

## Language A - Year 7 (MYP Year 1)

Standards and links to MYP (interim) objectives	Benchmarks – students are able to
1. Making meaning of written text (Receptive)	1.1 Scanning - <i>identifies main ideas and key textual features in a text</i> 1.2 Finding information - <i>identifies supporting examples and detail in a text</i> 1.3 Reading for meaning – <i>consistently reads for meaning, understands main ideas in a text, begins to identify author intent and purpose</i> 1.4 Unknown words - <i>uses knowledge of strategies to solve unknown words and gain meaning (using context clues, word families)</i> 1.5 Prior knowledge – <i>makes use of prior knowledge to understand context and gain meaning from unfamiliar text</i> 1.6 Prediction – <i>uses prediction of outcomes as a strategy for gaining meaning of unfamiliar text</i>
2. Knowledge of word classes	2.1 <i>Identifies word classes (noun, adjective, verb, adverb, conjunctions, prepositions, articles)</i>
3. Knowledge of text forms and conventions	3.1 <i>Identifies different text forms and recognises some of their conventions and characteristics (poetry, short stories, non-fiction, magazines and newspapers, and novels)</i>
4. Comparing and contrasting texts	4.1 <i>Compares and contrast texts, and connect themes across and within genres</i>
5. Selecting texts	5.1 <i>Selects and reads texts for a range of purposes (e.g. enjoyment and personal fulfilment, and research)</i>
6. Use of information literacy and research skills	6.1 <i>Key words - identifies key words for research purposes</i> 6.2 <i>Searching information - uses indexes, contents pages, chapter titles, databases to search for information</i> 6.3 <i>Integrating sources of information - uses a variety of print and electronic sources to gather information</i> 6.4 <i>Referencing - uses standard format and methodology for documenting reference sources, understands the meaning and consequences of plagiarism; distinguishes own ideas from others; includes bibliography</i>
7. Use of vocabulary in producing written texts (productive)	7.1 <i>Uses an increasing vocabulary to make meaning, selects precise verbs, uses descriptive and factual language (where appropriate)</i>
8. Use of surface features and technical accuracy in writing	8.1 <i>Grammar – uses consistent tense, subject verb agreement, consistent pronouns, correctly uses prepositions with increasing accuracy</i> 8.2 <i>Punctuation – uses consistent correct sentence indication (full stops, capital letters, question marks and exclamation marks),</i>

(productive)	<p><i>begins to use accurate complex punctuation (commas, colons, hyphens, ellipsis, apostrophe of the possession, punctuation and convention for dialogue)</i></p> <p>8.3 Spelling – <i>Few errors within high frequency words (lists 1-7), understands most spelling patterns including most complex patterns (soft 'g' or 'c', keep the 'e' in manageable), uses complex multi-syllabic irregular or technical words, uses visual grapho-phonetic cues to spell unfamiliar words</i></p>
9. Structure and organisation of written texts (productive)	<p>9.1 Sentences – <i>uses a range of sentence types (minor, simple, compound, complex, compound-complex), uses a variety of sentence starters, uses a range of sentence lengths</i></p> <p>9.2 Paragraphs – <i>constructs paragraphs to express and develop ideas using TEEL structure (transactional writing), sequences paragraphs to create an introduction, body and conclusion</i></p>
10. Processing written text from receptive to productive	<p>10.1 Paraphrasing – <i>expresses understanding of ideas through use of own words</i></p> <p>10.2 Summarising – <i>condenses ideas into a briefer format, expresses basic understanding of main ideas through use of own words</i></p>
11. Use of the writing process (productive)	<p>11.1 Pre-writing – <i>brainstorms, selects and plans a sequence of ideas</i></p> <p>11.2 Drafting and revising - <i>reviews writing to ensure that content is consistent with purpose; seeks feedback and makes changes to texts to improve clarity</i></p> <p>11.3 Editing and publishing – <i>uses a checklist to guide proof-reading, edits for punctuation, grammar and spelling; uses technology to publish written work; reflects on the production of texts</i></p>
12. Selection and use of language and modes of writing appropriate to audience and purpose	<p>12.1 Purpose and audience – <i>shows awareness of purpose and audience through choice of content, language and mode (narrative, recount, reflective writing, expository writing)</i></p> <p>12.1.1 Narrative and recount – <i>narrates, recounts, writes reflective compositions using personal experience as a basis for reflection on some aspect of life</i></p> <p>12.1.2 Responding to literature – <i>identifies, describes and summarises aspects of narrative (e.g. main events, characters, setting)</i></p> <p>12.1.3 Expository writing – <i>writes to inform and/or express an opinion, composes basic introduction, body and conclusion</i></p>
13. Making meaning of oral text (receptive)	<p><b>13.1</b> Questioning - <i>asks questions as a way to broaden and enrich class discussion; asks questions to support their own inquiry</i></p> <p><b>13.2</b> Listening - <i>uses a variety of strategies to enhance listening comprehension (focuses attention of message, asks relevant questions)</i></p>
14. Constructing meaning through oral texts (productive)	<p>14.1 Collaboration – <i>contributes to discussion and listens to others ideas</i></p> <p>14.2 Formal presentation – <i>makes presentations to peers using visual aids or technology; cites information sources; supports main ideas using examples</i></p> <p>14.3 Response to feedback - <i>responds to questions and feedback on own presentation, sets goals for future presentations</i></p>

