



Wales Standards Alignment (A-E)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Careers & the World of Work, Key Stages 3, 4, 5 (11 to 19-year-olds)		Environment and Modern Agriculture	Healthful Eating
<p>Stage 3 Learning Outcomes</p>	<p>Skills Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● 1. work both independently and cooperatively ● 2. listen attentively and respond helpfully ● 3. access an appropriate range of sources for help, support and advice within defined contexts ● 4. locate, select and summarise information, identifying key points ● 5. select and interpret data about learning and career opportunities ● 6. use ICT to find, check and use relevant information ● 7. consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions ● 8. develop a range of ideas to solve problems ● 9. communicate clearly in English or Welsh, as appropriate, about careers and the world of work <p>Range Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:</p>		

	<p>Personal achievement</p> <ul style="list-style-type: none"> • 1. describe their abilities, interests and skills • 2. list their achievements in and out of school <p>Seeking information</p> <ul style="list-style-type: none"> • 3. use a variety of sources to search for information about a range of work and learning opportunities • 4. find out about the different types of work that are available and how work patterns are changing <p>Understanding the world of work</p> <ul style="list-style-type: none"> • 5. recognise and challenge the stereotypes that limit people in their choice of work and careers • 6. explore the attributes of entrepreneurs and the role of enterprise in wealth creation • 7. learn about the personal qualities that employers see as important • 10. organise information about themselves clearly and positively • 11. plan, agree and review targets • 12. manage time within given structures • 13. adapt to new situations • 14. be able to apply learning to a range of situations. <p>Guidance</p> <ul style="list-style-type: none"> • 8. identify the people able to provide informed advice and guidance on subject choices/career ideas and understand the implications of the possible pathways ahead of them • 9. identify any obstacles to future plans and decide how they might be overcome 		
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	<p>Making and implementing decisions</p> <ul style="list-style-type: none"> • 10. use what they have discovered about themselves, learning and work in decisions about individual Key Stage 4 pathways • 11. be able to explain their proposed choices both to their peers and to appropriate adults. 		
<p>Stage 4 Learning Outcomes</p>	<p>Skills</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • 1. work both independently and cooperatively within the classroom and beyond • 2. listen attentively and respond helpfully noting strengths and weaknesses of views • 3. access a wide range of sources for help, support and advice • 4. locate, select and identify key points from a range of information, including any lines of reasoning • 5. select, compare and interpret data relevant to their own needs • 6. use ICT to find information that is accurate and relevant for a range of purposes • 7. consider their own and other people’s perspectives about learning, careers and the world of work to inform opinions and decisions • 8. seek out and evaluate innovative solutions to problems • 9. communicate coherently in English or Welsh, as appropriate, about careers and the world of work • 10. present information about themselves effectively in a variety of forms <p>Range</p>		

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Personal achievement

- 1. develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills

Seeking information

- 2. use a variety of sources to find information about their career ideas, differentiating between information and promotional material
- 3. examine employment and learning opportunities and trends both locally and further afield

Understanding the world of work

- 4. examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity
- 5. explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways
- 6. recognise their responsibilities and rights as employees and learn how to follow safe working practices
- 7. use work-focused experiences to understand better what skills and personal qualities employers want
- 11. plan, set targets and review/reflect on learning
- 12. manage time with some independence
- 13. adapt to a range of new situations
- 14. be able to apply learning to a range of situations both within and outside school
- 15. show emerging awareness of customer Needs.

	<p>Guidance</p> <ul style="list-style-type: none"> ● 8. access realistic, impartial guidance on learning, careers and work-related matters ● 9. understand the prospects and progression patterns in the jobs in which they are interested ● 10. examine their careers ideas and the potential effects on their lives ● 11. identify any obstacles to future aspirations and plan thoughtfully how they might be overcome <p>Making and implementing decisions</p> <ul style="list-style-type: none"> ● 12. identify, understand and make decisions about individual pathways in education, training and work ● 13. be able to explain in some detail their choices both to their peers and to appropriate adults ● 14. review current information about themselves in relation to learning and work in order to negotiate a career plan ● 15. promote a positive self-image when making applications and attending interviews. 		
<p>Stage 5 Learning Outcomes</p>	<p>Skills</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● 1. work both independently and cooperatively in a wide range of settings ● 2. listen attentively and respond effectively, making significant contributions to discussions ● 3. access independently a wide range of sources for help, support and advice ● 4. select, summarise and synthesise key ideas and information ● 5. select, compare and interpret data from a variety of situations 		

