

## Grade 5-6

### Common Characteristics:

#### What do these students do?

- Regurgitate teacher points.

#### What do they not do?

- Think for themselves.

### Suggested Strategies:

- More speculative language to explore rather than state as a fact.
- Encourage them to read fiction and non-fiction for pleasure.

## Grade 6-7

<b>Common Characteristics:</b>	
<b>What do these students do?</b> <ul style="list-style-type: none"><li>• What, how, why built in throughout essays – just not developed.</li><li>• Rely on identifying language features.</li><li>• Learn the texts in segments: plot, character, themes.</li></ul>	<b>What do they not do?</b> <ul style="list-style-type: none"><li>• Seeing the text as a proper construct.</li><li>• They are aware writers make choices, but struggle with the why.</li><li>• Awareness of genre – not just how Macbeth changes but how this links to tragedy.</li><li>• Tier 2 developed vocabulary.</li><li>• Fully explain the effects of the language features with reference to the reader/audience.</li><li>• Write about how these develop over the course of a text.</li></ul>

<b>Suggested Strategies:</b>
<ul style="list-style-type: none"><li>• Teaching clear thesis statements that build on big ideas. Then discussing 'so what'.</li><li>• Teaching tier 2 vocab explicitly and how to use it.</li><li>• Encourage them to read fiction and non-fiction for pleasure.</li></ul>

## Grade 7-8

<b>Common Characteristics:</b>	
<b>What do these students do?</b> <ul style="list-style-type: none"><li>• Analyse better than lower grades.</li><li>• Write a lot about a little.</li><li>• Analyse thoroughly with the use of terminology to pinpoint key language.</li><li>• Show awareness of the assessment objectives in their responses.</li></ul>	<b>What do they not do?</b> <ul style="list-style-type: none"><li>• Write academically.</li><li>• Pull all AOs together at the same time.</li><li>• Refer to the writer's process and intentions. Tie this to overarching themes.</li><li>• Take risks in their writing to help develop their personal style.</li></ul>

<b>Suggested Strategies:</b>
<ul style="list-style-type: none"><li>• Macro to micro = ideas patterned across a text.</li><li>• Nominalisation to write critically.</li><li>• Focus AO3 on big ideas rather than the historical context. The universality of the human condition.</li><li>• High quality academic models: deconstruction. This is how I would write it.</li><li>• Ask questions about the author – teach biographical context.</li><li>• Discuss the cognitive strategies involved in crafting top level answers.</li><li>• Use the mark scheme examples and improve them.</li><li>• Encourage them to read fiction and non-fiction for pleasure.</li></ul>