	14.4 Tone – <i>uses tone appropriately to communicate / evoke ideas, emotions and feelings</i>
15. Making meaning of visual texts (receptive)	<p>15.1 Viewing texts - <i>understands how sound and images convey messages in visual media</i></p> <p>15.2 Using visual texts –<i>uses visual images as basis for discussion of prior knowledge, makes simple interpretations based on key features of text</i></p> <p>15.3 Links between visual and written language – <i>identifies connections between written and visual language</i></p>
16. Constructing meaning through visual texts (productive)	<p>16.1 Features of visual language – <i>develops and organises ideas appropriate to purpose and audience using visual language features (colour, font, filtering effects, transitions, dominant image)</i></p> <p>16.2 Links between visual and written language – <i>creates texts which connects visual and written language through meaning or theme, uses captions accurately to give sense to visual images</i></p>

## Language A - Year 8 (MYP Year 2)

Standards and links to MYP (interim) objectives	Benchmarks – students are able to
1. Making meaning of written texts (receptive)	1.1 Scanning – <i>identifies main ideas and key textual features in a text</i> 1.2 Finding information - <i>identifies supporting examples and detail in a text</i> 1.3 Reading for meaning – <i>consistently reads for meaning, understands main ideas in a text, identifies author intent and purpose</i> 1.4 Infer meaning – <i>identifies ideas that are implied</i> 1.5 Unknown words – <i>uses knowledge of strategies to solve unknown words gain meaning (uses context clues, word families, suffixes and prefixes)</i> 1.6 Prior knowledge – <i>makes use of prior knowledge to understand context and gain meaning from unfamiliar text</i> 1.7 Prediction – <i>uses prediction of outcomes as a strategy for gaining meaning of unfamiliar text</i> 1.8 Idiom – <i>identifies the use and meaning of idiom in text</i> 1.9 Language features – <i>identifies a range of poetic and persuasive language features (eg. metaphor, imperative) and describes their intended effect, in a basic way</i> 1.10 Language features - <i>describes, in a basic way, intended effect of various language features poetic and persuasive (eg. metaphors, imperatives)</i>
2. Knowledge of word classes	2.1 <i>Identifies and understands of the function of word classes</i>
3. Knowledge of text forms and conventions	3.1 <i>Identifies different text forms and recognises some of their conventions and characteristics: advertising, newspapers (print and web-based), poetry, short stories, non-fiction (autobiographies, biographies, diaries, memoirs &amp; documentaries) and novels</i>
4. Comparing and contrasting texts	4.1 <i>Compares and contrast texts, and connects themes across and within genres</i>
5. Selecting texts	5.1 <i>Selects and reads appropriate texts for a range of purposes (e.g. enjoyment and personal fulfilment, and research)</i>