	<p>relevant to their own needs</p> <ul style="list-style-type: none"> ● 6. use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose ● 7. explore their own and other people’s assumptions and aspirations and make best use of this in their decision-making ● 8. use innovative approaches to identify opportunities and solve problems ● 9. communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts ● 10. use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans <p>Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:</p> <p>Personal achievement</p> <ul style="list-style-type: none"> ● 1. review their achievements and their work/career/study plans ● 2. continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability <p>Seeking information</p> <ul style="list-style-type: none"> ● 3. research and evaluate a range of information about careers and the labour market within Wales ● 4. explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas ● 5. expand their knowledge of business and self-employment opportunities in order to inform their career horizons ● 6. discuss the impact of current trends in working patterns on their career plans 		
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	<p>Understanding the world of work</p> <ul style="list-style-type: none"> ● 7. discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping ● 8. engage in activities that encourage an entrepreneurial approach to work and wealth creation ● 9. understand their responsibilities and rights as employees and know how to follow safe working practices ● 10. present information about themselves effectively in a variety of forms for different audiences ● 11. plan, set targets across several time spans and review/reflect on learning ● 12. manage time independently, meeting tight deadlines ● 13. adapt to challenging new situations ● 14. be able to apply learning in a wide range of familiar and unfamiliar settings ● 15. show increasing awareness of customer needs <p>Guidance</p> <ul style="list-style-type: none"> ● 11. access and analyse realistic, impartial guidance on education/career/work routes ● 12. consider the financial and lifestyle implications of their career ideas <p>Making and implementing decisions</p> <ul style="list-style-type: none"> ● 13. understand, analyse and make decisions about individual pathways in education, training and work ● 14. be able to explain and justify their choices both to their peers and to appropriate adults ● 15. review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan 		
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	<ul style="list-style-type: none"> 16. promote a positive self-image in a range of formal situations including applications and attending interviews. 		
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Design & Technology, Key Stages 3, 4, 5 (11 to 19-year-olds)	Environment and Modern Agriculture	Healthful Eating
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<p>Stage 3 Learning Outcomes</p>	<p>Skills</p> <p>Designing</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> 1. use given design briefs, and where appropriate, develop their own to clarify their ideas for products 2. identify and use appropriate sources of information to help generate and develop their ideas for products 3. be creative and innovative in their thinking when generating ideas for their products 4. identify and apply knowledge and understanding about technological, sustainability and health and safety issues to develop ideas for products that are achievable and practical 5. develop a specification/recipe for their product 6. explore, develop and communicate design ideas in a range of ways, including annotation, drawings and CAD, e.g. clip art libraries, internet resources, scanners, digital cameras 7. model and refine their design ideas in 3-D form or food prototyping where appropriate 8. evaluate, refine and modify their design ideas as they develop in 		
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relation to aesthetics, sensory requirements, healthy lifestyle, function, safety, reliability, properties of materials, ingredients, components, sustainability and cost

- 9. evaluate their final design ideas against their initial specification/recipe.

Making Food

Pupils should be given opportunities to:

- 1. develop the skills to select and work with a range of materials and ingredients to make products in a variety of contexts
- 2. use hand and machine tools/utensils, and a range of equipment and processes, to mix, shape, form and join materials and ingredients
- 3. be creative in finding alternative ways of making if the first attempt is not achievable
- 4. develop techniques to ensure consistency and accuracy including the use of CAM, e.g. CAM software linked to a cutter/plotter, lathe, milling machine or sewing machine
- 5. test and evaluate their product against their original specification/recipe
- 6. use a broad range of skills, techniques and equipment, as well as standard recipes, to cook meals and products
- 7. plan and carry out a broad range of practical cooking tasks safely and hygienically
- 8. apply current healthy eating messages in relation to the nutritional needs of different groups in society and consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products
- 9. classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their

	<p style="text-align: center;">nutritional, functional and sensory properties</p> <p>Range</p> <p>Pupils should be given opportunities to develop their design and technology capability through:</p> <ul style="list-style-type: none"> ● activities in which they investigate, analyse and evaluate products in order to acquire technological and health and safety knowledge and understanding that can be applied in their designing and making ● activities in which they learn about the responsible use of materials ● considering issues of sustainability ● reflecting on the work of designers, inventors, architects and chefs, including those from Wales ● activities in which they develop and practise particular skills and techniques that can be applied in their designing and making ● activities in which they design and make products, focusing on different contexts and materials. <p>They should be given opportunities to:</p> <ul style="list-style-type: none"> ● be creative ● be innovative and enterprising ● work independently and in groups. <p>Taken together, these activities should cover a range of materials and components, including food, resistant materials, textiles, and include work with systems and control.</p> <p>Resistant materials and textiles</p> <ul style="list-style-type: none"> ● 10. learn about the properties and characteristics of materials and apply this knowledge and understanding when designing and making 		
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products

- 11. undertake materials testing, to determine suitability for intended use
- 12. combine and process materials in order to create enhanced properties and desired aesthetic characteristics
- 13. understand that loads can cause material failures in structures by bending, twisting and stretching
- 14. be aware of current developments in materials technology, e.g. 'smart' materials
- 15. consider issues of sustainability when choosing and using materials

Systems and controls

- 16. learn about the properties and characteristics of electrical/electronic and mechanical components and apply this knowledge and understanding when designing and making products
- 17. interconnect mechanisms to achieve different kinds of movement in products
- 18. build electronic components into control systems within products
- 19. understand feedback in control systems
- 20. design and interconnect systems and sub-systems for application in products
- 21. build microprocessor and computer control systems into products.

