

Grade 6

LS1. Learners will be able to listen and respond to oral communication.

- a. Identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers
- b. Identify, sift and summarise the most important points or key ideas from a talk or discussion

LS2. Learners will be able to communicate effectively through speaking

- a. Recognise different conventions and forms in speech
- b. Use the main conventions of standard English when appropriate
- c. Explore ideas, texts and issues through a variety of dramatic approaches and conventions
- d. Work on their own and with others to develop dramatic processes, narratives, performances or roles
- e. Comment on the effectiveness of the different dramatic conventions and techniques used

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Extract the main points and relevant information from a text or source using a range of strategies such as skimming and scanning
- b. Use inference and deduction to recognise implicit meanings at sentence and text level
- c. Make relevant notes when gathering ideas from texts
- d. Make a personal response to a text and provide some textual reference in support

LS4. Learners will be able to communicate effectively through writing.

- a. Understand the conventions of standard English and how to use them consistently in their writing
- b. Understand and use appropriately in their own writing the conventions of sentence grammar
- c. Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech
- d. Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader
- e. Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects
- f. Spell common words correctly
- g. Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
apply knowledge of spelling skills and strategies with increasing independence

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Develop different ways of generating, organizing and shaping ideas, using a range of planning formats or methods
- b. Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Make informed personal choices of texts and express their preferences
- b. Make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Make clear and relevant contributions to group discussion, promoting, opposing, exploring and

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- questioning as appropriate
- b. Help discussions succeed by acknowledging and responding to the contributions of others
- c. Take different roles in group discussion as required by the task or context

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Identify and understand the main ideas, viewpoints, themes and purposes in a text
- b. Understand the different ways in which texts can reflect the social, cultural and historical contexts in which they were written
- c. Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Develop character and voice in their own fiction writing
- b. Develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task
- c. Develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader
- d. Make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases
- e. Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- f. Understand and use degrees of formality in a range of texts according to context, purpose and audience

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Tailor the structure and vocabulary of talk to clarify ideas and guide the listener
- b. Use some verbal and non-verbal techniques to make talk interesting for listeners

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Explore the range of different ways writers use layout, form and presentation in a variety of texts
- b. Explore the variety and range of ways the content of texts can be organised, structured and combined
- c. In non-narrative, establish, balance and maintain viewpoints
- d. Select words and language drawing on their knowledge of literary features and formal and informal writing

Grade 7

LS1. Learners will be able to listen and respond to oral communication.

- a. Identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers
- b. Identify, sift and summarise the most important points or key ideas from a talk or discussion

LS2. Learners will be able to communicate effectively through speaking

- a. Recognise different conventions and forms in speech
- b. Use the main conventions of standard English when appropriate
- c. Explore ideas, texts and issues through a variety of dramatic approaches and conventions
- d. Work on their own and with others to develop dramatic processes, narratives, performances or roles
- e. Comment on the effectiveness of the different dramatic conventions and techniques used

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Extract the main points and relevant information from a text or source using a range of strategies such as skimming and scanning
- b. Use inference and deduction to recognise implicit meanings at sentence and text level
- c. Make relevant notes when gathering ideas from texts
- d. Make a personal response to a text and provide some textual reference in support

LS4. Learners will be able to communicate effectively through writing.

- a. Understand the conventions of standard English and how to use them consistently in their writing
- b. Understand and use appropriately in their own writing the conventions of sentence grammar
- c. Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech
- d. Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader
- e. Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects
- f. Spell common words correctly
- g. Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns
- h. Apply knowledge of spelling skills and strategies with increasing independence

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Develop different ways of generating, organizing and shaping ideas, using a range of planning formats or methods
- b. Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Make informed personal choices of texts and express their preferences
- b. Make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Make clear and relevant contributions to group discussion, promoting, opposing, exploring and questioning as appropriate
- b. Help discussions succeed by acknowledging and responding to the contributions of others
- c. Take different roles in group discussion as required by the task or context

