

English KS3 Pathway Statements

Students will be taught to:

- Identify writer's methods and purpose within a range of texts
- Develop analysis through connotation and inferences that link to genre, character and theme
- Use a variety of different grammatical and sentence structures within writing pieces, including creative
- Use a range of vocabulary and language and structural features to craft writing creatively
- Debate and discuss a range of complex ideas which is clearly articulated

Stage	Reading	Writing	Spoken English
7	• Your child can confidently identify word classes and accurately explain the writers' purpose. • They can evaluate main ideas in unfamiliar texts, linking them to context and forming developed inferences • They write detailed analysis and compare writers' choices; exploring genre, theme, and character development. • They also analyse challenging themes, and literary conventions.	• Your child independently creates a range of inventive ideas, uses varied grammar and punctuation accurately; spells ambitious words consistently, and applies original language, format and structural devices to sustain craft. • They also confidently analyse settings, characters, and atmosphere in essays using thesis statements effectively.	• Your child confidently discusses complex ideas; reads aloud with expression, and performs effectively. • They ask thoughtful questions to deepen understanding and challenge others' views using clear language, and articulate their ideas clearly.
6	• Your child can confidently identify word classes and identify the writers' purpose. • They can evaluate main ideas in unfamiliar texts, linking them to context • They can analyse and compare writers' choices; exploring genre, theme, and character development. • They also explain challenging themes, genre and literary conventions .	• Your child independently creates engaging and compelling ideas, uses varied grammar and punctuation accurately; spells ambitious words consistently, and applies original language, format and structural devices to maintain craft whilst also using discourse markers seamlessly. • They also confidently analyse settings, characters, and atmosphere in essays using thesis statements	• Your child debates ideas appropriately; reads aloud fluently with expression, and performs confidently using speech techniques. • They ask complex questions, challenge others effectively, and clearly articulate complex ideas.
5	• Your child identifies word classes mostly accurately • Can summarise and evaluate main ideas in an unfamiliar text and link this to context • They explain and compare writers' choices making links to setting, theme and character development. • They identify challenging themes, genres and conventions	• Your child generates a wide range of ideas; uses a range of grammar, phrasing and punctuation types accurately. • They spell words accurately, including ambitious vocabulary and can edit and redraft intrinsically • They use language, format and structural devices for effect • They analyse texts, settings, characters and atmosphere in essays, beginning to use thesis statements	• Your child can participate in structured debate; reads aloud fluently with expression and performs confidently using speech techniques • They ask challenging and relevant questions to develop ideas and articulate ideas confidently

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4	- Your child identifies word classes mostly accurately - Can summarise and evaluate main ideas in an unfamiliar text - Can discuss and compare writers' choices - Can identify challenging themes and conventions	- Your child generates a wide range of ideas and uses a range of grammar and punctuation accurately. - They spell words accurately, including ambitious vocabulary and can edit and redraft intrinsically - They use language, format and structural devices to engage the reader - They analyse texts, settings, characters and atmosphere through an essay-style response.	- Your child can read aloud fluently with expression and perform some speech techniques - They ask relevant and complex and can articulate ideas
3	- Your child identifies word classes with some accuracy - Can summarise the main idea in an unfamiliar text - Can consider and compare writers' choices with scaffolding - Can identify and discuss themes and conventions	- Your child generates a wide range of ideas and uses a range of grammar and punctuation accurately. - They spell words accurately, including ambitious vocabulary and can edit and redraft intrinsically - They use appropriate language, format and structural devices to engage the reader - They analyse texts through multiple ideas and draw on writer's choices	- Your child can read aloud fluently with expression and appropriate tone and volume - They ask relevant questions and justify ideas with scaffolding
2	- Your child identifies limited word classes - Can summarise the main ideas from a familiar text - Can verbalise and understand writers' choices and make some comparison across texts - Can identify themes and conventions	- Your child generates ideas for writing - Can use grammar and punctuation accurately - They spell most words accurately and can edit, redraft and improve their writing when given reflective tasks - They use appropriate language, format and structural devices - They give ideas that can link to writer's choices	- Your child can read some phrases fluently with some appropriate expression, tone and volume - They ask some relevant questions and justify ideas with support
1	- Your child identifies nouns and verbs - Can summarise an idea from a familiar text - Can verbalise and identify writer's choices	- Your child creates a limited description or idea - Can use full stops and commas mostly accurately - Can spell a limited amount of words accurately and can edit some of their writing when given reflective tasks - Can attempt to use some devices - They make simple comments	- Can read word-by-word, sometimes in a monotone voice. - Can perform with volume. - Can ask simple questions to support understanding. - Can ask questions to other students. - Can articulate ideas verbally.