Health and safety

Pupils should be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities. They should be able to follow instructions to control risk to themselves and others, e.g. electrical tools/utensils, rotating machinery, sewing machines. When designing and making, pupils should take account of user safety, e.g. the build quality of

	products, how hygiene standards should be maintained in the production of a food product. They should be made aware of the impact on their health and safety of certain behaviour, e.g. healthy eating.		
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Education for Sustainable Development and Global Citizenship (ESDGC), Key Stages 3, 4, 5 (11 to 19-year-olds)	Environment and Modern Agriculture	Healthful Eating
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Stage 3	<p>Skills</p> <p>Developing thinking across the curriculum</p> <ul style="list-style-type: none"> ● Plan <ul style="list-style-type: none"> ○ Asking questions ○ Activating prior skills, knowledge and understanding ● Develop <ul style="list-style-type: none"> ○ Entrepreneurial thinking ○ Thinking about cause and effect and making inferences ○ Thinking logically and seeking patterns ○ Considering evidence, information and ideas ○ Forming opinions and making decisions ● Reflect <ul style="list-style-type: none"> ○ Linking and lateral thinking ● Developing communication across the curriculum ● Oracy <ul style="list-style-type: none"> ○ Developing information and ideas ○ Presenting information and ideas ● Writing <ul style="list-style-type: none"> ○ Locating, selecting and using information using reading strategies 	✓	✓
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- Wider communication
 - Organising ideas and information
 - Writing accurately
 - Communicating ideas and emotions

Wealth and Poverty

Learners should be given opportunities to:

- develop a sense of fairness and justice about the access to resources and wealth
- develop opinions about exploitation and poverty
- learn to value non-material things as well as material goods and to understand:
 - inequalities exist between people within countries and between countries
 - how goods are produced and traded and what Fair Trade is and why it is important
 - why people migrate

Identity and culture

Learners should be given opportunities to:

- develop an insight into their own values
- develop respect for themselves their culture and others
- value, celebrate and show sensitivity to diversity locally, nationally and globally
- question stereotypes
- appreciate that people's actions and perspectives are influenced by their values and to understand:
 - where their beliefs come from
 - how to recognise and challenge effectively expressions of prejudice, racism and stereotyping

- the links between culture, faith and individual values
- their own society is enriched by diversity of cultures
- the impact of past actions on cultures and identity e.g. slave trade and colonisation

Choices and decisions

Learners should be given opportunities to:

- participate in the school and wider community in order to change things
- develop opinions about the denial of human rights
- appreciate the value of a well balanced and well supported argument
- appreciate the benefits of resolving conflicts peacefully and to understand:
 - the complexity of making decisions and the need for precaution
 - what is meant by basic human rights and that not everyone has them
 - the principles of democracy
 - how conflict can arise from different views about global issues

Health

Learners should be given opportunities to:

- develop concern for their own health and the health of others in other parts of the world and to understand:
- the links between a healthy lifestyle and physical and emotional well-being
- ways in which health and quality of life can be improved in countries across the world
- applications of science, medicine and technology are being used to improve health and quality of life in a variety

- of countries

Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas
- Developing number across the curriculum
- Use mathematical information
 - Gathering information
- Interpret present findings
 - Recording and interpreting data and presenting findings

- Natural environment
- Learners should be given opportunities to:
- show informed concern for the quality of the natural environment near and far
- act to protect biodiversity and local and global environments and to understand:
 - interdependence of organisms, food webs, energy flows and the impact of external influences on these
 - how human activity changes local and global environments
 - the urgency and importance of protecting biodiversity at a local and global level

Consumption and waste

Learners should be given opportunities to:

- develop a sense of responsibility for sustainable development
- appreciate the actions required to reduce their own ecological footprint and to minimise waste
- appreciate the contribution made to their lifestyle by other people and other places and to understand:

- interdependence between producers and consumers and issues of trade justice
- an ecological footprint is a measure of human impact on the environment
- the influences of advertising and peer pressure on consumption
- the difference between “standard of living” and “quality of life”

Climate change

Learners should be given opportunities to:

- make personal decisions and changes to combat global warming such as reducing energy, travel and food miles
- appreciate the impact of past actions and their actions on future generations and to understand:
 - the “greenhouse effect” and how human activity affects the global environment
 - causes of concern over, and implications of, climate change
 - how renewable and non-renewable energy resources are used to generate electricity
 - a review of technologies under development
 - the links between lifestyle and CO2 emissions

Wealth and poverty

- Use activities which explore who owns/makes the money from products like chocolate or bananas
 - Compare the daily lives of workers or daily family life in different parts of the world and at different times
 - Read and discuss a story about economic migration
 - Explore the impact of colonisation or the slave trade

Identity and culture

- Examine how the media portrays young people
- Discuss the anti-racism campaign in football
- Explore the views of different faiths on an issue
- Study the role religion has played in Welsh society
- Explore the links between local communities and other countries and listen to the views of refugees or asylum seekers

Choices and decisions

- Role play a decision-making exercise or debate a controversial issue
- Study historical examples of conflicts about power
- Explore rights and responsibilities and international charters (Rights of the Child, Earth Charter)

Health

- Explore applications of science, medicine and technology that are used to improve health and quality of life in world
- Explore components of a balanced diet
- Regular PE sessions
- Investigate links between health and poverty statistics

Climate change

- Investigate changes in the climate and greenhouse effect
- Design a sustainable home or solar powered models
- Demonstrate how to measure gases
- Study renewable energy resources

Consumption and waste

- Explore people as consumers, measure eco-footprint and compare lifestyles from different global regions
- Analyse advertising aimed at teenagers

- Explore lifecycle of product and discuss sustainable actions
- Study renewable materials and new technologies
- Design and make products from recycled materials