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Identify and understand the main ideas, viewpoints, themes and purposes in a text
- b. Understand the different ways in which texts can reflect the social, cultural and historical contexts in which they were written
- c. Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Develop character and voice in their own fiction writing
- b. Develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task
- c. Develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader
- d. Make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases
- e. Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- f. Understand and use degrees of formality in a range of texts according to context, purpose and audience

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Tailor the structure and vocabulary of talk to clarify ideas and guide the listener
- b. Use some verbal and non-verbal techniques to make talk interesting for listeners

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Explore the range of different ways writers use layout, form and presentation in a variety of texts
- b. Explore the variety and range of ways the content of texts can be organised, structured and combined

Grade 8

LS1. Learners will be able to listen and respond to oral communication.

- a. Explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement
- b. Explain the speaker's intentions and make inferences from speech in a variety of contexts

LS2. Learners will be able to communicate effectively through speaking

- a. Make some appropriate selections from a range of conventions and forms in speech
- b. Use standard English, adapting the level of formality to different situations
- c. Use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes
- d. Develop and sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles
- e. Evaluate the impact and effectiveness of a range of dramatic conventions and techniques

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate
- b. Use inference and deduction to explore layers of meaning within a text
- c. Make relevant notes when researching different sources, comparing and contrasting information
- d. Respond to a text by making precise points and providing relevant evidence in support of those points

LS4. Learners will be able to communicate effectively through writing.

- a. Understand the significance and importance of conventional standard English, the ways in which writers use nonstandard forms in specific contexts for particular effects, and how to use standard and non-standard English when appropriate in their own writing
- b. Draw on their knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose
- c. Draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects
- d. Draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader
- e. Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and by using strategies and resources to extend their available choices
- f. Spell most words correctly including some complex polysyllabic words and unfamiliar words

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Explore, problem solve, connect and shape ideas, and identify the most appropriate approach to planning their writing
- b. Plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Broaden their experience of reading a wide range of texts and express their preferences and opinions
- b. Apply skills in editing and proofreading in a range of different texts and contexts, reviewing and revising writing as it progresses

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Make a sustained contribution to group discussion, and illustrate and explain their ideas
- b. Listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas
- c. Develop the skills required for group discussion by taking a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Trace the development of a writer's ideas, viewpoint and themes
- b. Explore the concept of literary heritage, why certain texts are important within it and how some texts have influenced culture and thinking
- c. Explore the range, variety and overall effect on readers of literary, rhetorical and grammatical features used by writers of literary and non-literary texts

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Draw on some techniques and devices used by writers in order to develop distinctive character and voice in their own fiction
- b. Select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing

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- c. Draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing
- d. Use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs
- e. Experiment with different ways of presenting texts, drawing on a range of modes, formats and media with the needs of the reader in mind
- f. Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available
- b. Engage listeners' attention and interest by using a range of different verbal and nonverbal techniques

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Explain how specific choices and combinations of form, layout and presentation create particular effects
- b. Explain how specific structural and organisational choices in texts create particular effects

Grade 9

LS1. Learners will be able to listen and respond to oral communication.

- a. Respond to speakers and give constructive feedback, analysing skills, subject matter, intended listeners and the purpose of talk
- b. Analyse the underlying themes or issues in a range of different contexts, identifying implied and explicit meanings and the speaker's intentions

LS2. Learners will be able to communicate effectively through speaking

- a. Use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes
- b. Use sustained standard English with the degree of formality suited to listeners and purpose
- c. Use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts
- d. Develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles
- e. Analyse and explain, in and out of role, the use, impact and effect of different dramatic conventions and techniques

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Select from a range of strategies the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts
- b. Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts
- c. Make relevant notes in a range of formats and approaches when researching a variety of sources
- d. Develop interpretations of texts, supporting points with detailed textual evidence

LS4. Learners will be able to communicate effectively through writing.

