

The North Gosforth Academy (Subject) Learning Journey

Knowledge and Application

	Reading			Writing	
	AO1	AO2	AO3	AO5	AO6
	Communicating your understanding	Analysis of methods	Context and message		
Exceeding	<ul style="list-style-type: none"> - You offer an insightful and critical thesis statement and maintain this throughout your essay. - You offer a perceptive, critical response in relation to the extract (if necessary) and the text as a whole. - You offer a range of judiciously chosen quotations that develop your argument. 	<ul style="list-style-type: none"> - You closely analyse the connotations of words and the effects of language in a critical and perceptive way. - You consistently analyse in depth the effects of writer's methods and effectively refer to subject terminology judiciously. - You have convincingly considered the effects of techniques specific to the genre and form of the text. - You suggest perceptive connections and patterns across the such as motifs and symbols 	<ul style="list-style-type: none"> - You offer a perceptive exploration of how contextual factors influence writer's craft. - You show a perceptive understanding of genre and literary context in your analysis. 	<ul style="list-style-type: none"> - Your writing is convincing and compelling – it is perfectly matched to audience and purpose. - You use an extensive (broad) range of sophisticated and ambitious vocabulary and craft your writing throughout using language devices. - You use varied and inventive structural features and all of your paragraphs are fluently linked with integrated discourse markers. - Your writing is highly entertaining and compelling, incorporating a range of complex ideas. 	<ul style="list-style-type: none"> - You use full-stops with extreme accuracy. - You use a full range of sentence types accurately and to craft effects. - You use a full range of punctuation accurately and to craft effects. - You use standard English consistently and appropriately (no lapses in tense or grammar). - You use an extensive range of sophisticated and ambitious vocabulary. - You spell words accurately, including ambitious and sophisticated vocabulary.
Excelling	<ul style="list-style-type: none"> -Your response includes a thesis statement introducing a clear line of argument -Your response is thoughtful, and mostly supports your thesis. -You offer a range of carefully chosen quotations that support and develop your argument. 	<ul style="list-style-type: none"> - You explore a range of relevant connotations of words and begin to analyse layers of meaning. - You use subject terminology accurately and may identify sophisticated and subtle techniques used by the writer. - You may have considered the effects of techniques specific to the genre and form of the text. - You suggest thoughtful connections and patterns across the such as motifs and symbols 	<ul style="list-style-type: none"> - You show an understanding of how contextual factors influence the writer's choices. - You demonstrate an understanding of genre and literary context in your analysis. 	<ul style="list-style-type: none"> - Your writing is consistently matched to purpose and audience. - You use an extensive (broad) range of vocabulary and consciously craft your writing using language devices. - You use effective and varied structural features and produce consistently coherent paragraphs with integrated discourse markers. - Your writing is highly engaging (interesting and enjoyable) and includes a range of complex ideas. 	
Achieving	<ul style="list-style-type: none"> -You provide a clear response to the question and demonstrate a clear understanding of the text. 	<ul style="list-style-type: none"> - You identify appropriate connotations of words and explain the effects of the writer's methods. 	<ul style="list-style-type: none"> - You show an understanding of how contextual factors influence the events in the text. - You may show an awareness of literary context and genre. 	<ul style="list-style-type: none"> - Your writing is generally matched to purpose and audience. - You clearly choose vocabulary for effect and use linguistic devices appropriately. 	<ul style="list-style-type: none"> - You use full stops accurately. - You use a range of sentence types to create effects.

	<ul style="list-style-type: none"> - You offer a range of appropriate quotations that support your points. 	<ul style="list-style-type: none"> - You accurately identify writer's methods and clearly explain the effects. 		<ul style="list-style-type: none"> - You usually use coherent paragraphs and a range of discourse markers. - You include connected ideas and your writing is engaging (interesting and enjoyable). 	<ul style="list-style-type: none"> - You use a range of punctuation, mostly with success and sometimes to craft effects. - You use standard English consistently and appropriately (no lapses in tense or grammar). - You use some sophisticated vocabulary. - You generally spell most words correctly, including some sophisticated and irregular words.
Developing	<ul style="list-style-type: none"> - Your response includes some comments relevant to the question and you demonstrate an understanding of the text. - You use some quotations in your response. 	<ul style="list-style-type: none"> - You comment on the quotations, possibly providing some inferences. - You may identify and make attempts to comment on the effects of the writer's methods 	<ul style="list-style-type: none"> - You may comment on the effects on the audience or reader in an obvious sense (shock, interest, intrigue, distrust). - You demonstrate some understanding of relevant contextual factors. 	<ul style="list-style-type: none"> - You make some sustained attempt to match your writing to purpose and audience. - You make conscious vocabulary choices and sometimes some linguistic devices. - You may use some structural features such as paragraphs. - You cover an increasing variety of linked and relevant ideas. 	<ul style="list-style-type: none"> - You usually uses full-stops. - You attempt some different sentence types. - You use a few different types of punctuation marks, mostly with success. - You sometimes use standard English, mostly with success (some lapses in tense or grammar). - You vary your use of vocabulary.
Emerging	<ul style="list-style-type: none"> - You show an awareness of the question and/or an understanding of the text. - You make references to details from the text. 	<ul style="list-style-type: none"> - You show an awareness of the question and/or an understanding of the text. - You make references to details from the text. 	<ul style="list-style-type: none"> - You may show an awareness of contextual factors, or effects on reader or audience 	<ul style="list-style-type: none"> - You show a simple awareness of audience and purpose. - You use simple vocabulary - You may not use paragraphs or organise your ideas clearly. - Your writing may cover one or two simple or relevant ideas. 	<ul style="list-style-type: none"> - You sometimes separate of sentences with full-stops. - You use mainly simple sentence types. - You use some punctuation, inconsistently. - You sometimes uses standard English but with limited success. - You spell basic words accurately. - You use simple vocabulary. - You spells basic and some more difficult words accurately.

Content

In Year 9, the students' Knowledge journey increases in challenge further to include...								
In Year 8, students' Knowledge journey increases in challenge to include...					Assessment 1	Assessment 2	Assessment 3	
In Year 7, students' Knowledge journey includes...			Assessment 1	Assessment 2	Assessment 3			
Assessment 1 'A Midsummer Night's Dream' literature essay.	Assessment 2 Unseen poetry essay (War).	Assessment 3 'Northern Lights' literature essay.	Assessment 1 Unseen extract (Dickens)	Assessment 2 Unseen poetry essay (love and relationships)	Assessment 3 'Romeo & Juliet' literature essay.	Poetry comparison essay (Edgar Allan Poe)	'The Crucible' literature essay.	'Hamlet' Literature essay.