<p>6. Use of information literacy and research skills</p>	<p>6.1 Key words - <i>identifies key words for research purposes, uses key words to formulate questions to search for information</i></p> <p>6.2 Searching information <i>uses indexes, contents pages, chapter titles, databases to search for information with growing confidence and accuracy</i></p> <p>6.3 Integrating sources of information – <i>uses a variety of print and electronic sources to gather information</i></p> <p>6.4 Referencing - <i>uses standard format and methodology for documenting reference sources, credit quotations and paraphrased ideas; understands the meaning and consequences of plagiarism; distinguishes own ideas from others; includes bibliography</i></p>
<p>7. Use of vocabulary in producing written texts (productive)</p>	<p>7.1 <i>Uses an increasing vocabulary to make meaning, selects precise verbs, uses descriptive and factual language (where appropriate)</i></p>
<p>8. Use of surface features and technical accuracy in writing (productive)</p>	<p>8.1 Grammar – <i>uses consistent tense, subject verb agreement, consistent pronouns, correctly uses prepositions with increasing accuracy</i></p> <p>8.2 Punctuation – <i>uses consistent correct sentence indication (full stops, capital letters, question marks and exclamation marks), mostly uses accurate complex punctuation (commas, colons, hyphens, ellipsis, apostrophe of the possession, punctuation and conventions for dialogue)</i></p> <p>8.3 Spelling – <i>Few errors within high frequency words (lists 1-7), understands most spelling patterns, uses complex multi-syllabic irregular or technical words, uses grapho-phonetic cues to spell unfamiliar words</i></p>
<p>9. Structure and organisation</p>	<p>9.1 Sentences – <i>uses a range of sentence types (minor, simple, compound, complex, compound-complex), uses a variety of sentences starters, lengths and structures for effect</i></p> <p>9.2 Structure and organisation – <i>uses paragraphs to express and develop ideas using TEEL structure (transactional writing), sequences paragraphs to create an introduction, body and conclusion, begins to use connectives to link ideas between paragraphs and express causal relationships</i></p>
<p>10. Processing written text from receptive to productive</p>	<p>10.1 Paraphrasing – <i>expresses understanding of idea through use of own words</i></p> <p>10.2 Summarising – <i>condenses ideas into a briefer format, expressing basic understanding of main ideas through use of own words</i></p>
<p>11. Explanation of ideas</p>	<p>11.1 <i>Elaborates on ideas through explanation of increasing detail and depth</i></p>

12. Use of the writing process	<p>12.1 Pre-writing – <i>brainstorms, selects and plans a sequence of ideas; develops a focus</i></p> <p>12.2 Drafting and revising - <i>reviews writing to ensure that content is consistent with purpose; seeks feedback and makes changes to texts to improve clarity, checks accuracy and depth of information; redrafts for readability and needs of readers</i></p> <p>12.3 Editing and publishing – <i>uses a checklist to guide proof-reading, edits for punctuation, grammar and spelling; uses technology to publish written work; reflects on the production of texts</i></p>
13. Selection and use of language and modes of writing appropriate to audience and purpose	<p>13.1 Purpose and audience – <i>shows awareness of purpose and audience through choice of register, content, language and writing style</i></p> <p>13.1.1 Narrative and recount – <i>narrates, recounts, writes reflective compositions, uses personal experience as a basis for reflection on some aspect of life</i></p> <p>13.1.2 Responding to literature – <i>begins to explain author intention/purpose with characters; starts to understand authors stylistic devices and themes</i></p> <p>13.1.3 Expository writing – <i>writes to inform and/or express an opinion, composes introduction, body paragraphs and conclusion</i></p> <p>13.1.4 Report writing - <i>writes to present research, offers a hypothesis, offers a conclusion and evaluation of hypothesis</i></p>
14. Making meaning of oral text (receptive)	<p>14.1 Questioning - <i>asks questions as a way to broaden and enrich class discussion; asks questions to support their own inquiry</i></p> <p>14.2 Listening - <i>uses a variety of strategies to enhance listening comprehension, (focuses attention of message, asks relevant questions)</i></p> <p>14.3 Interviewing – <i>constructs surveys and asks appropriate questions as a way to gather information</i></p>
15. Constructing meaning through oral texts (productive)	<p>15.1 Collaboration – <i>contributes to discussion and listens to others ideas</i></p> <p>15.2 Formal presentation – <i>makes presentation to class using visual aids or technology; cites information sources; supporting main ideas using detail and examples, adjusts message wording and delivery to particular audiences and for particular purposes (e.g. to defend a position, to entertain, to inform and to persuade)</i></p> <p>15.3 Response to feedback - <i>responds to questions and feedback on own presentation, sets goals for future presentations</i></p> <p>15.4 Presentation evaluation - <i>uses criteria to evaluate own formal presentations to reflect on organisation of information &amp; clarity of delivery</i></p> <p>15.5 Tone – <i>uses tone appropriately to communicate / evoke ideas, emotions and feelings</i></p>