- a. Write fluently and sustain standard English in wide and varied texts and contexts, and for a range of purposes and audiences
- b. Understand the ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate in their own writing
- c. Deploy appropriately in their own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects
- d. Deploy appropriately in their own writing the range of sentence structures used by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader
- e. Spell correctly throughout a substantial text including ambitious or complex polysyllabic words

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Link their selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience and the individuality of their own writing
- b. Plan different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations
- b. Evaluate the effectiveness and likely impact on the reader of their writing by using the editing, proofreading and reviewing process, and revise as necessary

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Recognise strengths and identify areas for development in their own and others' contributions
- b. Move a discussion forward by developing and drawing together ideas arising from discussion
- c. Choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts
- b. Develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions
- c. Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers
- d. Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on a wide range of techniques and devices used by writers
- b. Establish and sustain a clear and logical personal viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information, and other techniques used by writers to

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- meet the purpose of the task
- c. Elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks
 - d. Shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind
 - e. Select the most appropriate text format, layout and presentation to create impact and engage the reader
 - f. Understand the range of formal and informal styles used by writers, and ways to deploy them appropriately in their own writing to enhance and emphasise meaning and create a wide range of effects with task, purpose and reader in mind

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts
- b. Develop and choose effectively from a repertoire of verbal and nonverbal techniques which actively involve listeners

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes
- b. Analyse how meaning can be conveyed in different ways according to structural and organisational choices at sentence and text level

Grade 10

LS1. Learners will be able to listen and respond to oral communication.

- a. Analyse, compare and contrast features of speech in a range of contexts and relate them to their own speech
- b. Compare, contrast and synthesise what they hear in different contexts, distinguishing between implied and explicit meanings and between key ideas, detail and illustration, and make judgements about speakers' intentions

LS2. Learners will be able to communicate effectively through speaking

- a. Choose from a repertoire of conventions and forms of spoken texts, and adapt them to achieve a range of planned effects in both familiar and unfamiliar contexts
- b. Use fluent, sustained standard English in a range of familiar and unfamiliar contexts and for a variety of purposes, varying and adapting formality as appropriate
- c. Compare, question and analyse complex and challenging ideas, texts, issues and themes by using a wide variety of dramatic approaches and conventions
- d. Develop and sustain a variety of challenging and complex processes, narratives, performances or roles through the independent selection and adaptation of appropriate conventions, techniques and styles
- e. Analyse, compare, evaluate and exemplify, in and out of role, the different uses, intentions and impacts of particular dramatic conventions and techniques in a wide range of drama processes, texts or performances

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Select, compare and contrast information carefully from texts for specific tasks, taking account of the origin and purpose of the sources and knowing how to recognise bias and opinion
- b. Draw on a repertoire of reading strategies in order to analyse, compare and respond to layers of meaning, subtlety and allusion in texts
- c. Summarise and synthesise relevant information from a range of sources, selecting the most useful note form for the purpose
- d. Build an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with precise analysis, evidence and explanation

LS4. Learners will be able to communicate effectively through writing.

- a. Write fluent, sustained standard English in a range of familiar and unfamiliar contexts, and for a variety of purposes and audiences
- b. Write complex, ambitious texts, maintaining accuracy and deploying a range of grammatical conventions appropriately, making conscious and purposeful adaptations to grammar for specific effect
- c. Shape and craft writing which draws on their understanding of how writers use punctuation as an integral and appropriate part of the intended effect, with clear consideration given to task, purpose and audience
- d. Select from the wide range of sentence structures used by writers, and shape, craft and adapt them in their own writing for particular effect with clear consideration given to the variety of audiences, tasks and purposes
- e. Review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts or under time or other constraints

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Draw efficiently on and adapt a range of possible ways to generate, plan and shape ideas for impact, according to task, purpose and audience
- b. Plan and write effectively, making well-judged choices and adaptations to suit particular tasks, purposes and audiences through their knowledge of a range of conventions and forms

