

Y9 ENGLISH: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Understands key texts: Can identify themes, characters, and main ideas. • Uses evidence: Selects quotations and references to support ideas. • Understands authorial intent: Can explain why a writer uses certain techniques. • Writes clearly and accurately: Uses paragraphs, punctuation, methods and varied vocabulary. • Follows structure: Organises writing with a clear beginning, middle, and end.	A student shows deeper understanding and more advanced reasoning. This includes: • Interprets texts critically: Offers thoughtful, layered interpretations. • Analyses language and structure: Explains how and why techniques are used and their effects. • Makes connections, exploring intentions: Links ideas across texts, genres, or historical contexts and considers why a text has been constructed. • Writes with flair and control: Uses language and techniques creatively and purposefully for effect. • Structures for effect: Organises writing for a range of purposes, creating meanings and conveying intent.

	Unit of Work	KPIs		
		Reading	Writing	Speaking
AUT1	Dystopian	• Reads between the lines confidently, synthesizing ideas across a wide range of texts and forms (including poetry, fiction – novels and short stories, plays and non-fiction writing, exploring complex themes. • Supports a range of interpretations with a wide range of carefully selected, precise quotations and/ or references, drawing upon whole texts. • Provides sustained analysis of a text, examining structural and linguistic features to evaluate the writer's intent and effect, while routinely evaluating alternative interpretations. • Knows a wide range of sophisticated terminology to identify linguistic and structural methods across literary texts (including plays/ poetry/ fiction/ non-fiction). • Seamlessly integrates understanding of context, historical setting, and literary traditions (e.g., the Gothic genre and Dystopian genre) into their evaluation of a text's themes and construction. • Maintains a perceptive, critical style, developing well-reasoned, personal responses, exploring themes, structures, language choices, ideas, intention, and contexts across multiple texts studied.	• Manipulates structure seamlessly using advanced techniques like flashforwards, cyclical narratives, or structural shifts to build tension. • Controls complex grammatical structures confidently, using short sentences for shock or embedded clauses for descriptive depth. • Deploys an extensive, nuanced vocabulary alongside sophisticated linguistic techniques (e.g., anaphora, hyperbole) to persuade or move the reader. • Uses advanced punctuation (dashes, brackets, colons, semicolons) accurately and creatively to control tone, rhythm, and emphasis. • Produce a range of writing forms for different purposes.	• Voice and body language: adapt pace of speech and vary tone. Pronunciation and voice projection is clear and confidence in speaking is shown. Gesture, posture, facial expression and eye contact is used. • A wide range of vocabulary and rhetorical techniques are chosen to suit register and grammar. • Content conveys meaning and intention. Talk is structured and organised, giving reasons to support views. • Information and clarification is achieved through questioning summarising. • Maintain focus on a task, managing time. • Work with others, guiding or managing interactions by turn-taking. Show awareness of audience awareness and understanding. • Listen actively and respond appropriately, critically examining ideas and views expressed. Able to build on the views of others.
AUT2				
	Gothic			
SPR1				
SPR2	GCSE Conflict Poetry			
SUM1	GCSE An Inspector Calls			
SUM2				