Natural environment

- Explore interdependence, foodwebs and impact of environmental factors
- Study a threatened environment or the impact of acid rain
- Use the landscape as an inspiration for art or creative writing
- Source Fair Trade products for sale in the canteen
- Consider taking part in anti-poverty campaigns by running events in school
- Draw on resources from organisations such as Oxfam, Christian Aid and Action Aid
- Use of Development Education Centres where they are available
- Ensure appropriate policies are in place regarding inclusion, equal opportunities and cultural diversity
- Run a cultural theme throughout the school or have resident artist from another culture
- Display variety of images in school
- Links with religious leaders in the local community
- Urdd Gobaith Cymru and Eisteddfodau
- Global School Partnerships, Comenius projects
- School Council with staff and student consultation processes
- Mock assembly/general elections

School Library Committee of staff and learners

- Visit the local council chamber
- Invite the local councillor, AM, MP or MEP in for questioning on a national or international controversial issue
- Join WNHSS

	<ul style="list-style-type: none"> ● Use healthy and local foods ● School vegetable garden <p>Extra curricula sports and activities</p> <ul style="list-style-type: none"> ● Make use of Welsh Network of Healthy School Schemes ● Draw on local health officials and drug education officers ● Make use of WaterAid materials and campaigns ● Run energy saving campaigns ● Look to install some renewable energy and switch to a green tariff ● Develop a travel plan ● Visit Centre for Alternative Technology <p>EcoSchools</p> <ul style="list-style-type: none"> ● Speakers to talk about climate change actions ● Move towards more sustainable purchasing ● Monitor water and energy use ● Develop a waste management policy and compost appropriate waste on site <p>EcoSchools</p> <ul style="list-style-type: none"> ● Utilise local authority officers to help with waste and energy issues <p>WasteWatch</p> <ul style="list-style-type: none"> ● Visit a community composting site <p>Start an eco-club</p> <ul style="list-style-type: none"> ● Develop a nature reserve in the school ● Sponsor an endangered animal <p>Visits to a nature reserve, National Park,</p> <ul style="list-style-type: none"> ● National Botanical Gardens <p>Become a Forest School</p> <ul style="list-style-type: none"> ● Compare results with partner schools 		
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<p>Stage 4</p>	<p>Skills</p> <p>Developing thinking across the curriculum</p> <p>Plan</p> <ul style="list-style-type: none"> ● Asking questions ● Activating prior skills, knowledge and understanding <p>Develop</p> <ul style="list-style-type: none"> ● Entrepreneurial thinking ● Thinking about cause and effect and making inferences ● Thinking logically and seeking patterns ● Considering evidence, information and ideas ● Forming opinions and making decisions <p>Reflect</p> <ul style="list-style-type: none"> ● Linking and lateral thinking <p>Developing communication across the curriculum</p> <p>Oracy</p> <ul style="list-style-type: none"> ● Developing information and ideas ● Presenting information and ideas <p>Reading</p> <ul style="list-style-type: none"> ● Locating, selecting and using information using reading strategies <p>Writing</p> <ul style="list-style-type: none"> ● Organising ideas and information ● Writing accurately <p>Wider communication</p> <ul style="list-style-type: none"> ● Communicating ideas and emotions <p>Wealth and Poverty</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● be interested in the complex inter-relationships that contribute to 		
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	<p>wealth and poverty within and between societies</p> <ul style="list-style-type: none"> ● recognise the rights of future generations to meet their basic needs and to understand: ● the causes of inequality within and between societies ● the tensions between economic growth, sustainable development and basic human needs <p>Identity and culture</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● value equal opportunity and cultural diversity including language and to understand: <ul style="list-style-type: none"> ○ the importance of diverse cultural influences on themselves and their community ○ the importance of language, beliefs and values in cultural identity <p>Choices and decisions</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● be interested in how global issues and current affairs affect them ● a respect for alternative points of view presented in a reasoned manner ● appreciate the responsibilities that accompany peoples' rights and to understand: <ul style="list-style-type: none"> ○ the links between political decisions and their own lives and how to influence political decisions ● how the media influences both individuals and public opinion ● the international governance that exists through conventions from the EU, UN and other bodies <p>Health</p>		
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Learners should be given opportunities to:

- develop a responsible attitude for their own physical and mental health
- appreciate the role of a healthy environment in a healthy lifestyle and to understand:
 - the links between environment and health including the impact of pollution on the health of individuals and communities
 - how to evaluate a range of sources of health information, support and advice
 - the impact of global pandemics

Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas
- Developing number across the curriculum
- Use mathematical information
 - Gathering information
- Interpret present findings
 - Recording and interpreting data and presenting findings

Natural environment

Learners should be given opportunities to:

- show concern for all living things, their needs and inter-relationships
- support actions that promote biodiversity
- value wild spaces and to understand:
 - the carrying capacity of any environment and the earth as a whole limited by natural systems
 - the range of factors involved in reducing global biodiversity and the principles of maintaining and creating biodiversity

