



# Overview of tasks

Assessing pupils' progress in English  
at Key Stage 3

## **English subject leaders and teachers of English**

Status: Recommended

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■ **Title/genre/description:** *A Night in the Red Room*  
Pre-1914 fiction. Extract from a short story by H.G.Wells.

■ **Task outline:**

This task requires pupils to read and respond to two extracts from *The Red Room*: a short story written in 1896. There is an emphasis on reading strategies as well as exemplar pupil responses to support and promote pupils' independent reading and response.

■ **Framework objectives:**

- Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied (R8)
- Comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure (R12)

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■ **Title/genre/description:** *Journey to a Poem*  
Literary non-fiction. Autobiographical writing and poem written by Grace Nichols.

■ **Task outline:**

This task requires pupils to read and respond to a poem and a piece of autobiographical writing by Grace Nichols which deals with the inspiration for some of her poetry. Pupils are supported by a shared reading of the poem and, with their initial reading of the prose text, by an activity which requires them to agree a title for each paragraph.

■ **Framework objectives:**

- Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied (R8)
- Recognise how writers' language choices can enhance meaning, eg repetition, emotive vocabulary, varied sentence structure or line length, sound effects (R14)

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■ **Title/genre/description:** *bits of an autobiography I may not write*  
Literary non-fiction. 3 extracts from *bits of an autobiography I may not write* by Morris Gleitzman.

■ **Task outline:**

This task requires pupils to read and respond to three short extracts from *bits of an autobiography I may not write* by Morris Gleitzman. The task focuses on the writer's portrayal of himself as a writer who experiences a series of problems. Support is provided through the use of a modelled answer and an activity which focuses on text structure.

■ **Framework objectives:**

- Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer (R7)
- Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied (R8)

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■ **Title/genre/description:** *Campaign Leaflets*  
Non-fiction. Leaflets from Cats Protection and RNLI.

■ **Task outline:**

This task requires pupils to read and respond to two leaflets which promote specific charities: Cats Protection and the Royal National Lifeboat Institution. There is a particular focus on audience, purpose and text type, especially the way the leaflets seek to persuade the reader. Textual conventions are identified in the first text through shared reading in order to support pupils towards a more independent study of the second text.

■ **Framework objectives:**

- Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied (R8)
- Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions (R13)

■ **Title/genre/description:** *The New Play*

Literary non fiction. Extracts from a children's textbook on Shakespeare's theatre.

■ **Task outline:**

This task requires pupils to read and respond to extracts from a non-fiction text which has some features of narrative. It focuses

on how Shakespeare and his company of actors, the King's Men players, work towards the production of a new play – *Macbeth*. Thought-tracking and prediction are used to contextualise the extracts for pupils.

■ **Framework objectives:**

- Trace the development of themes, values or ideas in texts (R5)
- Analyse the overall structure of a text to identify how key ideas are developed, eg through the organisation of the content and the patterns of language used (R10)

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■ **Title/genre/description:** *Uncle Ifor's Welsh Dresser*

Fiction. Complete short story by Pat Lacey.

■ **Task outline:**

This task requires pupils to read and respond to a short story by Pat Lacey written in a series of letters. The task focuses on the way in which the writer uses letters to structure and shape her narrative, and to convey character and theme to engage the reader. A sequencing activity and explicit attention to reading strategies provide support for pupils.

■ **Framework objectives:**

- Trace the development of themes, values or ideas in texts (R5)
- Analyse the overall structure of a text to identify how key ideas are developed, eg through the organisation of the content and the patterns of language used (R10)

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■ **Title/genre/description:** *Girl surfer*

Non-fiction. Article written for The Observer by Duncan Campbell.

■ **Task outline:**

This task requires to pupils read and respond to a magazine article about a teenage surfing champion who recovered from a shark attack. Pupils are supported during the first lesson by activities which help them to answer the first two questions. They then work more independently during the second lesson on the remaining questions. There is a particular focus on the structural choices made by the writer.

■ **Framework objectives:**

- Analyse the overall structure of a text to identify how key areas are developed, eg through the organisation of the content and the patterns of language use (R10)

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■ **Title/genre/description:** *On the truancy beat*

Non-fiction. Extract from *Teachers* magazine Parenting Contracts – DfES.

■ **Task outline:**

This task requires pupils to read and respond to a series of non-fiction articles on the subject of truancy. There is a particular focus on the appropriateness of language and organisation to audience, purpose and text type. Explicit attention to reading strategies supports pupils as they read independently.