<p>16. Making meaning of visual texts (receptive)</p>	<p>16.1 Viewing texts - <i>describes how sound, text and images convey messages in visual media (colour, symbols, font, images and their relationship to adjectives, verbs, comparatives, superlatives, imperatives, quasi-scientific language, jargon, personal pronouns, rhetorical questions, alliteration, rhyme, repetition)</i></p> <p>16.2 Using visual texts – <i>uses visual text as a basis for discussion of prior knowledge, uses a growing range of strategies to interpret visual media by drawing conclusions and making basic generalisations</i></p> <p>16.3 Conventions and genre - <i>Identifies the conventions of some visual media genre (e.g. print-based advertising, newspapers and web-based newspapers and documentaries)</i></p> <p>16.4 Links between visual and written language – <i>identifies and describes connections between written and visual language</i></p>
<p>17. Constructing meaning through visual texts (productive)</p>	<p>17.1 Features of visual language – <i>develops and organises ideas appropriate to purpose and audience using visual language features (colour, font, filtering effects, transitions, dominant image, symbolism)</i></p> <p>17.2 Links between visual and written language – <i>creates texts which connects visual and written language through meaning or theme, uses captions accurately to give sense to visual images, storyboards to show development and progressions of ideas</i></p> <p>17.3 Multimedia presentations – <i>makes multimedia presentations using text, images and sound (e.g. web-based newspapers, mini-documentaries &amp; advertisements)</i></p>

### Language A - Year 9 (MYP Year 3)

Standards and links to MYP (interim) objectives	Benchmarks – students are able to
1. Making meaning of written texts (receptive)	1.1 Scanning – <i>identifies key points and key textual features in a text</i> 1.2 Finding information - <i>identifies supporting examples and detail in a text</i> 1.3 Reading for meaning – <i>consistently reads to meaning, understands main ideas in a text, identifies author intent and purpose</i> 1.4 Infer meaning – <i>identifies ideas that are implied and gives support to inference, understands that there is more than one reading available in a text</i> 1.5 Connotation - <i>begins to identify and grasp connotation in written language</i> 1.6 Unknown words – <i>uses knowledge of strategies to solve unknown words and gain meaning (using context clues, word families, suffixes and prefixes)</i> 1.7 Idiom – <i>identifies the use and meaning of idiom in text</i> 1.8 Language features - <i>identifies oral, written and visual features and describes their effect</i> 1.9 Prior knowledge – <i>makes use of prior knowledge to understand context and gain meaning from unfamiliar text</i> 1.10 Prediction – <i>uses prediction of outcomes as a strategy for gaining meaning of unfamiliar text</i>
2. Knowledge of word classes	2.1 <i>Identifies and understands the function of word classes</i>
3. Knowledge of text forms and conventions	3.3 <i>Identifies an increasing range of text forms and recognises and describes their conventions and characteristics: advertising, newspapers (print and web-based), poetry, short stories, non-fiction (autobiographies, biographies, diaries, memoirs &amp; documentaries) and novels, children’s picture books, graphic novels, feature films</i>
4. Comparing and contrasting texts	4.1 <i>Compares and contrast texts, and connects themes across and within genres</i>
5. Selecting texts	5.1 <i>Selects and reads appropriate texts for a range of purposes (e.g. enjoyment and personal fulfilment, and research)</i>

<p>6. Use of information literacy and research skills</p>	<p>6.1 Key words - <i>identifies key words for research purposes, using key words to formulate questions to search for information and refine search</i></p> <p>6.2 Searching information - <i>uses indexes, contents pages, chapter titles, databases to search for information with growing confidence and accuracy, demonstrates</i></p> <p>6.3 Integrating sources of information – <i>integrates sources of information and prior knowledge to make sense of increasingly varied and complex information</i></p> <p>6.4 Critical awareness of information sources – <i>evaluates the reliability and usefulness of texts with growing confidence</i></p> <p>6.5 Referencing - <i>uses standard format and methodology for documenting reference sources, credit quotations and paraphrased ideas; understanding the meaning and consequences of plagiarism; distinguishes own ideas from others; includes bibliography</i></p> <p>6.6 Discrimination – <i>shows developing ability to discriminate between essential and non-essential information</i></p>
<p>7. Use of vocabulary in producing written texts (productive)</p>	<p>7.1 <i>Uses an increasing vocabulary to make meaning, selects precise verbs, uses descriptive and factual language (where appropriate), begins to add detail by noun-group 'packing' and by using complex adverbials</i></p>
<p>8. Use of surface features and technical accuracy in writing (productive)</p>	<p>8.1 Grammar – <i>uses consistent tense, subject verb agreement, consistent use of pronouns, correctly uses prepositions with increasing accuracy</i></p> <p>8.2 Punctuation – <i>uses consistent correct sentence indication (full stops, capital letters, question marks and exclamation marks), mostly uses accurate complex punctuation (commas, colons, hyphens, ellipsis, apostrophe of the possession, punctuation and conventions for dialogue)</i></p> <p>8.3 Spelling – <i>few errors within high frequency words (lists 1-7), understands most spelling patterns, uses complex multi-syllabic irregular or technical words, uses grapho-phonetic cues to spell unfamiliar words, increasingly self-monitors and self-corrects spelling</i></p>
<p>9. Structure and organisation</p>	<p>9.1 Sentences – <i>uses a range of sentence types (minor, simple, compound, complex, compound-complex), uses a variety of sentences starters, lengths and structures for effect</i></p> <p>9.2 Structure and organisation – <i>uses paragraphs to express and develop ideas using TEEEL structure (transactional writing), sequences paragraphs to create an introduction, body and conclusion, uses connectives to link ideas between paragraphs and express causal relationships</i></p> <p>9.3 Coherence and wholeness - <i>achieves some coherence and wholeness when constructing texts.</i></p>