	<p>Consumption and waste</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● resist external pressures to purchase goods and question their motives when buying goods and to understand: <ul style="list-style-type: none"> ○ the interdependence of global economic systems ○ how to reduce their environmental impact through the concept of an ecological footprint ○ the meaning of lifecycle analysis of products and how it can be used <p>Climate change</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● take personal responsibility towards changing their lifestyles as a response to climate change and to understand: <ul style="list-style-type: none"> ○ how to critically review predictions about climate change ○ how different gases are affecting the climate and how these gases can be reduced ○ the links between transport and climate change <p>Wealth and poverty</p> <ul style="list-style-type: none"> ● Use the Trading Game and similar activities to explore the relationship between wealth and resources ● Research and debate the issue of international aid ● Study examples of colonisation and struggles for independence <p>Identity and culture</p> <ul style="list-style-type: none"> ● Examine how particular groups of people are portrayed in the media ● Study the rise of fascism in the 1930s ● Explore the links between local communities and other countries 		
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	<p>Choices and decisions</p> <ul style="list-style-type: none"> ● Role play based on an international crisis ● Study international conventions on warfare (Geneva Convention), human rights and the trade in animals <p>Health</p> <ul style="list-style-type: none"> ● Compare health statistics from different regions and explore the reasons for differences ● Debate or role play a medical issue such as who should have access to a new, expensive wonder drug that extends life expectancy <p>Climate change</p> <ul style="list-style-type: none"> ● Analyse the messages in material from the nuclear industry ● Write an account of a low carbon lifestyle in 2025 ● Use on-line carbon calculators ● Watch the film “An Inconvenient Truth” <p>Consumption and waste</p> <ul style="list-style-type: none"> ● Design a product from recycled materials and display its lifecycle analysis ● Compare ethical and non-ethical versions of similar products <p>Natural environment</p> <ul style="list-style-type: none"> ● Draw or model an ecosystem ● Research examples of species loss and examples of breeding programmes ● Summarise arguments for and against genetically modifying a crop 		
Stage 5	<p>Skills</p> <p>Developing thinking across the curriculum</p> <p>Plan</p> <ul style="list-style-type: none"> ● Asking questions ● Activating prior skills, knowledge and understanding 		

	<p>Develop</p> <ul style="list-style-type: none"> ● Entrepreneurial thinking ● Thinking about cause and effect and making inferences ● Thinking logically and seeking patterns ● Considering evidence, information and ideas ● Forming opinions and making decisions <p>Reflect</p> <ul style="list-style-type: none"> ● Linking and lateral thinking <p>Developing communication across the curriculum</p> <p>Oracy</p> <ul style="list-style-type: none"> ● Developing information and ideas ● Presenting information and ideas <p>Reading</p> <ul style="list-style-type: none"> ● Locating, selecting and using information using reading strategies <p>Writing</p> <ul style="list-style-type: none"> ● Organising ideas and information ● Writing accurately <p>Wider communication</p> <ul style="list-style-type: none"> ● Communicating ideas and emotions <p>Wealth and Poverty</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● question how their own actions might increase or decrease poverty ● appreciate why equity and justice are necessary in a sustainable community and to understand: <ul style="list-style-type: none"> ○ the challenges and impacts of globalisation for communities in different parts of the world ○ the concepts of social and natural capital 		
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	<p>Identity and culture</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● appreciate the importance of challenging injustice in appropriate ways ● develop a set of personal values which they apply in practice and reassess at intervals and to understand: <ul style="list-style-type: none"> ● how cultural differences influence our view of nature, science and society ● how ethical problems faced by society and individuals can be discussed and resolved <p>Choices and decisions</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● demonstrate active involvement in the community ● show a respect for a well balanced argument and a willingness to engage in debate ● participate in democratic elections and consultation processes and to understand: <ul style="list-style-type: none"> ○ the inter-related nature of socio-political and economic systems in environmental decision-making ○ the need for international cooperation ○ the role played by non-governmental agencies <p>Health</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● be concerned about the complex pressures preventing people from living a healthy lifestyle ● appreciate that the ability of future generations to enjoy a healthy lifestyle is partly determined by the actions of present generations and to understand: 		
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- the challenges providing healthcare locally and globally
- the long term emotional and physical benefits of a healthy lifestyle

Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

Developing number across the curriculum

- Use mathematical information
- Gathering information
- Interpret present findings
- Recording and interpreting data and presenting findings

Natural environment

Learners should be given opportunities to:

- advocate support for conservation of natural habitats
- appreciate the natural world as a source of inspiration and creativity and to understand:
 - the role of the precautionary principle in making decisions about human activities that impact on the environment
 - the principles of ecological sustainable development

Consumption and waste

Learners should be given opportunities to:

- be concerned about the levels of personal and institutional consumption and be moved to take action to reduce it
- appreciate the value of sustainable design and to understand:
 - the importance of design in reducing consumption and waste
 - the principles and processes of making businesses and organisations more sustainable
- how to be an ethical consumer

	<p>Climate change Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • support the need for collaborative action locally and globally to combat climate change and to understand: • the actions that can be taken in the working environment to combat climate change • how to calculate a carbon footprint • the technological response and the human behaviour responses to climate change <p>Learner awareness, understanding, skills and values</p> <ul style="list-style-type: none"> • Limited to some subject areas and small groups eg <p>Eco Committee</p> <ul style="list-style-type: none"> • No or limited understanding of local-global relations and of SD and GC • Ability to apply SDGC learning across subjects and in extra-curricular activities • Awareness of diversity and local global connections • Developing social skills and values • Ability to relate local issues to global concerns and vice versa • Clear development of understanding of topical SD and GC issues • Participative learning and skills of enquiry, critical analysis and communication clearly developed in context • Learners develop their understanding and skills through carrying out their own initiatives 		
<p>English, Key Stages 3, 4, 5 (11 to 19-year-olds)</p>		<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>

