

The Cayman Islands

National Curriculum 2008

English Programme of study and attainment targets for Key Stage 3

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The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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The subject panel members for English were as follows:

Devon Bowen, Teacher, Cayman Brac High
Mary Bowerman, Deputy Chief Inspector, Schools' Inspectorate
Wendy Cumberbatch, Teacher, PACE, George Hicks Campus
Tanya Marie-Dwight, Teacher, Prospect Primary
Jovanna Ebanks, Teacher, Prospect Primary
Timali Ebanks, Teacher, John Gray High
Ruth Baker-Gardner, Librarian, John A Cumber
Lorna Harriott, Literacy Coordinator, Cayman Brac Schools
Rajpal Hemraj, Teacher, John Gray High
Joan Matthews, Teacher, Cayman Brac High
Marcia Rennie, Literacy Coordinator, John A Cumber
June South-Robinson, Teacher, Leading Edge, George Hicks Campus
Melanie Scott, Teacher, Creek Infant
Lydia Warren, Teacher, John Gray High
Wallis Wyke, Literacy Coordinator, Savannah Primary

The work of the curriculum review team was overseen by the Curriculum Steering Committee, whose members comprise:

Helena McVeigh, Chief Inspector of Schools, Schools' Inspectorate (chair)
Herbert Crawford, Senior Education Officer, Education Department
Brian Chapell, UCCI
Jordana Clarke, IT trainer, Walkers (former teacher)
Jacqueline Ebanks, Teacher, Montessori-by-the-Sea
Peter Embleton, Principal (Years 7-13), St. Ignatius Catholic School
Alan Hewitt, Deputy Principal, John Gray High School
Willean Hill, Librarian, George Town Primary School
Vikki Myrie, Teacher, Creek and Spot Bay Primary School
Kiva Powell, Teacher, Savannah Primary School
Malcolm Saunders, Teacher, George Hicks Campus
Pachent Smythe, Senior Inspector, Schools' Inspectorate
Annette Vaughan, Teacher, John A Cumber Primary School
Mark Scotland, Chair of the Savannah PTA
Wil Pineau, CEO, Chamber of Commerce
Pat Bell, Water Authority, representing HR personnel

Aims

Learning in the subject English contributes to the achievement of the curriculum aims for all young people (the 'educated Caymanian') to:

- Engage with and enjoy language in all its varieties
- Understand, respond to, analyse and use oral, written, and visual language effectively in a range of contexts

To achieve these aims, students will:

- Develop the ability to use and respond to the English language purposefully and effectively through reading, writing, speaking, listening, viewing and presenting
- Develop an understanding of the grammar and conventions of English
- Develop an understanding of how language varies according to the user, audience, and purposes
- Respond personally to and think critically about a range of texts, including literary texts
- Use language skills to identify information needs and find, use, and communicate information
- Understand and appreciate the heritages the Cayman Islands and the Caribbean region through experiencing a broad range of texts written in English

Overview

The aim of teaching and learning in English Language is to help students perform successfully in a communication-oriented society. Students need to be able to make meaning from oral, visual and written language forms and to communicate and convey ideas, feelings and emotions. In their interpersonal relationships, language will be used to influence others and to establish and maintain relationships. To make sense of the world, students are required to think imaginatively and reason logically and critically.

Language is the means by which society meets these needs. Consequently, the school curriculum should strive to meet these needs, rather than focus solely on the development of the skills of reading, writing, speaking and listening as ends in themselves. It should also recognise the diversity of students' socio-cultural and language backgrounds.

It is acknowledged that language is the central tool for all learning. The better students' skills become in using their language, the more effectively they will be able to learn in other subjects. Other curriculum areas also provide the context within which students learn language. The chance to discuss, read and write about a diverse range of subjects ensures that language learning occurs naturally and effectively. While language learning is seen as a discrete curriculum area, much

of its content occurs within the framework of other curriculum areas. Therefore language development is the responsibility of all teachers.

The teaching and learning of English rely on some fundamental conditions being present, which can be summarised as follows:

- Effective learning of literacy involves an integration of the three broad strands of language into a holistic approach.
- Effective literacy instruction involves exposure to a wide range of language resources which allow learners to interact with diverse texts, use texts functionally and analyse texts critically.
- Effective literacy learning requires students to actively make connections between texts, between text and themselves and between text and the world.