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Sustain and extend their personal reading, and make interesting comparisons and connections across a range of texts and writers
- b. Understand how readers choose and respond to texts
- c. Review and revise writing successfully and independently, based on evaluation of their writing and careful consideration of the potential impact of any revisions on the reader

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Compare and take account of different points of view in discussion
- b. Make appropriate judgements about when and how best to intervene or take a lead in discussion
- c. Apply and adapt the repertoire of skills required by a range of roles in order to make sustained and relevant contributions and influence the outcomes of group discussions

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Analyse, compare and contrast ideas, viewpoints, purposes and themes, both within a text and between texts
- b. Make informed connections and comparisons between texts and writers that are different in time, culture and literary tradition, exploring their influence on each other and on culture as appropriate
- c. Compare and contrast how writers use specific literary, rhetorical and grammatical features to shape meaning, how techniques differ between different texts and writers, and the potential impact on different readers
- d. Exploit the full range, forms and combinations of vocabulary to create levels of meaning from the subtle to the more explicit in order to create particular effects according to task, audience and purpose

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Develop and deploy in their own fiction writing a range of carefully selected techniques, drawn from a variety of texts, to establish and sustain a distinctive use of character, point of view and voice
- b. Develop and deploy a range of carefully selected techniques, drawn from a variety of texts, to establish and sustain a clear, logical, credible and distinctive viewpoint shaped specifically to task, audience and purpose
- c. Make appropriate and ambitious selections from a broad repertoire of linguistic and literary techniques to shape and affect the reader's response
- d. Shape, craft and draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular literary, transactional or rhetorical effects with purpose and audience in mind
- e. Shape, craft and adapt form, organisation, layout and presentation in a range of contexts, in ways that have a clear purpose and effect
- f. Shape responses from readers appropriately by selecting formal and informal registers or standard and non-standard forms for precise and deliberate effects with task, purpose and reader in mind

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Present or contribute to talk in clear, effective and flexible ways in a range of contexts which demand the understanding and application of complex or challenging content
- b. Sustain the interest of listeners and influence their responses by selecting effective verbal and non-verbal techniques

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Compare and contrast the effectiveness of a range of different forms, layouts and presentational choices made according to task, audience and purpose
- b. Compare and contrast how different writers shape texts through structure and organisation and explain the effectiveness of their choices

Grade 11

LS1. Learners will be able to listen and respond to oral communication.

- a. Make detailed and informed judgements about the effects of features of speech, and apply this knowledge in a range of familiar and unfamiliar contexts
- b. Draw out speakers' intentions, implicit meanings and nuances, make perceptive analysis and evaluate the validity of their own different interpretations of spoken texts

LS2. Learners will be able to communicate effectively through speaking

- a. Select from a broad repertoire of conventions and forms of spoken texts, and adapt them to achieve inventive and original effects in a range of familiar and unfamiliar contexts
- b. Make judicious, flexible and confident use of formal and informal registers and standard and non-standard English, adapting formality as necessary to achieve deliberate, planned effects
- c. Draw on a repertoire of dramatic approaches and conventions to pursue original and inventive lines of thought when exploring ideas, texts and issues, and transfer them to other ideas and texts
- d. Plan, develop and sustain a rich and original variety of challenging and complex dramatic processes, narratives, performances or roles and apply this learning in a wide variety of other contexts and experiences
- e. Draw on their knowledge of a wide repertoire of dramatic conventions and techniques to analyse, evaluate and exemplify their impact and effect across a variety of processes, texts and performances and apply this learning with insight to a range of other contexts, experiences

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Analyse, compare and contrast texts and sources with insight into their context as well as their content, evaluating their validity and relevance for a range of tasks or purposes
- b. Select effectively and flexibly from a repertoire of reading strategies to analyse and explain layers of meaning, subtlety and allusion in and between increasingly challenging texts
- c. Summarise, synthesise and, where relevant, redraft information taken from a range of sources succinctly and appropriately for purpose
- d. Develop and sustain independent interpretations of texts, making concise evaluative comments and supporting points with detailed textual reference and analysis

LS4. Learners will be able to communicate effectively through writing.