<p>Stage 3 (years 7-9) Strand: Oracy</p>	<p>Learners are able to:</p> <ul style="list-style-type: none"> ● present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume ● present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions ● present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, ● appeals to listeners, gestures respond to listeners' questions and comments constructively and in detail ● respond to others' views positively and appropriately when challenged ● respond to how listeners are reacting by adapting what they say and how they say it ● extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ● extend their understanding of the use of standard and non-standard English and, with increasing confidence, use language appropriately in formal and informal situations ● extend their understanding of the use of standard and non-standard English and confidently use language appropriately and fluently in formal and informal situations ● develop the ability to organise and extend their talk using an increasing range of syntax structures and precise and effective vocabulary (including terminology) that allows them to engage listener interest ● organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including 		
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	<p>terminology),</p> <ul style="list-style-type: none"> ● making significant, well-thought-out contributions to engage listener interest confidently organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage listener interest ● argue a convincing case using subject knowledge effectively, e.g. in role or debate ● defend a point of view with information and reasons, e.g. in role or debate ● sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate ● Listening respond thoughtfully to others' ideas, asking pertinent questions ● respond positively and thoughtfully to new ideas and alternative points of view ● consider the relevance and significance of information and ideas presented to them ● listen to explanations of processes, sequences or points of view and identify the main points in order ● listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration ● listen to information and ideas and identify how they are presented to promote a particular viewpoint, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions ● make a range of contributions to discussions, e.g. leading, ● encouraging and supporting others take a range of roles, e.g. organising ● initiating actions, in more formal group contexts, e.g. when working 		
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	<p>with unfamiliar peers or adults take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. chair</p> <ul style="list-style-type: none"> ● scribe express opinions clearly about topics and written texts, supporting with reasons and some evidence v express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence ● express opinions confidently about topics and written texts, reasoning and supporting their own and others' ideas with relevant evidence ● reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence. ● discuss opposing viewpoints and negotiate ways forward. ● recognise a range of options for action and reach agreement to achieve the aims of the group. 		
<p>Strand: Reading</p>	<p>Learners are able to:</p> <p>Locating, selecting, and using information</p> <p>Reading strategies</p> <ul style="list-style-type: none"> ● use their knowledge of: <ul style="list-style-type: none"> ○ word roots and families ○ grammar, sentence and whole-text structure ○ content and context ● to make sense of words, sentences and whole texts use their knowledge of: <ul style="list-style-type: none"> ● word roots and families ● grammar, sentence and whole-text structure ● content and context ● to make sense of words, sentences and whole texts use a range of strategies, e.g. speed reading, close reading, 		

annotation, prediction,

- to skim texts for gist, key ideas and themes, and scan for detailed information use a range of strategies, e.g. speed reading, close reading, annotation, prediction,
- to skim texts for gist, key ideas and themes, and scan for detailed information recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation
- confidently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation
- independently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation
- assess the quality and reliability of information on web pages, considering its origins and verifying accuracy be selective about which internet sources to download or quote depending on their reliability and relevance make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues
- Responding to what has been read Comprehension read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- select the main points from texts and identify how information and evidence are used to support them locate and selectively

	<p>use additional information and evidence from different sources</p> <ul style="list-style-type: none"> ● follow up and use additional material in texts to extend understanding ● read between the lines using inference and deduction use inference and deduction to understand layers of meaning gain a full understanding of texts using inference, deduction and analysis identify how a text is organised, e.g. logically or thematically, to make the content clear and informative ● make connections between texts, their themes and factual content, and identify any agreement and contradictions compare and contrast themes and issues across a range of texts ● follow up initial ideas that interest them by further research read around a topic that interests them and develop a broader understanding of it through research research a wide range of sources to develop a full understanding of a topic or issue ● Responding to what has been read Comprehension identify and comment on the similarities and differences between continuous and/or non-continuous texts, e.g. in terms of theme/topic, language, technique, structure, form, character ● analyse the similarities and differences between continuous and/or non-continuous texts, e.g. in terms of theme/topic, language, technique, structure, form, character v make careful comparisons between continuous and/or non-continuous texts, e.g. in terms of theme/topic, language, techniques, structure, form, character ● Response and analysis collate and summarise relevant information, e.g. pull together and sum up facts and ideas about an issue 		
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- from different texts summarise and synthesise information, e.g. concise account of a broad topic, using different sources synthesise and analyse information
- to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources distinguish between facts, theories and opinions and use evidence to show the differences
- distinguish between bias and objectivity and explain how they are different
- distinguish between facts/evidence and bias/argument compare views of the same topic and consider which is most valid identify different views of a topic and any areas of agreement and contradiction
- identify different interpretations of facts and information and evaluate their relative merits
- confidently read and discuss a wide range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response
- confidently read and discuss a wide range of continuous and non-continuous texts, showing appreciation through personal and sustained interpretations
- consider what they read/view, responding orally and in writing to the ideas, language, style, tone and organisation; use evidence to support their views
- consider what they read/view and respond orally and in writing to the ideas, language, style, tone and organisation; use apt evidence to support their views
- consider what they read/view, and respond orally and in writing to ideas, language, style, tone and organisation; use convincing evidence to support their personal and critical