It should therefore be evident that language learning should be an integral part of all other curriculum areas. In the secondary school, where subjects are generally taught in isolation, these fundamental principles of language learning should be observed across the curriculum by teachers of all subjects.

How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets.

The strands

The English Language curriculum presents learning outcomes under three broad strands:

- i. Speaking and listening
- ii. Writing
- iii. Reading

This division into strands is a convenient way of emphasising the outcomes for English education in schools. It does not mean that learning in each strand has to be developed independently. Each of these strands can be regarded as having an 'input' and an 'output' component. Consequently, oral language is concerned with listening and speaking, and written language comprises reading and writing.

Speaking and Listening: Of all the language skills, those of oral language are the most central to students' learning. Oral language is also the way in which social interaction occurs, new relationships are developed, and cooperative ventures are planned and undertaken. In using oral language students learn how to process and organise information, think critically and explore ideas and concepts.

Students develop skills in listening in a wide variety of situations. Listening involves protocols of behaviour as well as the ability to process and analyse the communication of others.

Students use oral language in a wide range of contexts and situations, both formal and informal, developing an awareness of the power of speech. Students should be able to listen to examples of good speech and to be exposed to positive models of the desired language skills.

Writing: Written language expands our ability to understand our world, communicates that understanding and provides us with opportunities to organise and clarify information. Mastery in writing also provides an opportunity for students to respond to and/or challenge ideas and concepts presented to them.

Students develop an understanding of the complex writing process and gain competence in the conventions of language including spelling, grammar and punctuation. They also become skilful at communicating through writing for a variety of purposes and audiences.

Reading: Students develop a wide range of strategies for gaining meaning and enjoyment from texts. They develop an understanding of the way in which responses to texts are affected by context, and they become skilful at analysing the structure and techniques of the texts they read. Students are supported by differentiated instruction as they make the essential transition from learning to read to reading to learn.

Progression in this subject requires students to develop their skills in speaking and listening, writing and reading. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

The attainment targets specify the knowledge, understanding and skills that students should acquire through the key stage. More detail is given about how to interpret them in appendix 2. Levels 1-8 have been included here, although most students will be working between levels 4 and 6. Exceptionally gifted students will need to be given work from the Key Stage 4 programme of study so they can access work of an examination standard.

English programme of study for Key Stage 3

Introduction

In Key Stage 3, students learn to manage and understand information. They are taught about how language varies, including the vocabulary and grammar of Standard English. They use exploratory language when analyzing, evaluating and responding to texts and when deciding how to use language more effectively.

Speaking

To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, **students should be given opportunities to:**

- Structure their talk clearly, using markers so that their listeners can follow the line of thought
- Use illustrations, evidence and anecdote to enrich and explain their ideas
- Use gesture, tone, pace and rhetorical devices for emphasis
- Use visual aids and images to enhance communication
- Vary word choices, including technical vocabulary, and sentence structure for different audiences
- Use spoken Standard English fluently in different contexts
- Evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.

Suggested activities

Students could be given opportunities such as:

- *Describing, narrating, explaining, arguing, persuading, entertaining*
- *Extended contributions to talk in different contexts and groups*
- *Presentations to different audiences*

Listening

To listen, understand and respond critically to others, **students should be given opportunities to:**

- Concentrate on and recall the main features of a talk, reading, radio or television programme
- Identify the major elements of what is being said, both explicitly and implicitly
- Distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case
- Distinguish tone, undertone, implications and other signs of a speaker's intentions
- Recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated statements
- Ask questions and give relevant and helpful comments

Suggested activities

Students could be given opportunities such as:

- *Live talks and presentations*
- *Recordings (for example, radio, television, film)*
- *Discussions in which pupils respond straight away*

To participate effectively as members of different groups, **students should be given opportunities to:**

- Make different types of contributions to groups, adapting their speech to their listeners and the activity
- Take different views into account and modify their own views in the light of what others say
- Sift, summarise and use the most important points
- Take different roles in the organisation, planning and sustaining of groups
- Help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ

Suggested activities

- *Exploring, hypothesising, debating and analysing*
- *Taking different roles in groups (for example, roles in organising or leading discussion, supporting others, enabling focused talk)*

Reading

To develop an understanding and appreciation of texts, **students should be given opportunities to:**

- Extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings
- Analyse and discuss alternative interpretations, ambiguity and allusion
- Identify the perspectives offered on individuals, community and society
- Consider how meanings are changed when texts are adapted to different media
- Read and show appreciation for the scope and richness of complete novels, plays and poems

Literature

Students should be given the opportunities to:

- Understand the values and assumptions in the texts
- Learn the significance of the subject matter and the language
- Learn the distinctive qualities of literature from different traditions
- Learn how familiar themes are explored in different cultural contexts (for example, how childhood is portrayed, references to oral or folk traditions)
- Make connections and comparisons between texts from different cultures
- Learn how and why texts have been influential and significant (for example,

the influence of Greek myths, the Authorised Version of the Bible, the Arthurian legends, Caymanian legends)

- Identify the characteristics of texts that are considered to be of high quality
- Learn the appeal and importance of these texts over time

Suggested activities:

- *Plays, novels, short stories and poetry from the Caymanian and English literary heritage, including:*
 - a. *Two plays by Shakespeare, one of which should be studied in Key Stage 3*
 - b. *Poetry by Caymanian poets*
- *Recent and contemporary drama, fiction and poetry written for young people and adults*
- *Drama, fiction and poetry by major writers from different cultures and traditions.*

Writing

Students should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Students should be taught to use the full range of punctuation marks correctly to signal sentence structure, and to help the reader.

Students should be given opportunities to:

- Draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays
- Use imaginative vocabulary and varied linguistic and literary techniques
- Exploit their choice of language and structure to achieve particular effects and appeal to the reader
- Use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters

Suggested activities:

When writing to inform, explain and describe, students could be given opportunities to:

- *Form sentences and paragraphs that express connections between information and ideas precisely (for example, cause and effect, comparison)*
- *Use formal and impersonal language and concise expression*
- *Consider what the reader needs to know and include relevant details*
- *Present material clearly, using appropriate layout, illustrations and organization*

When writing to persuade, argue and advise, students **should be given opportunities to:**

- Develop logical arguments and cite evidence
- Use persuasive techniques and rhetorical devices
- Anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest

When writing to analyse, review and comment, **students should be given opportunities to:**

- Reflect on the nature and significance of the subject matter
- Form their own view, taking into account a range of evidence and opinions
- Organise their ideas and information, distinguishing between analysis and comment
- Take account of how well the reader knows the topic

To improve and sustain their writing, **students should be given opportunities to:**

- Plan, draft, redraft and proofread their work on paper and on screen
- Judge the extent to which any or all of these processes are needed in specific pieces of writing
- Analyse critically their own and others' writing

To improve their spelling **students should be given opportunities to:**

- Increase their knowledge of regular patterns of spelling, word families,

roots of words and derivations, including stem, prefix, suffix, inflection

- Apply their knowledge of word formation
- Spell increasingly complex polysyllabic words that do not conform to regular patterns
- Check their spelling for errors and use a dictionary when necessary
- Use different kinds of dictionary, thesaurus and spellchecker

Handwriting and presentation

Students should be taught to write with fluency and, when required, speed. In presenting final polished work, **pupils should be given opportunities to:**

- Ensure that work is neat and clear
- Write legibly, if their work is handwritten
- Make full use of different presentational devices where appropriate

Language structure

Students should be taught the principles of sentence grammar and whole-text cohesion and use this knowledge in their writing. **They should be given opportunities to:**

- Use word classes or parts of speech and their grammatical functions
- Understand the structure of phrases and clauses and how they can be combined to make complex sentences (for example, coordination and subordination)
- Learn about paragraph structure and how to form different types of paragraph

- Learn about the structure of whole texts, including cohesion, openings and conclusions in different types of writing
- Learn the use of appropriate grammatical terminology to reflect on the meaning and clarity of individual sentences (for example, nouns, verbs, adjectives, prepositions, conjunctions, articles)

Suggested activities

Students could be given opportunities to:

- *Imagine, explore and entertain, focusing on creative, aesthetic and literary uses of language, drawn from different kinds of stories, poems, play scripts, autobiographies, screenplays and diaries*
- *Inform, explain and describe, focusing on conveying information and ideas clearly. The forms for such writing should be drawn from memos, minutes, accounts, information leaflets, prospectuses, plans, records, summaries*
- *Persuade, argue and advise, focusing on presenting a case and influencing the reader. The forms for such writing should be drawn from brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemical essays*
- *Analyse, review and comment, focusing on considered and evaluative views of ideas, texts and issues. The forms for such writing should be drawn from reviews, commentaries, articles, essays, reports*

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

Strand I Speaking and Listening

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students speak about matters of immediate interest. •They listen to others and usually respond appropriately. •They convey simple meanings to a range of listeners. •They speak audibly, and begin to extend their ideas or accounts by providing some detail. •They ask simple questions related to the subject being discussed. •They begin to add new vocabulary into speech. 	<ul style="list-style-type: none"> •Students show awareness of the needs of the listener by including relevant detail. •They speak clearly and use a growing vocabulary to develop and explain their ideas. •They listen carefully and respond appropriately with relevant questions/comments. •They begin to be aware that in some situations a more formal vocabulary and tone of voice are used. •They begin to show confidence in speaking particularly where the topics interest them. 	<ul style="list-style-type: none"> •Students speak confidently in different contexts, exploring and communicating ideas. •They show understanding of the main points in discussion. •They show through relevant comments and questions that they have listened carefully. •They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. •They use Standard English in some situations. 	<ul style="list-style-type: none"> •Students speak confidently in an increasing range of contexts. •They adapt their speech to the purpose. •They describe events and convey their opinions clearly. •They listen carefully; making contributions and asking questions that are responsive to others' ideas and views. •They use appropriately some of the features of Standard English vocabulary and grammar. 	<ul style="list-style-type: none"> •Students speak confidently in a wide range of contexts, including some that are of a formal nature. •They speak to engage the interest of the listener as they begin to vary their expression and vocabulary. •They pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. •They use standard English in formal situations and apply grammar in new contexts. 	<ul style="list-style-type: none"> •Students adapt their speech to the demands of different contexts with increasing confidence. •They engage the interest of the listener through speech that shows a variety of vocabulary and expression. •They take an active part in discussion, showing understanding of ideas and sensitivity to others. •They become fluent in their use of Standard English in formal situations. 	<ul style="list-style-type: none"> •Students become confident in matching their speech to the demands of different contexts. •They use vocabulary precisely and organise their speech to communicate clearly. •They make significant contributions, evaluating others' ideas and varying how and when they participate. •They show confident use of Standard English in situations that require it. 	<ul style="list-style-type: none"> •They maintain and develop their speech purposefully in a range of contexts. •They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. •They make a range of contributions that shows that they have listened perceptively and are sensitive to the development of discussion. •They show confident use of Standard English in a range of situations, adapting as necessary.

Strand ii Reading

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students recognize familiar words in simple texts. •They understand that print conveys meaning. •They actively build background knowledge and vocabulary (including sight word vocabulary) •They use their knowledge of letters and sound symbol relationships in order to read words and to establish meaning when reading aloud. •They respond to poems, stories and non-fiction by identifying aspects they like. •They identify new words using pictures as clues. 	<ul style="list-style-type: none"> •Students accurately read simple passages. •They express opinions about major events or ideas in stories, poems and non-fiction. •They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. •They demonstrate an awareness of basic strategies for understanding text (literal question/ answer, making predictions and drawing conclusions). 	<ul style="list-style-type: none"> •Students read a range of texts fluently. •They show understanding of the main ideas in fiction and non-fiction texts. •They become aware of variations in text structure across genres. •They read independently, establishing meaning through appropriate strategies. •They respond to fiction/non-fiction, show understanding of the main points and express preference. 	<ul style="list-style-type: none"> •Students show understanding of significant ideas, themes, events and characters in responding to a range of texts. •They refer to the text when explaining their views. •They locate and use ideas and information. •They identify, use and manipulate knowledge from common graphic features (charts, maps, diagrams, captions). •They determine the meaning of unfamiliar words using knowledge of common roots, suffixes and prefixes. •They independently recognize words with multiple meanings and determine which meaning is intended in the context of the sentence. •They identify the speaker in a poem or story. •They distinguish fact from opinion or fiction in text. 	<ul style="list-style-type: none"> •Students show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. •They identify key features, themes and characters and select sentences, phrases and relevant information to support their views. •They retrieve and collate information from a range of sources. •They identify the speaker in a text and recognize the difference between first and third person narration. •They demonstrate understanding of contextual vocabulary in various subjects. 	<ul style="list-style-type: none"> •Students identify different layers of meaning from a range of texts and comment on their significance and effect. •They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. •They summarize a range of information from different sources. •They independently read materials which include traditional and contemporary literature (fiction and non-fiction), magazines, newspapers, textbooks, and electronic material. •They use knowledge of Greek and Latin affixes to understand unfamiliar vocabulary. •They use reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words. 	<ul style="list-style-type: none"> •Students show understanding of the ways in which meaning and information are conveyed in a range of texts. •They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. •They select and synthesize a range of information from a variety of sources. 	<ul style="list-style-type: none"> •Students show appreciation of, and comment on, a range of text. •They evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. •They select and analyse information and ideas, and comment on how these are conveyed in different texts. •They identify/ analyse argument, opinion and alternative interpretations, cross referencing as appropriate.