- a. Create and shape language ambitiously in their writing, maintaining accuracy, consciously drawing, if appropriate for audience and purpose, on some of the ways that grammar varies and is influenced by different contexts and cultures
- b. Shape, craft and adapt sentence structures, selecting from the wide repertoire of styles and types deployed by writers, and apply them accurately, creatively and appropriately to achieve impact and effect
- c. Review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts, or when imaginative and ambitious choices are made, or under time or other constraints

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Respond flexibly and imaginatively to a range of familiar and less-familiar tasks and contexts for writing by selecting from and adapting appropriate forms and planning methods for impact
- b. Select from a wide range of conventions and forms, adapting or synthesising their distinctive features as appropriate to achieve particular effects and impact in their writing

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Make independent, informed judgements about a wide range of texts and writers, and articulate personal reading preferences and tastes
- b. Explore how different audiences choose and respond to texts
- c. Review and revise their work when undertaking a range of written texts, including complex and challenging ones, with insight and independence, and make considered choices about content and

structure, and their impact on the reader

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Evaluate alternative suggestions or interpretations and arrive at a considered viewpoint
- b. Make independent judgements about when to negotiate, challenge, analyse or build on the contributions of others to complete tasks or reach consensus
- c. Recognise the distinctive elements of the different roles in group discussion, and adapt them in inventive ways to influence or shape outcomes subtly or explicitly as the task demands

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Evaluate the ways in which ideas, viewpoints and themes in texts may be interpreted differently according to the perspective of the reader
- b. Analyse the values and assumptions of writers by drawing out connections and comparisons between texts and their relationship to social, historical and cultural contexts
- c. Analyse how specific literary, rhetorical and grammatical features shape meaning in implicit and explicit ways to create impact, how techniques differ across a wide range of texts and writers, and evaluate the potential impact of these choices on different readers
- d. Deploy a rich, varied and apt vocabulary, which demonstrates imagination and a sense of individual voice, in order to engage the reader and shape their response, while matching the demands and conventions of the text

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Engage the reader in a range of ways through their understanding adaptation, and inventive use of fiction writers' different uses of narrative voice, point of view and character to achieve particular effects
- b. Use and adapt a wide range of techniques non-fiction writers use to establish and sustain clear, independent and credible viewpoints on complex subjects, shaped specifically to task, audience and purpose
- c. Exploit the full repertoire of literary and linguistic techniques, combining and adapting them where appropriate to create specific planned effects in a wide range of forms and genres for a variety of audiences and purposes
- d. Exploit the full range of structures, styles, links and combinations of paragraphs to achieve specific literary, transactional or rhetorical effects with a planned impact according to task, audience and purpose
- e. Exploit the full range of potential forms, types of organisation, layout and presentation in creative and appropriate ways, maintaining a clear sense of purpose and effect
- f. Shape, craft and experiment with a range of appropriate standard and non-standard forms in order to achieve original and inventive effects and impact in a wide variety of texts

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

- a. Deploy a wide and sophisticated repertoire of skills and strategies in flexible ways, drawing on relevant resources to create clear, effective and powerful presentations or contributions to discussions
- b. Appeal to listeners, challenge their views and assumptions and provoke thought by selecting and deploying skills from a repertoire of verbal and non-verbal techniques

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Make informed, independent judgements about how writers' specific form, layout and presentational choices shape meaning, and how techniques differ across a wide range of texts and writers
- b. Make detailed analysis and comparison of the ways writers manipulate and shape meaning through a range of structures and organisations

Grade 12

LS1. Learners will be able to listen and respond to oral communication.

