

Characterisation content across all stages

Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>Reading and viewing 1: a student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-4A</p> <ul style="list-style-type: none"> Identify and compare similar ideas, characters and settings in texts Identify literal meanings presented in texts, eg character, setting and events Create visuals that reflect character, setting and events <p>Reading and viewing 2: a student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose,</p>	<p>Speaking and listening 1: a student communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A</p> <ul style="list-style-type: none"> use role-play and drama to represent familiar events and characters in texts <p>Reading and viewing 1: a student draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A</p> <ul style="list-style-type: none"> identify visual representations of characters' actions, reactions, speech and thought processes in 	<p>Speaking and listening 1: a student communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-1A</p> <ul style="list-style-type: none"> Retell or perform part of a story from a character's point of view <p>Reading and viewing 1: a student uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-4A</p> <ul style="list-style-type: none"> Justify interpretations of a text, including responses to characters, information and ideas 	<p>Responding and composing: a student discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3-5B</p> <ul style="list-style-type: none"> Identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer Analyse strategies authors use to influence readers Recognise the techniques used by writers to position a reader and influence their point of view <p>Thinking imaginatively, creatively, interpretively and critically: a student thinks imaginatively, creatively, interpretively and critically</p>	<p>Outcome 1: a student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <ul style="list-style-type: none"> compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches <p>Outcome 2: a student effectively uses a widening range of processes, skills, strategies and knowledge</p>	<p>Outcome 4: A student: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <ul style="list-style-type: none"> experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and

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<p>audience and subject matter ENe-8B</p> <ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text <p>Writing and representing 2: a student recognises some different purposes for writing and that own texts differ in various ways ENe-7B</p> <ul style="list-style-type: none"> Identify that imaginative texts are about 'characters' that are represented by nouns and noun groups <p>Thinking imaginatively and creatively: a student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p>	<p>narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words</p> <ul style="list-style-type: none"> compare opinions about characters, events and settings in and between texts <p>Writing and representing 1: a student plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A</p> <ul style="list-style-type: none"> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to audience and purpose. Create events and characters using different media that develop key events and characters 	<p>Writing and representing 1: a student plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language EN2-2A</p> <ul style="list-style-type: none"> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue <p>Reading and viewing 2: a student identifies and compares different kinds of texts when reading and viewing and shows an</p>	<p>about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C</p> <ul style="list-style-type: none"> Interpret events, situations and characters in texts Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text Adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events Experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue Compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest Understand how authors often innovate on text structures and play 	<p>for responding to and composing texts in different media and technologies EN4-2A</p> <ul style="list-style-type: none"> reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view <p>Outcome 3: a student uses and describes language forms, features and structures of text appropriate to a range of purposes, audiences and contexts</p> <ul style="list-style-type: none"> Describe and analyse the purpose, audience and context of texts Recognise and use appropriate metalanguage in discussing a range of language forms, features and structures Interpret and analyse 	<p>explain the differences emerging as a result of such adaptations</p> <p>Outcome 5: A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5-2A</p> <ul style="list-style-type: none"> consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text

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<p>ENe-10C</p> <ul style="list-style-type: none"> Engage with and appreciate the imaginative use of language through storytelling Respond to a range of imaginative and creative texts, including visual media Share feelings and thoughts about the events and characters in texts 	<p>from literary texts</p> <ul style="list-style-type: none"> Plan compose and review simple imaginative, informative and persuasive texts on familiar topics <p>Writing and representing 2: a student identifies how language use in their own writing differs according to their purpose, audience and subject matter EN1-7B</p> <ul style="list-style-type: none"> discuss the characters and settings of different texts and explore how language is used to present these features in different ways make inferences about character motives, actions, qualities and characteristics when responding to texts <p>Expressing themselves: A student responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1 -11D</p> <ul style="list-style-type: none"> discuss how depictions of 	<p>understanding of purpose, audience and subject matter EN2-8B</p> <ul style="list-style-type: none"> Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech <p>Writing and representing 2: a student identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts EN2-7B</p> <ul style="list-style-type: none"> Understand how characters, actions and events in imaginative texts can engage the reader or viewer <p>Thinking imaginatively, creatively and interpretively: a student thinks imaginatively, creatively and</p>	<p>with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <ul style="list-style-type: none"> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways <p>Expressing themselves: a student identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-8D</p> <p>make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p> <ul style="list-style-type: none"> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses 	<p>language choice, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays</p> <p>Outcome 4: a student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B</p> <ul style="list-style-type: none"> critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts create literary texts that draw upon text structures and language features of other texts for particular purposes and effects <p>Outcome 5: a student</p>	<p>Outcome 6:A student: investigates the relationships between and among texts EN5-6C</p> <ul style="list-style-type: none"> research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques create imaginative texts that make relevant thematic and intertextual connections with other texts <p>Outcome 8: A student</p>

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	<p>characters in print, sound and images reflect the contexts in which they were created</p> <ul style="list-style-type: none"> discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences 	<p>interpretively about information, ideas and texts when responding to and composing texts EN2-10C</p> <ul style="list-style-type: none"> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension Justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ... <p>Expressing themselves responds to and composes a range of texts that express viewpoints of the world similar to and different from their own: a student EN2-11D</p> <ul style="list-style-type: none"> Discuss how people from different times and 	<ul style="list-style-type: none"> Recognise how the use of language and visual features can depict cultural assumptions in texts Discuss and explore moral, ethical and social dilemmas encountered in texts 	<p>thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C</p> <ul style="list-style-type: none"> Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts Explore ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions Understand and use conventions of storytelling in a range of modes and media, eg digital storytelling Compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway <p>Outcome 7: a student demonstrates</p>	<p>questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <ul style="list-style-type: none"> identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives

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		<p>cultures may respond differently to characters, actions and events in texts</p> <ul style="list-style-type: none"> • make connections between students' own experiences and those of characters and events represented in texts 		<p>understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D</p> <ul style="list-style-type: none"> • explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts 	<p>and other texts analyse and evaluate how people, cultures, places, events</p>