AELP GCSE English Toolkit

# Crackerjack Training

#### Critical reading and comprehension objectives

1. Critical reading and comprehension:

* 1. identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing;
	2. reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes;
	3. drawing inferences and justifying these with evidence;
	4. supporting a point of view by referring to evidence within the text;
	5. identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;
	6. reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading;
	7. recognising the possibility of different responses to a text.

2. Summary and synthesis:

* 1. identifying the main theme or themes;
	2. summarising ideas and information from a single text;
	3. synthesising from more than one text.

3. Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features:

1. explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do.

4. Comparing texts:

1. comparing two or more texts critically with respect to the above.

**AO 1 Identify and interpret explicit and implicit information and ideas.**

**Select and synthesise evidence from different texts.**

**AO 2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant English terminology to support their views.**

**AO 3 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.**

**AO 4 Evaluate texts critically and support this with appropriate textual references.**

#### Writing objectives

5. Producing clear and coherent text:

1. writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue;
2. selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;
3. using language imaginatively and creatively;
4. using information provided by others to write in different forms;
5. maintaining a consistent point of view;
6. maintaining coherence and consistency across a text.

6. Writing for impact:

1. selecting, organising and emphasising facts, ideas and key points;
2. citing evidence and quotation effectively and pertinently to support views;
3. creating emotional impact;
4. using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

**AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.**

**AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**

#### Spoken language objectives

7. Presenting information and ideas:

1. selecting and organising information and ideas effectively and persuasively for prepared spoken presentations;
2. planning effectively for different purposes and audiences;
3. making presentations and speeches.

8. Responding to spoken language:

1. listening to and responding appropriately to any questions and feedback.

9. Spoken Standard English:

1. expressing ideas using Standard English whenever and wherever appropriate.

**AO7 Demonstrate presentation skills in a formal setting.**

**AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations.**

**AO9 Use spoken Standard English effectively in speeches and presentations.**