	<p>views</p> <ul style="list-style-type: none"> ● identify how texts change when they are adapted for different media and audiences and begin to consider the intended effect upon the reader/audience ● consider how texts are adapted for different media, analysing the purpose and intended effect on the reader/audience, e.g. the novel and film version of The Boy in the Striped Pyjamas ● evaluate the content, presentation and appeal of a text. ● evaluate texts in terms of quality and level of interest. evaluate the usefulness and reliability of texts. 		
<p>Strand: writing</p>	<p>Organising ideas and information Meaning, purposes, readers</p> <ul style="list-style-type: none"> ● write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing ● use summary, discussion of issues, detailed explanations as appropriate to purpose ● use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate ● use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone ● confidently to sustain the readers' interest, using imagination where appropriate ● use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing showing control, 	<p>✓</p>	<p>✓</p>

coherence and a growing sense of personal style to sustain the readers' interest, using imagination where appropriate

- explain ideas fully, showing implications and consequences
- make connections and/or elaborate to ensure full coverage of topic
- give due weight to evidence, sources, explanations and logic when covering a topic
- plan writing making choices about the best ways to present content for effect, e.g. building a case for something, selecting details that help the reader understand
- in planning writing make choices about content, structure, language, presentation to suit the purpose plan appropriately to develop writing for different purposes and audiences
- use the tools and conventions of ICT to present information and data and to structure writing
- choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes
- make imaginative choices about content and presentation of writing, using ICT with discrimination
- proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression
- proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression
- proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression
- identify areas for improvement in their writing, edit and redraft

- use criteria to identify ways to improve and then redraft improve writing through independent review and redrafting

Structure and organisation

- adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue
- use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page,

Chapters

- choose and use whole-text structures to support meaning and communication for effect, e.g. what are the best structures to successfully describe, explain, Persuade?
- Organising ideas and information

Structure and organisation

- select and organise ideas and information to give a clear and full account select, analyse and present ideas and information convincingly or objectively
- select structures to organise writing using appropriate features effectively
- use paragraphs to organise longer pieces of writing into sections
- organise longer pieces of writing making links within and between paragraphs
- select, interpret and evaluate ideas and information convincingly or objectively
- use paragraphs and sections to give coherence to longer pieces of writing

Writing accurately

- Language select and use words carefully from a wide range of adventurous and imaginative vocabulary
- select and use words carefully from a varied vocabulary to create

	<p>effect</p> <ul style="list-style-type: none"> ● select and use words carefully from a sophisticated vocabulary to create effect ● use impersonal language to convey ideas and information, e.g. the interest is calculated by ... , sharp scissors are necessary to ... ● use the third person to convey ideas and information, e.g. according to experts ... , sources reveal that ... ● use language to convey objectivity and impartiality, e.g. there are several different ways to look at this topic ... ● use varied and appropriate vocabulary accurately, including subject-specific words and phrases use technical terms, language and expression consistent with the subject content use a wide range of technical terms, language and expression consistent with the subject content <p>Grammar Punctuation Spelling Handwriting</p> <ul style="list-style-type: none"> ● craft their writing by using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ● craft their writing, confidently using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ● craft their writing, confidently using the standard forms of English e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ● use a wide range of sentence structures choosing connectives to make meaning clear write with grammatical accuracy, varying the length and structure of sentences to make meaning clear 		
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	<ul style="list-style-type: none"> ● write simple, compound and complex sentences with grammatical accuracy in their writing ● use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly ● use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks ● use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons and parentheses ● use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly ● use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly ● use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting. produce fluent and legible handwriting. produce fluent and legible handwriting. 		
<p>Stage 4 (years 10-11) Strand: Oracy</p>	<p>Developing and presenting information and ideas</p> <ul style="list-style-type: none"> ● Speaking present ideas and issues to meet the demands of different audiences present ideas and issues to meet the demands of different audiences ● speak fluently, using a range of techniques, expressions and gestures speak fluently and confidently, using a range of techniques, expressions and gestures ● confidently use formal language in a range of contexts adapt their use of language for different purposes within a wide range of contexts respond to how listeners react, and adapt their use of language for different contexts and purposes ● respond confidently to how listeners react, adapting their language in 		

a wide range of contexts and for different purposes sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes

- use formal and informal language, structuring their talk and non-verbal features to meet the demands of a range of contexts and purposes; make appropriate and effective use of standard English vocabulary and grammar
- use formal and informal language, adapting their talk and non-verbal features to meet the demands of an increasing range of contexts and purposes; make controlled and effective use of standard English vocabulary and grammar
- confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained, well-thought-out contributions that engage listener interest
- confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained and considered contributions that engage listener interest
- confidently explore challenging or contentious issues through sustained role play confidently and consistently explore challenging or contentious issues through sustained role play
- Listening respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning
- respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions
- listen to a range of information and ideas from different viewpoints,