10. Processing written text from receptive to productive	<p>10.1 Paraphrasing – <i>expresses understanding of idea through use of own words</i></p> <p>10.2 Summarising – <i>condenses ideas into a briefer format, expressing understanding of main ideas through use of own words</i></p>
11. Explanation of ideas	11.1 <i>Elaborates on ideas through explanation of increasing detail and depth</i>
12. Use of the writing process	<p>12.1 Pre-writing – <i>brainstorms, selects, plans and prioritises a sequence of ideas; develops a focus</i></p> <p>12.2 Drafting and revising - <i>reviews writing to ensure that content is consistent with purpose; seeks feedback and makes changes to texts to improve clarity, checks accuracy and depth of information; redrafts for readability and needs of readers</i></p> <p>12.3 Editing and publishing – <i>uses a checklist to guide proof-reading, edits for punctuation, grammar and spelling; uses technology to publish written work; reflects on the production of texts</i></p>
13. Selection and use of language and modes of writing appropriate to audience and purpose	<p>13.1 Purpose and audience – <i>shows awareness of purpose and targets audience through choice of register, content, language and writing style</i></p> <p>13.1.1 Narrative and recount – <i>narrates, recounts, writes reflective compositions, uses personal experience as a basis for reflection on some aspect of life, conveys and sustains a personal voice where appropriate.</i></p> <p>13.1.2 Responding to literature – <i>begins to explain author intention/purpose with characters; begins to understand authors stylistic devices and themes, understands that authors have different voices and styles and can identify and describe, in a basic way, some of those differences</i></p> <p>13.1.3 Expository writing – <i>writes to inform and/or express an opinion, composes introduction, body paragraphs and conclusion</i></p> <p>13.1.4 Report writing - <i>writes to present research, offers a hypothesis, offers a conclusion and evaluation of hypothesis</i></p> <p>13.1.5 Procedural writing – <i>gives instructions through writing using appropriate register, structure and conventions (formal register, bullet points, headings and sub-headings, imperatives, second person, active verbs, technical language</i></p>
14. Making meaning of oral text (receptive)	<p>14.1 Questioning - <i>asks questions as a way to broaden and enrich class discussion; asks questions to support their own inquiry</i></p> <p>14.2 Listening - <i>uses a variety of strategies to enhance listening comprehension (focuses attention of message, asks relevant questions)</i></p> <p>14.3 Interviewing – <i>constructs surveys and asks appropriate questions as a way to gather information</i></p>

<p>15. Constructing meaning through oral texts (productive)</p>	<p>15.1 Collaboration – <i>contributes to discussion and listening to others' ideas</i></p> <p>15.2 Formal presentation – <i>makes presentations to the class using visual aids or technology; cites information sources; supports main ideas using examples, adjusts message wording and delivery to particular audiences and for particular purposes (e.g. to defend a position, to entertain, to inform and to persuade)</i></p> <p>15.3 Response to feedback – <i>responds to questions and feedback on own presentation, sets goals for future presentations</i></p> <p>15.4 Presentation evaluation - <i>uses criteria to evaluate own formal presentations to reflect on organisation of information &amp; clarity of delivery</i></p> <p>15.5 Tone – <i>uses tone appropriately to communicate / evoke ideas, emotions and feelings</i></p>
<p>16. Making meaning of visual texts (receptive)</p>	<p>16.1 Viewing texts - <i>describes how sound, text and images convey messages in visual media (colour, symbols, font, images and their relationship to adjectives, verbs, comparatives, superlatives, imperatives, quasi-scientific language, jargon, personal pronouns, rhetorical questions, alliteration, rhyme, repetition)</i></p> <p>16.2 Using visual text – <i>uses visual images as basis for discussion of prior knowledge, uses a growing range of strategies to interpret visual media by drawing conclusions and making generalisations</i></p> <p>16.3 Conventions and genre - <i>understands the conventions of an increasing range of visual media genre (e.g. print-based advertising, newspapers and web-based newspapers, documentaries, feature films, websites to raise awareness, procedural guides, graphic novels, children's picture books)</i></p> <p>16.4 Links between visual and written language – <i>identifies and describe connections between written and visual language</i></p>
<p>17. Constructing meaning through visual texts (productive)</p>	<p>17.1 Features of visual - <i>develops and organises ideas appropriate to purpose and audience using visual language features (colour, font, filtering effects, transitions, dominant image, symbolism)</i></p> <p>17.2 Links between visual and written language – <i>creates texts which connects visual and written language through meaning or theme, uses captions accurately to give sense to visual images, storyboards to show development and progressions of ideas</i></p> <p>17.3 Multimedia presentations – <i>makes multimedia presentations using text, images and sound</i></p>

