



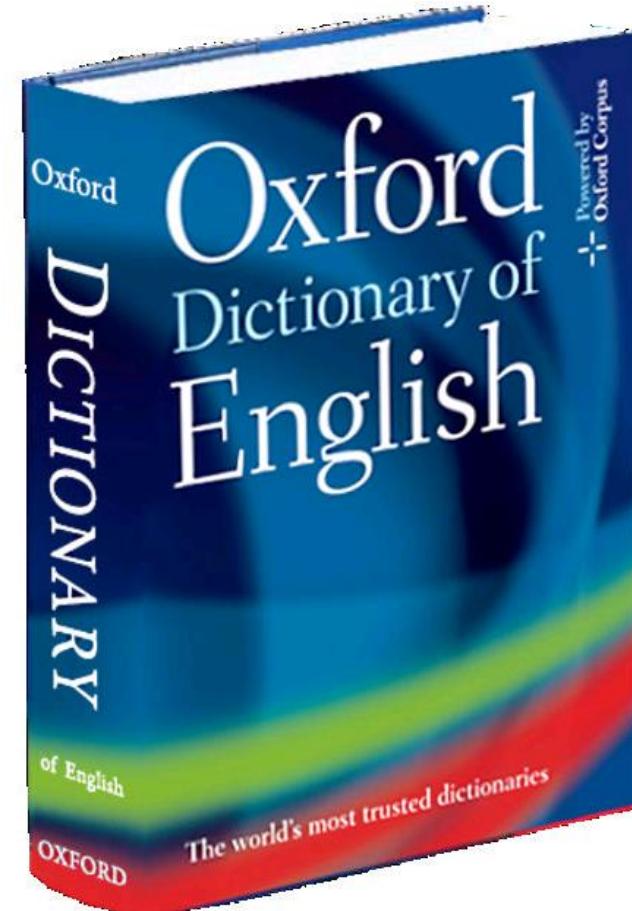
*How does the curriculum
change from KS2 to KS3?*

From SATs to AQA



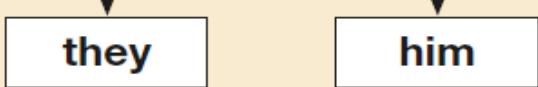
The focus at Key Stage 2
is primarily on the
technical side of English
-SPaG.

This requires the pupil to have
sound knowledge of concepts like
word class, sentence structure,
punctuation and spelling etc.
which will prepare them for their
end of KS2 test: SATs.





Typical questions on the Year 6 SATs SPaG paper look like this:

18 G1.2	We decided to <u>book</u> tickets for the football match. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m
19 G5.9	Award 1 mark for a correctly placed pair of commas. I enjoy sitting in my bedroom, even though it is quite small, and listening to music.	1m
20 G1.5	Award 1 mark for the correct pronoun inserted in each box. For his ninth birthday, James visited his grandparents and <u>his</u> grandparents took <u>James</u> to the cinema.  <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><input type="text" value="they"/> </div><div style="text-align: center;"><input type="text" value="him"/> </div></div>	1m



and this...

24
G6.1

Award 1 mark for both antonyms encircled.

1m

What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.

25
G5.8

Award 1 mark for a correctly completed table.

1m

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		✓
Joshua's hungry.	✓	
Please get the dog's dinner.		✓
The cat's outside.	✓	



In reading at KS2, questions focus on locating and retrieving information...

7

Look at the section headed: **Other interesting facts**.

1m

Complete the sentence below.

Recent studies show that...

Tick **one**.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for:

giant pandas always spend most of their lives alone.

most giant pandas live in captivity.

giant pandas only live in the wild in China.

some giant pandas live in the same area.



and again...

8

Look at the section headed: *Why are people concerned about the giant panda?*

1m

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

■ puzzling.

9

...cutting off a **vital** food supply.

1m

What does the word **vital** mean in this sentence?

Tick **one**.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

essential

available

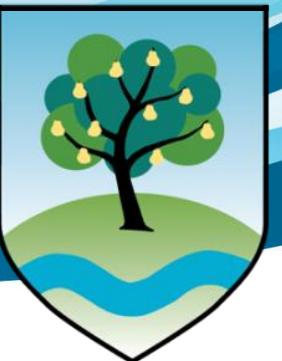
useful

healthy



and on making simple inferences...

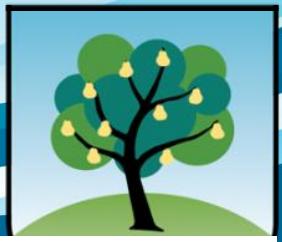
37	<p>How can you tell that Edward was determined to find the game? Give one piece of evidence that shows his determination.</p> <p>Content domain: 2d – explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following:</p> <ol style="list-style-type: none"><li data-bbox="409 813 1676 1072">1. conducting a thorough search / looking everywhere, e.g.<ul style="list-style-type: none"><li data-bbox="524 885 1446 928">• <i>he's searching in every nook and cranny</i><li data-bbox="524 957 1369 1000">• <i>he looked behind every single book</i><li data-bbox="524 1029 1062 1072">• <i>it took me some time.</i><li data-bbox="409 1144 1625 1346">2. ignoring the dirt / cobwebs behind the bookcase, e.g.<ul style="list-style-type: none"><li data-bbox="524 1216 1548 1260">• <i>he even stuck his hand in all the dirt behind it</i><li data-bbox="524 1288 1548 1332">• <i>used my hand to sweep out the shallow gap.</i>	1m
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At Key Stage 3, the focus completely changes from the technical aspects of language and the more simple aspects of reading to the analysis of language (in reading) and writing for different purposes (in writing).