■ **Framework objectives:**

- Trace the development of themes, values or ideas in texts (R5)
- Investigate the different ways familiar themes are explored and presented by different writers (R11)

■ **Title/genre/description:** *Imagined fears*

Fiction (including pre-1914 fiction). Extracts from *Great Expectations* by Charles

Dickens

and *To Kill a Mockingbird* by Harper Lee.

■ **Task outline:**

This task requires pupils to read and respond to two fiction extracts: the first (from *Great Expectations*) is read together, whilst the second (from *To Kill a Mockingbird*) is read independently. A key feature of this task is the way the writers present a similar theme. Pupils are supported by the use of paired work and modelled answers to questions.

■ **Framework objectives:**

- Compare the presentation of ideas, values or emotions in related or contrasting texts (R7)
- Compare themes and styles of two writers from different times (R9) *I'll give you a bell*

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■ **Title/genre/description:** *I'll give you a bell*

Non-fiction. Article from *The Observer* written by John Arlidge.

■ **Task outline:**

This task requires pupils to read and respond to an article written by John Arlidge which appeared in a Sunday broadsheet newspaper. It focuses on the ways in which the writer's attitudes towards mobile phones are conveyed in a text which combines both information and opinion. Paired activities are provided to support pupils towards independent reading.

■ **Framework objectives:**

- Analyse how an author's standpoint can affect meaning in non-literary texts (R11)
- Analyse and discuss the use made of rhetorical devices in a text (R12)

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■ **Title/genre/description:** *A Message from the Pigman*

Fiction. Complete short story by John Wain.

■ **Task outline:**

This task requires pupils to read and respond to a short story by John Wain, written in the third person from the point of view of a six year-old boy. Viewpoint is a particular feature of this task, as are the ways in which the writer creates tension and prepares the reader for the ending. The reading of the story and the questions in the pupil booklet are 'chunked' to support pupils through the task.

■ **Framework objectives:**

- Analyse how an author's standpoint can affect meaning in literary texts (R11)
- Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of views (R18)

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■ **Title/genre/description:** *Toast*

Literary non-fiction. Extracts from Nigel Slater's autobiography.

■ **Task outline:**

This task requires pupils to read and respond to sections of four chapters from Nigel Slater's autobiography *Toast*. *Pommes Dauphinoise* is used as a class text for shared reading and exploration of early ideas. *Toast 1* and the first section of *Christmas Cake* are studied together to bridge ideas whilst the rest of the text and *Smoked Haddock* are studied by pupils independently.

■ **Framework objectives:**

- Compare the presentation of ideas, values or emotions in related or contrasting texts (R7)
- Analyse how an author's standpoint can affect meaning in literary texts (R11)

■ **Title:** *Starting a Mystery*  
Imagine, explore, entertain.

■ **Task outline:**

This task requires pupils to write the opening of a mystery story aimed at pupils of their own age. As preparation, they read and analyse three narrative openings, identifying those features that help to create an atmosphere of mystery or suspense. The teacher then leads a class composition of a narrative opening, with particular attention to the features identified earlier. Pupils then write their own opening to a mystery story.

■ **Framework objectives**

- Structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution (Wr5)
- Use a range of devices to involve the reader, e.g. withholding information (Wr7)

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■ **Title:** *Advising on Health*  
Persuade, argue, **advise**.

■ **Task outline:**

This task requires pupils to write a web page entry on *Growing up healthily* to contribute to a children's website. As preparation, pupils explore a web page written by a Y7 pupil giving advice on teeth care, paying attention to how advice is structured and looking at how the entry can be improved. They then create their own web page contribution based on the topic of head-lice, drawing on information from a fact sheet.

■ **Framework objectives:**

- Write informal advice, anticipating the needs, interest and views of the intended reader (Wr17)

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■ **Title:** *Are you a litter lout?*  
Analyse, review, **comment**.

■ **Task outline:**

This task requires pupils to write a commentary on a class discussion about litter in your neighbourhood for the school newspaper. As preparation, pupils study a commentary on the survey findings about school meals and identify some of the features of writing to comment. They use a series of prompts for a group discussion on litter and then write their own commentary on the discussion.

■ **Framework objectives:**

- Identify the criteria for evaluating a particular situation, object or event, present the findings fairly and give a personal view (Wr18)

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■ **Title:** *Why is water essential?*  
Inform, **explain**, describe.