	<p>identifying how different speakers present specific points of view listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view</p> <ul style="list-style-type: none"> ● Developing and presenting information and ideas <p>Collaboration and discussion</p> <ul style="list-style-type: none"> ● adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. speaking to larger audiences in a formal debate adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. presenting a pitch to an external/unfamiliar audience ● develop and support their own and others' ideas with evidence; engage and respond in thoughtful ways to increasingly challenging topics and written texts ● develop and support their own and others' ideas by reasoning; seek clarification and analyse others' responses to increasingly challenging topics and written texts ● use a range of options and strategies to enable the group to progress and reach agreement. ● use a range of options and strategies to enable the group to progress and reach consensus. 		
<p>Strand: reading</p>	<p>Locating, selecting and using information</p> <p>Reading strategies</p> <ul style="list-style-type: none"> ● use their knowledge of: <ul style="list-style-type: none"> ○ word roots and families ○ grammar, sentence and whole-text structure ○ content and context ● to make sense of words, sentences and whole texts use their knowledge of: <ul style="list-style-type: none"> ○ word roots and families 		

- grammar, sentence and whole-text structure
- content and context
- to make sense of words, sentences and whole texts use a range of strategies, e.g. speed reading, close reading, annotation, prediction,
- to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes use a range of strategies, e.g. speed reading, close reading, annotation, prediction,
- to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation
- confidently evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation
- use the internet to search selectively, assessing the reliability and significance of what they find use the internet to search selectively, assessing the reliability, significance and accuracy of what they find

Responding to what has been read

- Comprehension read and analyse a range of unseen printed and multi-modal texts with concentration and independence
- read and analyse a range of unseen printed and multi-modal texts with concentration and independence
- analyse texts and subtexts, responding and conveying ideas clearly and appropriately analyse and respond to texts and subtexts confidently, understanding and interpreting meaning
- gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader gain a full understanding of texts using inference, deduction

	<p>and analysis,</p> <ul style="list-style-type: none"> ● understanding how the context of the text may influence the reader compare and contrast themes and issues across a range of texts and make text-to-text connections ● compare and contrast themes and ideas in a range of texts confidently, exploring how they vary in purpose and effect ● independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue ● independently research a wide range of sources to develop a full understanding of an increasingly complex topic or issue ● make careful comparisons and connections between continuous and/or non-continuous texts, e.g. through analysing theme/topic, language, technique, structure, form, character, intended effect on reader ● make sustained comparisons and connections between continuous and/or non-continuous texts, e.g. through evaluating theme/topic, language, technique, structure, form, character, intended effect on reader <p>Responding to what has been read</p> <p>Response and analysis</p> <ul style="list-style-type: none"> ● synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views ● synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views ● understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences ● understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument comment on different interpretations of issues and ideas, using the text to support opinions 		
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	<ul style="list-style-type: none"> ● explore in detail different interpretations of issues and ideas, using the text to support opinions ● engage with and respond critically to a wide range of continuous and non-continuous texts, showing creative and sustained interpretations ● engage with and respond critically to a wide range of continuous and non-continuous texts showing imagination and originality in interpretations ● consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support and articulate their views ● consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support, articulate and justify their views ● evaluate how texts are adapted for different media, carefully considering the purpose and intended effect on reader/audience, e.g. a Shakespeare play and theatrical/film version ● evaluate how texts are adapted for different media, carefully and critically considering the purpose and intended effect on reader/audience ● confidently evaluate the purpose, impact and reliability of texts. 		
Strand: writing	<p>Organising ideas and information Meaning, purposes, readers</p> <ul style="list-style-type: none"> ● write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing ● write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, 	✓	✓

	<p>confidently adapting style and form for the reader or intended audience and purpose for writing</p> <ul style="list-style-type: none"> ● show control, coherence and a sense of personal style when writing in continuous and non-continuous forms, e.g. use effective plot and character construction, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ● show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing character and plot development, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ● construct responses that connect and develop ideas to fully cover the topic construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic ● plan appropriately to develop writing for a range of different purposes and audiences plan appropriately to develop writing for a challenging range of different purposes and audiences ● use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts ● use the tools and conventions of ICT creatively and appropriately to communicate in a range of increasingly varied and challenging contexts ● proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ● proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text <p>Structure and organisation</p>		
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- improve the content, structure and accuracy of their writing through independent review and editing
- write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. how best to present opinions, information and explanations
- write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, e.g. to explain a process, convey an argument show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently
- organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections
- organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently

Writing accurately

- Language use language to convey objectivity and impartiality, acknowledging that there may be more than one viewpoint, e.g. arguably, it can be seen that ...
- convey objectivity and impartiality on complex topics using a range of linguistic devices
- use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, e.g. to persuade, inform, entertain accurately use a wide range of technical terms, appropriate vocabulary, and expression to reflect the demands of the task and create different effects, e.g. summarising an argument confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect

	<ul style="list-style-type: none"> ● confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect <p>Grammar</p> <p>Punctuation</p> <p>Spelling</p> <p>Handwriting</p> <ul style="list-style-type: none"> ● craft their writing; confidently use the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ● craft their writing; confidently use the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses ● vary sentence structures to engage and sustain the readers’ interest and write with grammatical accuracy ● vary sentence structures to engage and sustain the readers’ interest and write with grammatical accuracy ● use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects ● use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects ● use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words ● use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words ● present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning. ● present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning. 		
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