This prepares them for their end of KS3 test -

The AQA Test in Reading & Writing



Answers are categorised as falling between a level 1 and a level 4, with level 4 representing the most detailed and perceptive of answers.

0 | 2

You need to refer to **source A** and **source B** for this question.

Use details from **both** sources. Write a summary of the different ways Milly's vet and Mr Walker's servant look after the dogs.
[8 marks]

A01	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideasSelect and synthesise evidence from different texts	
This assesses both bullet points.		
Level	Skills Descriptors	Content Descriptors (NB: The content descriptors are not model answers, nor are they exhaustive. They are an indication of the level of comment, explanation or analysis typical for each level)
Level 4 Perceptive, detailed 7-8 marks	<p>Shows a detailed understanding of the differences</p> <ul style="list-style-type: none">Offers perceptive interpretation of both textsSynthesises evidence between textsSelects a judicious range of quotations from both texts	<p>The vet treats Milly as if she's important, showing her the same care he would a human being by deciding '<i>to perform a caesarean</i>'. When he delivers eight puppies he makes a joke and says '<i>I'll start on the other half now</i>', so he's keeping the atmosphere light-hearted and calm for Milly as she gives birth. People treated animals differently in the 19th century and Mr Walker's servant has a more distant attitude to the '<i>small Dalmatian dog</i>'. He's not outwardly affectionate with it but does deliberately leave it shut in the stable for safety when he goes to Stockport in case '<i>the dog should be lost on the road</i>'. He may genuinely care for the dog but it's also possible he thinks he might lose his job if something bad happens to it because he knows it is '<i>much valued</i>' by Mr Walker.</p>



In order to achieve a level 3 or 4 (what we aim for) pupils will need to demonstrate a clear understanding of the themes and ideas presented, interpret connections between texts and -crucially- select appropriate quotes directly from the text in order to justify their thinking.

Model level 3 answer →

Level 3 Clear, relevant 5-6 marks	<p>Shows a clear understanding of the differences</p> <ul style="list-style-type: none">• Begins to interpret both texts• Demonstrates clear connections between texts• Selects relevant quotations/references from both texts to support response	<p>The vet treats Milly as if she's important. It says he 'decided to perform a caesarean', which makes it sound like the dog is looked after in the same caring way a human being would be. When he delivers eight puppies he makes a joke and says 'I'll start on the other half now', so he obviously likes animals.</p> <p>The 'small Dalmatian dog' lives outdoors so Mr Walker's servant doesn't really have to look after it, but he deliberately leaves it shut in the stable for safety when he goes to Stockport in case 'the dog should be lost on the road', so he must care what happens to it.</p>
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Language analysis

0 | 3

You now need to refer only to source A, lines 3 to 9.

How does the writer use language to show the behaviour of the puppies?

[12 marks]

Level 3 Clear, relevant 7-9 marks	<p>Shows clear understanding of <i>language</i></p> <ul style="list-style-type: none">• Clearly explains the effects of the writer's choices of language• Selects relevant quotations• Uses subject terminology accurately	<p>Leafe uses verbs like 'tumbling' and 'scampering' to convey the playful nature of the puppies. There are sixteen of them and they run around the farm so quickly that they fall over each other. He also describes how they behave with their owner, Becky, saying they are 'darting between her legs' and 'nipping at her wellingtons'. The words 'darting' and 'nipping' emphasise their excitement, and is typical of how puppies behave.</p>
Level 2 Some, attempts 4-6 marks	<p>Shows some understanding of <i>language</i></p> <ul style="list-style-type: none">• Attempts to comment on the effect of language• Selects some relevant quotations• Uses some subject terminology, not always appropriately	<p>David Leafe uses verbs like 'scampering' to give the effect that the puppies are excited and running round the farm quickly. He gives a detailed description of how they behave, eg 'endlessly disappearing and reappearing'. This makes it sound as if they are playing.</p>
Level 1 Simple, limited 1-3 marks	<p>Shows simple awareness of <i>language</i></p> <ul style="list-style-type: none">• Offers simple comment on the effects of language• Simple references or textual details• Simple mention of subject terminology	<p>David Leafe uses words like 'tumbling' to show the puppies are falling all over the place, and gives us lots of details of how they behave, eg 'nipping at her wellingtons'.</p>
Level 0 No marks	<p>No comments offered on the use of language</p> <p>Nothing to reward</p>	

AO2 Content may include the effect of ideas such as:

- Leafe's use of descriptive verbs to convey the behaviour of the puppies
- Leafe's use of linguistic features and devices such as metaphor
- the extent to which the language typifies puppy behaviour



For example:

0 | 3

You now need to refer only to source A, lines 3 to 9.

