. Start with your knowledge organiser and add your own ideas/quotations.</p>
7-8	<p>Reading: Make responses developed and insightful. Use judiciously chosen precise references, well integrated into responses. Look for alternative viewpoints and consider nuance. Build a sophisticated argument where required.</p> <p>Writing: Write consistently in a way that has maximum impact and influence, with no weaker sentences/paragraphs. Ensure your writing is ambitious; consider your overall structure, and craft at word and sentence level too. Ensure spelling of ambitious vocabulary is completely accurate. Plan your writing for maximum impact e.g delay the release of information to the reader to create suspense.</p>	<p>Ensure essays are driven by a concept- an argument you want to make about the text. Select references judiciously, very closely linked to your thesis and the question. Use short, integrated quotations in your essay. Use sophisticated vocabulary to develop complex, individual ideas about texts. Check that your central argument is a consistent thread running through your essay. Maintain a critical style throughout. Ensure you have a deep and detailed knowledge of your texts. Start with your knowledge organiser and add your own ideas/quotations.</p>
8-9	<p>Reading: Look for subtleties and nuances in texts to explore. Consider perspectives in a detailed way. Choose references very precisely and take a holistic view of a text as a whole; understand what the writer is doing as a whole before unpicking quotations.</p> <p>Writing: At this level, your writing needs to be highly impressive and may sound like a professional writer has written it. The reader should be sorry for it to end! You need a very individual, consistent tone of voice throughout your piece and you must manipulate your reader to clever effect, as well as ensuring your writing is completely accurate. Plan your structure for maximum impact.</p>	<p>As at grades 7-8, your essay should be driven by detailed, perceptive and individual ideas about the text you're studying. Your answer should be impressive in written style and you need to communicate ideas with utmost confidence. Pepper your responses with very precise references that illuminate your argument well. Ensure you're confidently ranging around the text, showing a high level of engagement with it. You should have an impressive command of your texts – use your knowledge organiser as a basis for this and build up more knowledge and connections as you revise.</p>