Strand iii

Writing

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students communicate meaning through simple words and phrases in their writing. •They show awareness of and begin to use full stops in their reading and writing. •They form letters that are clear and accurately positioned. •They reread writing to self and others. •When spelling words, they show awareness of the sounds formed by different letters and groups of letters. 	<ul style="list-style-type: none"> •Students develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. •They spell simple, monosyllabic words correctly, and where there are inaccuracies the alternative is phonetically plausible. •They use connecting words to join related ideas in a sentence. •They identify nouns, verbs and adjectives and use them in their writing. •They distinguish between complete and incomplete sentences. •They organize texts chronologically 	<ul style="list-style-type: none"> •Students organize their writing imaginatively and clearly. •They use the main features of different forms of writing appropriately, and begin to adapt these to different readers. •They use the basic grammatical structure of sentences correctly. •They spell simple mono and polysyllabic words correctly. •They accurately use punctuation to indicate sentence type. •They extend ideas logically in sequences of sentences. •They publish by presenting an edited piece of writing to others. •They identify a variety of sentence types and use them in their writing. 	<ul style="list-style-type: none"> •Students produce writing that is lively and thoughtful in a range of forms. •They express ideas that are often sustained and developed in interesting ways and organized appropriately for the reader. •They spell polysyllabic words that conform to regular patterns. •They use full stops, capital letters, exclamation marks, inverted commas and question marks correctly. •They write in a style that is fluent, joined and legible and incorporates different tenses. •They develop characters and settings in narrative writing. •They choose vocabulary that is often adventurous and used for effect. 	<ul style="list-style-type: none"> •Students use writing that is varied and interesting, conveying meaning clearly in a range of forms for different readers. •They use a more formal style of writing where appropriate. •They use words precisely for effect. •They apply rules of English to spell words with complex regular patterns correctly. •They accurately use a range of punctuation, including apostrophes. •They organize simple and complex sentences into paragraphs. •They communicate meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, showing some awareness of the reader. 	<ul style="list-style-type: none"> •Students write in a way that often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. •They spell correctly, including irregular words. •They write using clear, neat and legible handwriting. •They create effects using a range of sentence structure and vocabulary. •They use complex sentence structures and a variety of sentence types in their writing. •They use a variety of ways to organize paragraphs such as contrast and time. 	<ul style="list-style-type: none"> •Students write confidently and show appropriate choices of style in a range of forms. •They use organized and coherent ideas in non-fiction writing. •They use grammatical features and vocabulary accurately and effectively. •They spell correctly, including complex irregular words. •They present work that is legible and attractive. •They use paragraphing and correct punctuation to make the sequence of events or ideas coherent and clear to the reader. •They use correct subject-verb agreement in sentences with compound subjects. •They identify and use common subjective and objective forms of pronouns, appropriately and correctly in their own writing. 	<ul style="list-style-type: none"> •Students write in a way that shows the selection of specific features or expressions to convey particular effects and to interest the reader. •They produce narrative writing that shows control of characters, events and settings, and shows variety in structure. •They produce expository and persuasive writing that is coherent and gives clear points of view. •They use vocabulary and grammar that enables fine distinctions to be made or emphasis achieved. •They demonstrate clear understanding of punctuation, spelling, use of appropriate vocabulary and paragraphing. •They write a research paper giving credit to various sources.