



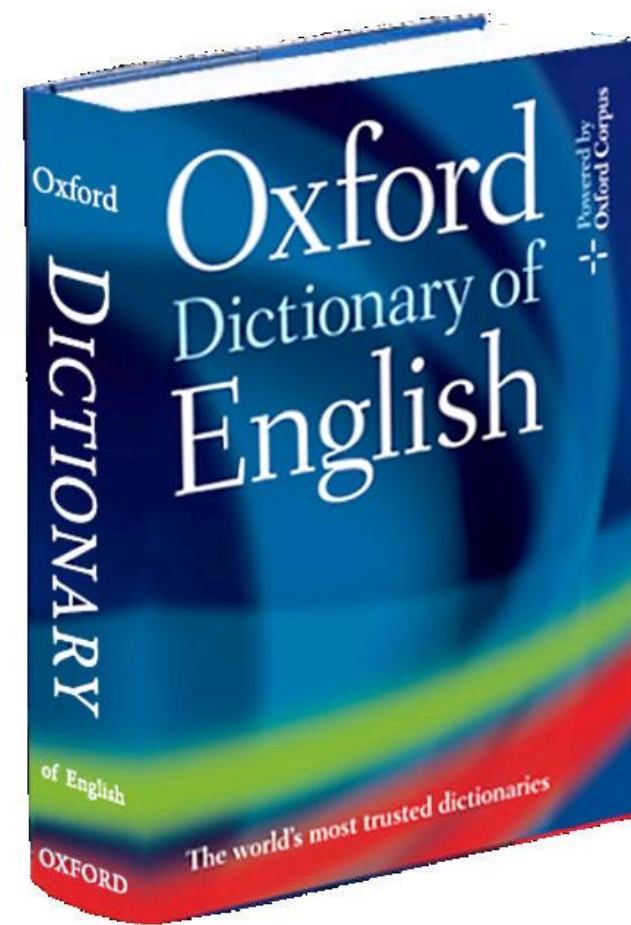
*How does the curriculum
change from KS2 to KS3?*

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.





and this...

24 G6.1	Award 1 mark for both antonyms encircled. What looked like a <u>worthless</u> collection of rusty metal turned out to include ancient coins and <u>valuable</u> jewellery.	1m															
25 G5.8	Award 1 mark for a correctly completed table. <table border="1" data-bbox="333 825 2066 1375"><thead><tr><th data-bbox="333 825 940 979">Sentence</th><th data-bbox="940 825 1505 979">Apostrophe for a contracted form</th><th data-bbox="1505 825 2066 979">Apostrophe for possession</th></tr></thead><tbody><tr><td data-bbox="333 979 940 1079">Where is Karen's pen?</td><td data-bbox="940 979 1505 1079"></td><td data-bbox="1505 979 2066 1079">✓</td></tr><tr><td data-bbox="333 1079 940 1179">Joshua's hungry.</td><td data-bbox="940 1079 1505 1179">✓</td><td data-bbox="1505 1079 2066 1179"></td></tr><tr><td data-bbox="333 1179 940 1279">Please get the dog's dinner.</td><td data-bbox="940 1179 1505 1279"></td><td data-bbox="1505 1179 2066 1279">✓</td></tr><tr><td data-bbox="333 1279 940 1375">The cat's outside.</td><td data-bbox="940 1279 1505 1375">✓</td><td data-bbox="1505 1279 2066 1375"></td></tr></tbody></table>	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.	✓		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	<p>Look at the section headed: Other interesting facts.</p> <p>Complete the sentence below.</p> <p>Recent studies show that...</p> <p>Tick one.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for:</p> <p>giant pandas always spend most of their lives alone. <input type="checkbox"/></p> <p>most giant pandas live in captivity. <input type="checkbox"/></p> <p>giant pandas only live in the wild in China. <input type="checkbox"/></p> <p>some giant pandas live in the same area. <input checked="" type="checkbox"/></p>	1m
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and again...



