### STEPS TO SUCCESS FOR KEYSTAGE 3...

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#### ENGLISH

**STRAIN 1 Reading fiction**
This includes modern and non-fiction, poetry, plays, and drama, short stories. (Equal weighting)

- **A critical analysis of writing, expressing a detailed understanding of all that is below and...**
  - has the ability to explore a text from an academic perspective
  - has the ability to explore the strengths of a text and how these are achieved and how different interpretations of a text or idea can be made.

**STRAIN 2 Reading non-fiction**
This includes bibliographic literature/ non-fiction (travel writing), newspapers, factual documents etc. (Equal weighting)

- **A critical analysis of writing, expressing a detailed understanding of all that is below and...**
  - has the ability to explore a text from a sophisticated point of view
  - has the ability to explore the strengths of a text and how these are achieved and how different interpretations of a text or idea can be made.

**STRAIN 3 Imaginative writing**
(Equal weighting)

- **All the below and...**
  - writes maturely, originally and has an imaginative and evocative response to all texts
  - has full control of language and technique is demonstrated with clear planning and purpose behind choices.

**STRAIN 4 Non-fiction writing**
(Equal weighting)

- **All the below and...**
  - writes maturely, originally and has an imaginative and evocative response to all texts
  - has full control of language and technique is demonstrated with clear planning and purpose behind choices.

**STRAIN 5 Spelling, punctuation and grammar**
(Equal weighting)

- **All the below and...**
  - has full control of language and technique is demonstrated with clear planning and purpose behind choices.
  - has a full control of a range of punctuation.
  - can use a variety of vocabulary.

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**Thorough and surprising exemplification of all that is below and...**

- has imaginative and evocative responses to all texts
- can read simple words and simple stories.

- **Can... Can... Can... Can... Can...**
  - begins to create an opinion based on feelings
  - begins to create an opinion based on facts
  - begins to use simple adjectives to describe characters and events
  - creates ideas about facts and events.
  - begins to create an opinion based on facts and events.

- **All the below and...**
  - shows mature creativity in the way that vocabulary, techniques and persuasive devices are used.
  - all writing is designed to create impact on the reader and for a purpose.
  - uses layers of meaning and subtlety of language to convey a point of view.

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- **All the below and...**
  - makes an awareness of the writer's purpose behind choices.
  - uses inference and deduction to explain key ideas and writer's point of view.

- **All the below and...**
  - uses a variety of vocabulary and phrases.
  - uses a range of punctuation accurately, including exclamation marks.

- **All the below and...**
  - uses varied sentence structures for impact.
  - uses varied sentence structures for impact.

- **All the below and...**
  - shows awareness of the writer's purpose and how this shapes a text.
  - shows awareness of the social and literary tradition of the text.

- **All the below and...**
  - can use varied sentence structures.
  - can write paragraphs to show an understanding of different ideas, arguments and purposes.

- **All the below and...**
  - can use a formal style where appropriate.
  - uses persuasive devices with maturity and purpose.

- **All the below and...**
  - can use an imaginative and evaluative responses to all texts.
  - can use appropriate terminology to discuss the writer's choices.

- **All the below and...**
  - can spell some simple words correctly.
  - handwrite although may not always be clear.

- **Can... Can... Can... Can... Can...**
  - uses some adjectives to create descriptive sentences.
  - uses some adjectives to create descriptive sentences.
  - uses varied sentence structures.
  - uses varied sentence structures.
  - uses a variety of techniques to add interest.

- **Can... Can... Can... Can... Can...**
  - has imaginative and evocative responses to all texts
  - can read simple words and simple stories.
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- **Can... Can... Can... Can... Can...**
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- **Can... Can... Can... Can... Can...**
  - can spell high frequency words accurately.
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- **Can... Can... Can... Can... Can...**
  - can use a range of punctuation accurately, including exclamation marks and inverted commas.
  - can use punctuation and punctuation marks accurately.
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- **Can... Can... Can... Can... Can...**
  - uses a range of punctuation accurately, including exclamation marks.
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- **Can... Can... Can... Can... Can...**
  - has a developing understanding of non-fiction texts.
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