How does the writer use language to show the behaviour of the puppies?

[12 marks]

The ideal answer to this question will pick out the deliberate language used by the author and analyse it. Pupils will determine the types of words used (e.g. word classes – such as verbs, adjectives, adverbs etc.) and discuss how they work to convey the behaviour of the puppies. Pupils should also be able to identify linguistic features such as metaphors and similes and perform similar analysis. Ultimately, the language – and linguistic features – present in the source text typifies the behaviour of puppies and references to this need to be clearly and eloquently stated.



Writing

Section B: Writing

0 5

'People become too attached to their pets. Animals are here to be useful, not to be spoilt.'

Write the text to appear on a website about the treatment of animals in which you explain your point of view on this statement.

(24 marks for content and organisation)

16 marks for accuracy)

[40 marks]

AO5 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Level 4 19-24 marks Content is convincing and crafted;	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none">Communication is convincing and compelling throughoutTone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstractExtensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none">Highly structured and developed writing, incorporating a range of integrated and complex ideasFluently linked paragraphs with seamlessly integrated discourse markersVaried and inventive use of structural features
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none">Communication is convincingTone, style and register consistently match purpose, form and audience;Extensive vocabulary with evidence of conscious crafting of linguistic devices Organisation <ul style="list-style-type: none">Structured and developed writing with a range of engaging complex ideasConsistently coherent use of paragraphs with integrated discourse markersVaried and effective structural features



Writing

Section B: Writing

0 5

'People become too attached to their pets. Animals are here to be useful, not to be spoilt.'

Write the text to appear on a website about the treatment of animals in which you explain your point of view on this statement.

(24 marks for content and organisation)

16 marks for accuracy)

[40 marks]

Here, pupils need to identify the type of text they need to write and should include the appropriate text features.

The task requires a response of opinion. Pupils need to adopt a viewpoint (agree/disagree) and write in a way that explains this succinctly. They also need to match their register to the task - in this case, a fairly informal register that would reflect that it is a personal opinion on a website which can be viewed by the general public.

This question is always out of a total of 40 marks with 24 marks being awarded for content & organisation (what is said and how it is organised) and 16 awarded for accuracy (use of ambitious vocabulary, accurate spelling & grammar, accurate sentence demarcation (punctuation etc.).



Writing - Technical Accuracy

As you can see, pupils need to be writing 'mostly secure,' showing some control of a range of punctuation, attempting to use a variety of sentence types, showing some accurate spelling of complex words and varying their use of vocabulary in order to achieve just a Level 2!

AO6 Technical Accuracy

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Level 4 13-16 marks	<ul style="list-style-type: none">• Sentence demarcation is consistently secure and consistently accurate• Wide range of punctuation is used with a high level of accuracy• Uses a full range of appropriate sentence forms for effect• Uses Standard English consistently and appropriately with secure control of complex grammatical structures• High level of accuracy in spelling, including ambitious vocabulary• Extensive and ambitious use of vocabulary
Level 3 9-12 marks	<ul style="list-style-type: none">• Sentence demarcation is mostly secure and mostly accurate• Range of punctuation is used, mostly with success• Uses a variety of sentence forms for effect• Mostly uses Standard English appropriately with mostly controlled grammatical structures• Generally accurate spelling, including complex and irregular words• Increasingly sophisticated use of vocabulary
Level 2 5-8 marks	<ul style="list-style-type: none">• Sentence demarcation is mostly secure and sometimes accurate• Some control of a range of punctuation• Attempts a variety of sentence forms• Some use of Standard English with some control of agreement• Some accurate spelling of more complex words• Varied use of vocabulary



What can you do to support your children?

The image shows the front cover of a CGP book for Key Stage Three English. The cover is black with white and gold text. At the top left is the 'CGP' logo. In the center is a cartoon illustration of a man wearing a cap and sunglasses, holding a book that also features the 'CGP' logo. Below the illustration, the word 'Key Stage Three' is written in white, and 'English' is written in large, bold, gold letters. At the bottom, the words 'Complete Study & Practice' are written in gold, and a smaller line at the very bottom reads 'Everything you need for the whole course!'

CGP books are great and cover everything your child will need to know at KS3 level.

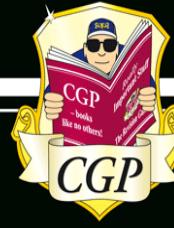
There is also an online version which accompanies the book so you can read it on a tablet or MAC.

https://www.cgphub.co.uk/School/books_ks3_english.book_EHS36



What can you do to support your children?

CGP



Key Stage Three English

Complete Study & Practice

Everything you need for the whole course!

- Ensure your child completes their homework and hands it in on time.
- Collaborate with teachers - raise any concerns you have and contact us when things begin to go awry.
- Check Epraise - know what homework needs to be done when and for whom.
- Encourage them to read challenging books and make sure they quiz regularly - they will need to have exposure to higher-level texts in order to understand test material.
- Read regularly with your child and discuss the content of their books with them.

https://www.cgpboks.co.uk/School/books_ks3_english.book_EHS36

Help us to keep our standards high!