8

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

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.*

1m

9

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

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

1m



and on making simple inferences...

37

How can you tell that Edward was determined to find the game?

1m

Give **one** piece of evidence that shows his determination.

Content domain: 2d – explain and justify inferences with evidence from the text

Award 1 mark for reference to any of the following:

1. conducting a thorough search / looking everywhere, e.g.
 - *he's searching in every nook and cranny*
 - *he looked behind every single book*
 - *it took me some time.*
2. ignoring the dirt / cobwebs behind the bookcase, e.g.
 - *he even stuck his hand in all the dirt behind it*
 - *used my hand to sweep out the shallow gap.*



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 ideas• Select 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	Shows a detailed understanding of the differences <ul style="list-style-type: none">• Offers perceptive interpretation of both texts• Synthesises evidence between texts• Selects a judicious range of quotations from both texts	The vet treats Milly as if she's important, showing her the same care he would a human being by deciding 'to perform a caesarean'. When he delivers eight puppies he makes a joke and says 'I'll start on the other half now', so he's keeping the atmosphere light-hearted and calm for Milly as she gives birth. People treated animals differently in the 19 th century and Mr Walker's servant has a more distant attitude to the 'small Dalmatian dog'. 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 'the dog should be lost on the road'. 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 'much valued' by Mr Walker.



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	Shows a clear understanding of the differences <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	The vet treats Milly as if she's important. It says he ' <i>decided to perform a caesarean</i> ', 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>I'll start on the other half now</i> ', so he obviously likes animals. The ' <i>small Dalmatian dog</i> ' 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 ' <i>the dog should be lost on the road</i> ', so he must care what happens to it.
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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	Shows clear understanding of <i>language</i> <ul style="list-style-type: none">Clearly explains the effects of the writer's choices of languageSelects relevant quotationsUses subject terminology accurately	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.
Level 2 Some, attempts 4-6 marks	Shows some understanding of <i>language</i> <ul style="list-style-type: none">Attempts to comment on the effect of languageSelects some relevant quotationsUses some subject terminology, not always appropriately	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.
Level 1 Simple, limited 1-3 marks	Shows simple awareness of <i>language</i> <ul style="list-style-type: none">Offers simple comment on the effects of languageSimple references or textual detailsSimple mention of subject terminology	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'.
Level 0 No marks	No comments offered on the use of language Nothing to reward	

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.

<p>Level 4 19-24 marks</p> <p>Content is convincing and crafted;</p>	<p>Upper Level 4 22-24 marks</p>	<p>Content</p> <ul style="list-style-type: none">• Communication is convincing and compelling throughout• Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract• Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Highly structured and developed writing, incorporating a range of integrated and complex ideas• Fluently linked paragraphs with seamlessly integrated discourse markers• Varied and inventive use of structural features
<p>Organisation is structured, developed, complex and varied</p>	<p>Lower Level 4 19-21 marks</p>	<p>Content</p> <ul style="list-style-type: none">• Communication is convincing• Tone, style and register consistently match purpose, form and audience;• Extensive vocabulary with evidence of conscious crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none">• Structured and developed writing with a range of engaging complex ideas• Consistently coherent use of paragraphs with integrated discourse markers• Varied 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

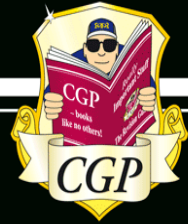
Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

<p>Level 4 13-16 marks</p>	<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
<p>Level 3 9-12 marks</p>	<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
<p>Level 2 5-8 marks</p>	<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?



CGP



Key Stage Three **English**

Complete
Study & Practice

Everything you need for the whole course!

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

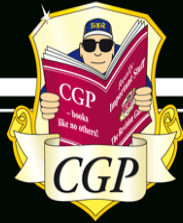
There is also an online version which accompanies the book so you can read it on a tablet or MAC.

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

Help us to keep our standards high!