## Language A - Year 10 (MYP Year 4)

Standards and links to MYP (interim) objectives	Benchmarks – students are able to
1. Making meaning of written text (receptive)	<p><b><u>Processes and strategies</u></b></p> <p>1.1 Pre-reading strategies - <i>Develop a range of pre-reading strategies (prediction, scanning textual features and conventions) as the basis for engaging with a text</i></p> <p>1.2 Meaning and comprehension - <i>Identify the main argument, ideas or theme in a text. Identify ideas that are inferred or connoted in the text and give support to inference, understand that there is more than one reading available in a text</i></p> <p>1.3 Annotation - <i>With guidance and teacher modelling, annotate texts to facilitate understanding</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>1.4 Vocabulary - <i>Continued exposure to and use of more complex vocabulary as well as a wide range of idiom, style and register</i></p>
2. Literary and critical analysis (receptive)	<p><b><u>Processes and strategies</u></b></p> <p>2.1 Context - <i>Begin to understand the relationship between context and meaning</i></p> <p>2.2 Close reading - <i>Focus on reading brief extracts. Students led through exercises to demonstrate basic understanding of how language is selected for particular effect</i></p> <p>2.3 Personal response - <i>With guidance express a response</i></p> <p>2.4 Analysis - <i>Understand the importance of literary features and techniques, context and narrative features to meaning in text and describe these with regard to a text</i></p> <p>2.5 Comparative analysis - <i>Identify basic similarities and differences between texts by using organisation tools and teacher guidance</i></p> <p>2.6 Responding to unfamiliar text - <i>Express an informal response to a previously unseen extract, text or passage (of no more than 30 lines)</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>2.7 Purpose and audience</p>

	<p>2.7.1 Cultural reading - <i>Understand and describe cultural context of a text or group of texts.</i></p> <p>2.7.2 Reader subjectivity - <i>Express an understanding of their own personal and cultural identity. Compare and contrast this to those expressed in a particular text.</i></p> <p>2.7.3 Features of visual - <i>develops and organises ideas appropriate to purpose and audience using visual language features (colour, font, filtering effects, transitions, dominant image, symbolism)</i></p> <p>2.8 Structure</p> <p>2.8.1 Genre and sub-genre - <i>Understand the concept of genre. Become familiar with and able to identify the basic conventions of poetry, drama and prose and some common sub-genres (short stories, novel, biography, auto-biography as well as various non-literary texts).</i></p> <p>2.8.2 Narrative features - <i>Understand that narrative features shape meaning. Identify and describe narrative features in a text.</i></p> <p>2.8.3 Literary aspects – <i>Identify and describe the use of literary aspects in a text. Begin to understand the relationships between these aspects.</i></p> <p>2.8.4 Literary features and techniques - <i>Identify and describe the use of literary features and techniques upon a text or group of texts.</i></p>
<p>3. Constructing meaning through written text (productive)</p>	<p><b><u>Processes and strategies</u></b></p> <p>3.1 Writing process - <i>With tools and guidance use the stages of the writing process (planning, drafting and revising, editing and publishing) to produce coherence and wholeness when constructing texts.</i></p> <p>3.2 Integrating evidence and citing sources - <i>Use supporting evidence in writing and document supporting references.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>3.3 Mode - <i>With tools and guidance use modes (expository, descriptive, narrative, persuasive, reflective) appropriate to purpose and audience</i></p> <p>3.4 Structure</p> <p>3.4.1 Conventions - <i>With tools and guidance, apply writing conventions appropriate to mode.</i></p> <p>3.4.2 Organisation and presentation - <i>Use tools and a limited range of organisational structures to produce logically organised writing.</i></p>

