

## Subject Specific 6 'R' Criteria - English

	Respect	Resilience	Risk Taking	Responsible	Resourceful	Reflection
<b>Define what a student would display in your subject if they were displaying the "R"</b>	<p>Listening to peers during group discussions.</p> <p>Raising hands to contribute.</p> <p>Using formal language and speaking in full sentences.</p>	<p>Extended writing.</p> <p>Keep going when you get to a difficult word.</p> <p>Improve task.</p> <p>Persevere with a text even when you don't get it at first.</p>	<p>Using new vocabulary.</p> <p>Taking a speaking role in discussion.</p> <p>Target area for improvement.</p> <p>Read aloud.</p> <p>Extension work.</p>	<p>Being on time and ready to learn.</p> <p>Completing work to your best ability.</p> <p>High quality of presentation in work.</p> <p>Organise revision materials.</p>	<p>Use of learning resources including your manual.</p> <p>Double-checking work with a Dictionary.</p> <p>Refer to previous work.</p> <p>Use of sentence stems or key words.</p>	<p>Respond to feedback and improve.</p> <p>Consider a writer's choice of language.</p> <p>Annotate your own writing for key skills or against success criteria.</p>
<b>Examples of topics in your subject which link directly to the displaying that "R"</b>	<p>Individual presentations.</p> <p>Discussion groups.</p> <p>Writing for an audience.</p> <p>Texts from other cultures.</p>	<p>Complex ideas in poetry.</p> <p>Shakespearean language.</p> <p>Learning evidence.</p>	<p>Extended Writing.</p> <p>Speaking and listening.</p> <p>Adventure.</p> <p>Macbeth.</p>	<p>Spelling, grammar and punctuation.</p> <p>An Inspector Calls.</p> <p>A Christmas Carol.</p> <p>Macbeth.</p>	<p>Creative / non-fiction writing.</p> <p>Using new or adventurous vocabulary</p> <p>Paper 2.</p> <p>Reading analysis.</p>	<p>Creative writing.</p> <p>Considering the effect of ideas or language on readers and on yourself.</p> <p>A Christmas Carol.</p>
<b>Topic area: Example of an activity that would force students to show the "R"</b>	<p>Listen and respond politely and raise relevant questions.</p> <p>Shared reading.</p> <p>Peer assess work of others and give positive feedback and ideas for improvement.</p>	<p>Chunk texts into smaller parts to find ways into bits they do understand.</p> <p>Extended writing.</p> <p>Improve a response.</p> <p>Explore multiple interpretations before moving on.</p>	<p>Share written work – read it aloud.</p> <p>Reading challenging texts.</p> <p>Participation.</p> <p>Stretch and challenge work.</p>	<p>Learning mats and AFL of self-assessment.</p> <p>Asking questions.</p> <p>Using resources available.</p> <p>Exploring theme.</p> <p>Reading widely to extend your knowledge and understanding</p>	<p>Create a word bank using Thesaurus.</p> <p>Text marking and cross reference.</p> <p>Use the classroom displays to assist your learning.</p> <p>Create and use revision cards.</p>	<p>Read and compare work with another.</p> <p>AFL self-assessment.</p> <p>Edit own work to avoid common/boring vocabulary.</p> <p>Why are model answers successful?</p>