■ **Task outline:**

This task requires pupils to write a contribution to a primary school project display on the topic of water. As preparation, pupils analyse another contribution to the display written by a pupil explaining the importance of water and write a second contribution as a shared class composition. They use the skills that are highlighted in this activity to produce their own text, using the prompt materials provided in note form.

■ **Framework objectives:**

- Develop ideas and lines of thinking in continuous text and explain a process logically, highlighting links between cause and effect (Wr12)

■ **Title:** *Use sunscreen*  
**Persuade**, argue, advise.

■ **Task outline:**

This task requires pupils to write a leaflet persuading teenagers to use sunscreen, drawing on information from visual prompts and a factsheet. As preparation, they analyse a healthy living leaflet aimed at persuading teenagers to take regular exercise and identify features that make it effective as persuasive writing. They then use these highlighted skills to produce their own healthy living leaflet persuading teenagers to use sunscreen.

■ **Framework objectives:**

- Present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections (Wr13)

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■ **Title** *Film review*  
Analyse, **review**, comment.

■ **Task outline:**

This task requires pupils to write a film review for a website, designed by and written for young people, which contains reviews of television programmes, music, films and books. As preparation, pupils study a current film review to develop their understanding of the genre, paying particular attention to the way information is selected and organised to support a viewpoint. They then write their own review of a film they have recently seen.

■ **Framework objectives:**

- Write a critical review (Wr18)

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■ **Title:** *Reality show application*  
Imagine, **explore** entertain.

■ **Task outline:**

This task requires pupils to write entertainingly about an event which vividly portrays a friend with whom they wish to audition for a reality television show. As preparation, they read a description of a character and explore the language features and techniques used to convey the character. They then draw on what they have learned to write an entertaining portrait of their friend.

■ **Framework objectives:**

- Experiment with figurative language in conveying a sense of character and setting (Wr6)

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■ **Title:** *Recycle and revive in your area*  
**Inform**, explain, describe.

■ **Task outline:**

This task requires pupils to write a leaflet from Jovshire Council giving information about the facilities and activities that they are providing to benefit the environment. As preparation, pupils explore another council leaflet informing local residents about leisure opportunities in their area, paying particular attention to the leaflet's structure and organisation. They then draw on the skills highlighted and a set of planning notes to produce their own leaflet.

■ **Framework objectives:**

- Organise and present information, selecting and synthesising appropriate materials and guiding the reader clearly through the text (Wr10)

■ **Title:** *Answering back*  
Persuade, **argue**, advise.

■ **Task outline:**

This task requires pupils to write a letter to a magazine arguing against the suggestion made in an earlier article that teenagers should always listen to adult advice. As preparation, pupils explore a number of arguments and counter arguments, paying particular attention to the language features involved in the statements. They read the original magazine article and then write a letter arguing against the views expressed in it and making some additional points of their own.

■ **Framework objectives:**

- Make a counter argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives (Wr14)

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■ **Title:** *Eye witness account*  
Inform, explain, **describe**.

■ **Task outline:**

This task requires pupils to write an eye witness account of a volcanic eruption, using information from a fact sheet. As preparation, they study a journal entry about a sea storm, identifying the language features that make it an effective account. The class write the opening of their eye witness account as a shared composition and then complete their account independently, drawing on what they have learned from the journal entry and selecting information from the fact sheet.

■ **Framework objectives:**

- Make telling use of descriptive detail (Wr11)

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■ **Title:** *Book cover analysis*  
**Analyse**, review, comment.

■ **Task outline:**

This task requires pupils to write an analysis of the cover for *The curious incident of the dog in night-time*, a novel by Mark Haddon. The focus of the analysis is the cover's effectiveness in persuading a teenage audience to buy and/or read the book. As preparation, they study an analysis of the cover for *The Wind Singer*, a novel by William Nicholson, looking particularly at the organisational and language features that make it an effective analysis. They then write their own analysis of the cover for *The curious incident of the dog in night-time* drawing on the skills highlighted earlier.

■ **Framework objectives:**

- Write a critical review (Wr18)

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■ **Title:** *Test training*  
Imagine, explore, **entertain**.

■ **Task outline:**

This task requires pupils to write a humorous article for a teen magazine giving 'advice' to 14 year olds on revision for the KS3 tests. As preparation, they study an amusing article written by a pupil in response to an advice leaflet about a school residential trip and highlight the features that make it entertaining. They then use the skills highlighted in the exercise to write their own article offering 'advice' on revision, drawing on an adult advice leaflet on revision.

■ **Framework objectives:**

- Explore how non fiction texts can convey information or ideas in amusing or entertaining ways (Wr7)

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