



Christ's College Guildford



SUBJECT: English Year 9 Pathways

In Year 9, students develop the key skills of reading, writing, speaking and listening through the study of the following schemes of work: Writing for Different Purposes, Romeo and Juliet, 19th Century Fiction, Poetry (conflict), "Of Mice and Men" (a novel).

Year 9	2-3 Pathway	4-6 Pathway	7-9 Pathway
<p>Greater Depth (GDS)</p>	<p>When reading texts, a student is able to make evaluative comments on the use of linguistic, structural and presentational devices. They are able to select information from different texts and make comments on the presentation of ideas.</p> <p>When writing, their work shows sustained success and originality. They are using imaginative and challenging vocabulary and literary devices to create a particular effect that sustains the reader's interest, with increased confidence. Their work is usually organised: they are using a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, the student shows some understanding of the genre, audience and purpose to prepare and deliver ideas, a presentation or a speech. Generally, they show some understanding of how to speak and listen, particularly if they like the topic. They start to use a range of vocabulary to show</p>	<p>When reading texts, a student confidently evaluates and analyses clearly, how particular effects are achieved using linguistic, structural and presentational devices. They are able to confidently select and analyse information and ideas from different texts, commenting on the ways in which they are presented.</p> <p>When writing, their work shows confidence with originality and imagination. They use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is organised clearly and consistently: they use a range of structural techniques and advanced punctuation for effect.</p> <p>When speaking and listening, a student talks and listens confidently in a wide range of contexts, some of which are formal. The student confidently varies their expression, vocabulary and uses rhetorical devices for effect. They listen attentively to others' viewpoints and perspectives, ask questions and give reasons to support their own views. They are able to set personal targets.</p>	<p>When reading texts, a student is confident in their evaluation and can analyse perceptively and thoughtfully how particular effects are achieved using linguistic, structural and presentational devices. They are always able to select and analyse information and ideas from different texts, commenting on the variety of ways in which they are presented.</p> <p>When writing, their work is confident and original: they usually use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is organised confidently: they use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, a student maintains and develops clear conversation, discussion, speeches or presentations with confidence. They are coherent and purposeful in a number of different contexts. They are able to confidently talk and structure talk clearly using a range of ambitious vocabulary, rhetorical devices, intonation and emphasis for audience effect. They are</p>



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	<p>understanding of their own ideas, and ask questions about other people's ideas. The student uses some rhetorical devices in their work.</p>		<p>confident in their ability to create a clear counter-argument, having carried out research and preparation. The student confidently listens to others and can clearly lead or challenge discussions to show understanding and confidence in speaking in a range of situations.</p>
<p>Expected Standard (EXS)</p>	<p>When reading texts, a student is able to make simple evaluative comments on the use of linguistic, structural and presentational devices. They are able to select information from different texts and make simple comments on the presentation of ideas.</p> <p>When writing, their work shows some sustained success and originality. They are starting to use imaginative and challenging vocabulary and literary devices to create a particular effect that sustains the reader's interest. Their work is mostly organised: they are starting to use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, the student shows a simple understanding of the genre, audience and purpose to prepare and deliver ideas, a presentation or a speech. Generally, they show a simple understanding of how to speak and</p>	<p>When reading texts, a student is mostly able to evaluate and analyse clearly how particular effects are achieved using linguistic, structural and presentational devices. They are able to select and analyse information and ideas from different texts, commenting on the ways in which they are presented.</p> <p>When writing, their work is mostly clear, consistent and original. They use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is mostly organised clearly and consistently: they use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, a student mostly talks and listens confidently in a wide range of contexts, some of which are formal. The student mostly varies their expression, vocabulary and uses rhetorical devices for effect. They mostly listen attentively to others' viewpoints and perspectives, ask</p>	<p>When reading texts, a student is mostly able to evaluate and analyse perceptively and thoughtfully how particular effects are achieved using linguistic, structural and presentational devices. They are able to select and analyse information and ideas from different texts, commenting on the ways in which they are presented in a variety of texts.</p> <p>When writing, their work is mostly confident and original: they usually use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is mostly organised confidently: they use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, a student mostly maintains and develops clear conversation, discussion, speeches or presentations. They are coherent and purposeful in a number of different contexts. They are able to mostly talk and structure talk clearly using a range of ambitious vocabulary, rhetorical devices, intonation and emphasis</p>



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	<p>listen, particularly if they like the topic. They use a simple range of vocabulary to show understanding of their own ideas, and ask questions about other people's ideas. The student has some basic awareness of how rhetorical devices are used for effect.</p>	<p>questions and give reasons to support their own views. They are able to set some personal targets.</p>	<p>for audience effect. They are often able to create a clear counter-argument, having carried out research and preparation. The student mostly listens to others and can clearly lead or challenge discussions to show understanding and confidence in speaking in a range of situations.</p>
<p>Working Towards (WTS)</p>	<p>When reading texts, a student attempts to make simple evaluative comments on the use of linguistic, structural and presentational devices. They are starting to select information from different texts and make simple comments on the presentation of ideas.</p> <p>When writing, their work is beginning to show some sustained success and originality. They are at times starting to use imaginative and challenging vocabulary and literary devices to create a particular effect that sustains the reader's interest. Their work is beginning to be organised: they are starting to use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, the student is starting to show a simple understanding of the genre, audience and purpose to prepare and deliver ideas, a presentation or a speech. At</p>	<p>When reading texts, a student attempts to evaluate and analyse clearly how particular effects are achieved using linguistic, structural and presentational devices. They are able to select and analyse information and ideas from different texts, commenting on the ways in which they are presented.</p> <p>When writing, their work shows an attempt to be mostly clear, consistent and original. They use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is at times organised clearly and consistently using, at times, a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, a student attempts to talk and listen confidently in a wide range of contexts, some of which are formal. The student attempts to vary their expression, vocabulary and use rhetorical</p>	<p>When reading texts, a student attempts to evaluate and analyse perceptively and thoughtfully how particular effects are achieved using linguistic, structural and presentational devices. They are usually able to select and analyse information and ideas from different texts, commenting on the ways in which they are presented in a variety of texts.</p> <p>When writing, their work is becoming confident and original: they attempt to use imaginative and challenging vocabulary and literary devices to create a particular effect to keep the reader's interest. Their work is becoming organised confidently: they use a range of structural techniques and a range of advanced punctuation for effect.</p> <p>When speaking and listening, a student attempts to maintain and develop clear conversation, discussion, speeches or presentations. They are usually coherent and purposeful in a number of different contexts.</p>



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	<p>times, they show a simple understanding of how to speak and listen, particularly if they like the topic. They use a simple range of vocabulary to show understanding of their own ideas, and ask questions about other people's ideas. The student is starting to have some basic awareness of how rhetorical devices are used for effect.</p>	<p>devices for effect. They attempt to listen attentively to others' viewpoints and perspectives, ask questions and give reasons to support their own views. They are starting to set some personal targets.</p>	<p>They attempt to talk and structure talk clearly using a range of ambitious vocabulary, rhetorical devices, intonation and emphasis for audience effect. They attempt to create a clear counter-argument, having carried out research and preparation. The student attempts to listen to others and is starting to lead or challenge discussions, showing understanding and confidence in speaking in a range of situations.</p>
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