- a. Draw on their understanding of the dynamic and influential nature of spoken language in a range of contexts, and how speakers deploy skills in inventive and original ways
- b. Draw on their understanding of the dynamic and influential nature of spoken language in a range of complex and challenging contexts, and how speakers deploy skills in inventive and original ways

LS2. Learners will be able to communicate effectively through speaking

LS3. Learners will be able to apply skills and strategies appropriate for reading a variety of genres.

- a. Analyse, evaluate and compare the relevance, usefulness or significance of a range of sources of information obtained from research, and make discriminating choices about what to use
- b. Coordinate and combine a wide repertoire of reading strategies to develop subtle, original and inventive interpretations of a range of challenging texts
- c. Demonstrate mastery of a wide range of research and note-making skills, using discrimination to evaluate and make appropriate selections from a variety of sources
- d. Produce original and sophisticated interpretations of texts in the form of cogent critical responses, demonstrating personal engagement and sustained critical judgement

LS4. Learners will be able to communicate effectively through writing.

- a. Exploit a wide repertoire of grammatical constructions and conventions drawn from a range of influences, contexts and cultures, in order to write rich, original and ambitious texts while maintaining accuracy and achieving a planned impact
- b. Shape sentences in apt and accurate ways that demonstrate economy of expression and/or elaborate development as appropriate in order to create original and sophisticated effects and impact

LS5. Learners will be able to organise and effectively present ideas and thinking.

- a. Select from a wide repertoire of planning strategies and formats in order to shape ideas and structure content effectively, efficiently and inventively, reflecting a clear sense of task, purpose, audience and intended impact
- b. Shape audience response by handling and planning content with inventiveness and originality, subtly exploiting or subverting the conventions of text types and genres for a range of effects and impact

LS6. Learners will be able to use critical thinking skills to evaluate and improve progress.

- a. Analyse how texts are shaped by audiences' preferences and opinions
- b. Review and revise, with independence and insight, a range of complex and challenging texts, and make considered choices about overall content and structure, and their impact on the reader

LS7. Learners will develop and exhibit collaborative and team building skills.

- a. Make influential and authoritative contributions to discussion, taking a range of roles, and reflect upon and build constructively on the comments of others, provoking thought and helping shape the progress of discussions

U1. Learners will understand that literary texts are shaped and influenced by sociological and author's choices.

- a. Compare, contrast and analyse in depth, with empathy and discrimination, a wide range of viewpoints and purposes in and between texts, and the range of perspectives of readers, writers and critics
- b. Demonstrate originality of analysis and interpretation when evaluating texts in context to produce critical comparisons of the literary, moral, philosophical and social significance of texts from a range of cultures and times
- c. Make original, considered comments and demonstrate insight about a writer's inventiveness in using language for particular effects, and how this links to the overall purpose of the text and impact on a range of readers

U2. Learners will understand that effective writing requires purpose, clarity and logic.

- a. Establish and sustain a mature and convincing authorial voice or character and point of view through the sophisticated and original handling of a repertoire of techniques, shaping and, where relevant, manipulating the reader's response in a range of ways
- b. Establish and sustain a mature and convincing viewpoint or perspective by drawing on a sophisticated and original repertoire of techniques to shape or manipulate the reader's response, when writing on complex and challenging subjects
- c. Shape their writing in ambitious, inventive and original ways by exploiting the full repertoire of linguistic and literary techniques, adapting, manipulating and combining them for effect and impact
- d. Shape, craft and adapt form, layout, organization, presentation and combination of types of content in creative, inventive and appropriate ways to achieve specific literary, transactional or rhetorical effects with a clear task, audience and purpose in mind

U3. Learners will understand that preparation and coherence are essential for well-focused informal and formal presentations.

U4. Learners will demonstrate an understanding of, and create a variety of media.

- a. Comment with insight and originality about a writer's inventiveness in their use of form, structure, organisation, layout and presentation, and how this links to the overall purpose and effect of the text