	<p>3.4.3 Narrative features - <i>Understand that narrative features shape the meaning of text. Use narrative features in written work.</i></p> <p>3.5 Language features</p> <p>3.5.1 Vocabulary - <i>Continued exposure to and use of more complex vocabulary as well as a wide range of idiom, style and register</i></p> <p>3.5.2 Surface features – <i>Use a range of grammatical and syntactical conventions (syntax, tenses, punctuation) appropriately and with accuracy.</i></p> <p>3.5.3 Sentence structure – <i>Use a variety of sentences structures, beginnings and lengths appropriately and with effect.</i></p> <p>3.5.4 Spelling – <i>Demonstrate a good understanding of spelling patterns with few intrusive errors. Use a range of strategies to self-monitor and self-correct spelling.</i></p> <p>3.5.5 Literary features and techniques - <i>Understand that literary features shape the meaning of text. Use literary features in written work</i></p>
<p>4. Constructing meaning through oral text (productive)</p>	<p><b><u>Processes and Strategies</u></b></p> <p>4.1 Dialogue - <i>Begin to understand and identify the skills necessary to begin and maintain effective dialogue. Listen to and identify the positions of others.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>4.2 Style and register - <i>With tools and guidance use style and register appropriate to purpose and audience.</i></p> <p>4.3 Organisation and presentation - <i>Use tools and a limited range of organisational structures to express ideas with coherence and clarity. Respond to questions and feedback.</i></p> <p>4.4 Rhetorical devices – <i>Understand that rhetorical devices shape meaning and effect. Use a limited range of rhetorical devices for intended effect.</i></p>
<p>Constructing meaning through visual texts (productive)</p>	<p><b><u>Processes and strategies</u></b></p> <p>5.2 Representation - <i>Use tools and guidance to represent understanding in a range of visual formats.</i></p> <p>5.3 Presentation - <i>Use tools and guidance to present ideas, arguments or responses in a range of visual</i></p>

	<p><i>formats.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>5.4 Medium and multimedia - <i>With tools and guidance use medium and multimedia appropriate to purpose and audience.</i></p> <p>5.5 Organisation and presentation – <i>Use tools and a limited range of organisational structures to produce a coherent, visually sustained representation or presentation.</i></p> <p>5.6 Visual features – <i>Understand that visual features shape meaning and effect. Use a range of visual features for intended effect.</i></p> <p>5.7 Links – <i>Understand the relationship between visual features, literary features and techniques, and sound effects shape meaning and effect. Use visual features linked with literary features and techniques, and sound effects for intended effect.</i></p>
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## Language A - Year 11 (MYP Year 5)

Standards and links to MYP objectives	Benchmarks – students are able to
<p><b>1. Reading and understanding written texts (receptive)</b></p>	<p><b><u>Processes and strategies</u></b></p> <p>1.1 Pre-reading strategies - <i>Develop a range of pre-reading strategies (prediction, scanning textual features and conventions) as the basis for engaging with a text.</i></p> <p>1.2 Meaning and comprehension - <i>Identify and develop an understanding of the main argument, ideas or theme in a text. Describe ideas that are inferred or connoted in a text and give support to inference. Understand that there are multiple interpretations available in a text.</i></p> <p>1.3 Annotation - <i>With guidance, annotate texts as a basis to facilitate understanding.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>1.4 Vocabulary - <i>Continued exposure to and use of more complex vocabulary as well as a wide range of idiom, style and register.</i></p>
	<p><b><u>Processes and strategies</u></b></p> <p>2.1 Context - <i>Understand and begin to describe the relationship between context and meaning.</i></p> <p>2.2 Close reading - <i>Begin to independently engage with extracts in both timed and untimed settings, identify and explain how language is used to particular effect.</i></p> <p>2.3 Personal response - <i>With guidance express an informed and relevant response. Beginning to develop or refine initial personal response.</i></p> <p>2.4 Analysis – <i>Understand the importance of literary features and techniques, context and narrative features to meaning in text and identify how these elements are related with regard to a text.</i></p> <p>2.5 Comparative analysis - <i>Begin to synthesise similarities and differences in texts.</i></p> <p>2.6 Responding to unfamiliar text - <i>Express a response to a previously unseen extract, text or passage (of up to approximately 40 lines).</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>2.7 Purpose and audience</p> <p>2.7.1 Cultural reading - <i>Understand that cultural context shapes perspective and purpose in a text or group of texts. Begin to describe this.</i></p>

