

Subject	Year 9 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
English Language	<p>Language Writing -</p> <ol style="list-style-type: none"> 1. Voice is generally matched to the audience. 2. Generally matched to the task (purpose). 3. Vocabulary has been chosen for effect. 4. Some language techniques have been chosen for effect. 5. Usually effective use of structural techniques. Writing is engaging and there are some connected ideas. 6. Usually clear paragraphs with some discourse markers. 7. Sentence demarcation is mostly secure and mostly accurate. 8. Some range of punctuation used, mostly with success. 9. Some use of a variety of sentence types for effect. 10. Mostly uses Standard English. 11. Generally accurate spelling of some more complex words. <p>Language Reading -</p> <ol style="list-style-type: none"> 12. Identifies some different ideas. 13. Selects some appropriate evidence. 14. Attempts to comment on the effect of language. 15. Attempts to comment on the effect of structural features. 16. Some use of subject terminology mainly used accurately/appropriately. 17. Makes some evaluative comments on the effects on the reader. 18. Makes some response to the focus of the statement. 	<ul style="list-style-type: none"> • Listen to your child read a range of texts (e.g., fiction, non-fiction, articles, magazines) to allow them to fulfil their daily reading targets and to help improve their confidence in reading. • Help them to revise content learned in school from their class notes, knowledge organisers and 'Big Question' sheets by testing them on the key concepts for each topic. • Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website https://www.bbc.co.uk/bitesize/topics/z4hrt39. • Look at some examples of fiction and non-fiction texts and begin to examine the messages, themes and literary techniques in preparation for your GCSE topics.