	<p>2.7.2 Reader subjectivity - <i>Understand that each reader brings their own sense of meaning to a text. Identify aspects of their own point of view and the way it shapes their relationship with a particular text.</i></p> <p>2.8 Genre and sub-genre - <i>Understand the concept of sub-genre and how they function within genres. Wider knowledge of genre forms and conventions. Begin to use knowledge of genre to draw conclusions about a text or group of texts.</i></p> <p>2.9 Narrative features - <i>Identify and begin to explain the effect of narrative features upon a text.</i></p> <p>2.10 Literary aspects - <i>Explain the use of and relationships between literary aspects in a text.</i></p> <p>2.11 Literary features and techniques – <i>Describe and begin to explain the effect of literary features and techniques in a text.</i></p>
<p><b>3. Constructing meaning through written text (productive)</b></p>	<p><b><u>Processes and strategies</u></b></p> <p>3.1 Writing process - <i>With guidance use the stages of the writing process (planning, drafting and revising, editing and publishing) to produce coherence and wholeness when constructing texts.</i></p> <p>3.2 Integrating evidence and citing sources - <i>Use supporting evidence in writing and document supporting references.</i></p> <p>3.3 Timed writing - <i>Begin to work on responding to texts in extended written format under time constraint.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>3.4 Mode - <i>With guidance use modes (expository, descriptive, narrative, persuasive, reflective) appropriate to purpose and audience.</i></p> <p>3.5 Structure:</p> <p>3.5.1 Conventions - <i>With guidance, apply writing conventions appropriate to mode.</i></p> <p>3.5.2 Organisation and presentation - <i>Use tools and an increasing range of organisational structures to produce sustained and logically organised writing.</i></p> <p>3.6 Narrative features - <i>Understand that narrative features shape the meaning of text. Begin using narrative features to craft written work.</i></p> <p>3.7 Language features:</p> <p>3.7.1 Vocabulary - <i>Continued exposure to and use of more complex vocabulary as well as a wide range of idiom, style and register.</i></p>

	<p>3.7.2 Surface features – <i>Use a range of grammatical and syntactical conventions (syntax, tenses, punctuation) appropriately and with accuracy.</i></p> <p>3.7.3 Sentence structure – <i>Use a variety of sentence structures, beginnings and lengths appropriately and with effect.</i></p> <p>3.7.4 Spelling – <i>Demonstrate a good understanding of spelling patterns with few intrusive errors. Use a range of strategies to self-monitor and self-correct spelling.</i></p> <p>3.8 Literary features and techniques - <i>Understand that literary features and techniques shape the meaning of text. Use literary features and techniques to craft written work.</i></p>
<p><b>Constructing meaning through oral texts (productive)</b></p>	<p><b><u>Processes and strategies</u></b></p> <p>4.1 Dialogue - <i>Begin to effectively monitor and adjust dialogue skills to express ideas, as well as listen to and acknowledge the positions of others.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>4.2 Style and register - <i>With guidance, use style and register appropriate to purpose and audience.</i></p> <p>4.3 Organisation and presentation - <i>Use a range of organisational structures to express and develop ideas with coherence, precision and clarity in a sustained way. Allow opportunity for the contribution of others.</i></p> <p>4.4 Language features:</p> <p>4.4.1 Rhetorical devices - <i>Understand that rhetorical devices shape meaning and effect. Use rhetorical devices for intended effect.</i></p> <p>4.4.2 Non-verbal features – <i>Understand that non-verbal features and cues shape meaning and effect. Use non-verbal features and cues for intended effect</i></p>
<p><b>Constructing meaning through visual texts (productive)</b></p>	<p><b><u>Processes and strategies</u></b></p> <p>5.1 Representation - <i>Represent understanding in a range of visual formats.</i></p> <p>5.2 Presentation - <i>Present ideas, arguments or responses in a range of visual formats.</i></p> <p><b><u>Application to literary and non-literary texts</u></b></p> <p>5.3 Medium and multimedia - <i>Use medium and multimedia appropriate to purpose and audience.</i></p> <p>5.4 Organisation and presentation – <i>Use an increasing range of organisational structures to produce a coherent, visually sustained representation or presentation.</i></p>

	<p>5.5 Visual features – <i>Understand that visual features shape meaning and effect. Use a range of visual features for intended effect.</i></p> <p>5.6 Links – <i>Understand the relationship between visual features, literary features and techniques, and sound effects shape meaning and effect. Use visual features linked with literary features and techniques, and sound effects for intended effect.</i></p>
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