

Intent: The WMAT intent for English is that a high-quality education will inspire children to become creative and critical thinkers. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in the literate world. Children will be able to communicate fluently and confidently, using a wide vocabulary accurately and effectively. They will be able to critique a range of fiction and non-fiction texts, appreciating a rich and varied literary heritage. Children will be inspired to become imaginative writers who can write coherently with a high level of accuracy in spelling, punctuation and grammar; children will be able to adapt their language and style in and for a range of contexts, purposes and audiences. English provides the fundamental building blocks for students to succeed in all subjects; a high level of literacy provides the vehicle needed to unpick key concepts across the curriculum. This, alongside carefully selected texts appropriate to our contexts, develops the cultural capital needed to succeed in life. Crucially, we aim to foster a love of literature through widespread reading for enjoyment.

Aims:

Underpinning the intent are the following key concepts:

1. The mechanics of writing
2. Reading fluently, accurately and for meaning
3. Using evidence
4. Critical analysis of texts
5. Making links and connections between and across texts
6. Adapting for audience and purpose

1. The mechanics of writing

Success is students being able to write accurately with no errors in spelling, punctuation and grammar. They should know, remember and understand ‘rules’ of spelling, punctuation and grammar so that they can apply them to their own writing. They should be able to accurately use sophisticated vocabulary, ambitious punctuation and varied grammatical structures, making deliberate choices to create an impact on the reader.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
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EYFS	<p>Knows how to hold a pencil between thumb and two fingers, no longer using wholehand grasp.</p> <p>Knowledge of up to Phase 4 GPCs</p> <p>Early Common Irregular words.</p> <p>Statement Sentences start with capital letter and end with full stops.</p>	<p>Understands the meaning of print- ascribes meaning to marks made.</p> <p>Hears and applies known sounds to transcription of words. Writes simple sentences.</p> <p>Application in writing</p>	<p>Development Matters and Prime (physical/ CLLD)/ Specific (Literacy) Areas</p> <p>Handwriting scheme e.g. Teach, Collins, Nelson, Penpals</p> <p>Phonic scheme: Letters and Sounds/ RWI/ Phonics Bug</p>
Year 1	<p>Begin to form lowercase letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Application across all independent writing.</p>	<p>Handwriting scheme e.g. Teach Handwriting Collins, Nelson, Penpals</p> <p>Jane Considine/ Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell/ MC Grammar</p>

	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Knowledge of up to Phase 5 GPCs</p> <p>Knows Common Exception Words</p>	<p>Identification in texts.</p> <p>Modification to fit different purposes.</p> <p>Hears and applies known sounds to transcription of words.</p> <p>Application in independent work.</p>	<p>Phonic scheme: Letters and Sounds/ RWI/ Phonics Bug</p>
Year 2	<p>Know horizontal and diagonal strokes for joining letters.</p> <p>Write letters and digits with correct size, spacing and</p>	<p>Application across all independent writing.</p>	<p>Handwriting scheme e.g. Teach Handwriting, Collins, Nelson, Penpals</p>

	<p>orientation in relation to one another.</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Knowledge of Y2 Spelling patterns and common exception words</p>	<p>Identification in texts.</p> <p>Modification to fit different purposes.</p> <p>Application in independent writing</p>	<p>Jane Considine/ Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell / MC Grammar</p> <p>Phonic scheme: Letters and Sounds/ RWI/ Phonics Bug/ No nonsense</p>
Year 3	<p>Know horizontal and diagonal strokes for joining letters. Knows which letters do not join.</p>		<p>Handwriting scheme e.g. Teach Handwriting, Collins, Nelson, Penpals</p> <p>Jane Considine/ Babcock resources/ CGP/ Letts / Spelling Shed / Doodle Spell / MC Grammar</p>

	<p>preposition, conjunction, word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>Knowledge of some Y3/4 Spelling patterns and common exception words</p>	<p>Identification in texts.</p> <p>Modification to fit different purposes</p> <p>Application in independent writing</p>	<p>NC Appendix/ No nonsense spelling</p>
<p>Year 4</p>	<p>determiner pronoun, possessive pronoun adverbial</p> <p>Knowledge of all Y3/4 Spelling patterns and common exception words</p>	<p>Identification in texts.</p> <p>Modification to fit different purposes</p> <p>Application in independent writing</p>	<p>Jane Considine/ Babcock resources/ CGP/ Letts</p> <p>NC Appendix/ No nonsense spelling/ Spelling Shed / Doodle Spell / MC Grammar</p>

Year 5	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Knowledge of some Y5/6 Spelling patterns and common exception words</p>	<p>Writes fluently and legibly, with increasing speed and consistency, using the most appropriate implement</p> <p>Identification in texts.</p> <p>Modification to fit different purposes</p> <p>Application in independent writing</p>	<p>Handwriting scheme e.g. Teach Handwriting, Collins, Nelson, Penpals</p> <p>Jane Considine/ Babcock resources/ CGP/ Letts/ Spelling Shed / Doodle Spell / MC Grammar</p> <p>NC Appendix/ No nonsense spelling</p>
Year 6	<p>subject, object active, passive synonym, antonym ellipsis,</p>	<p>Identification in texts.</p>	<p>Jane Considine/ Babcock resources/ CGP/ Letts</p>

	<p>hyphen, colon, semi-colon, bullet points</p> <p>Knowledge of all Y5/6 Spelling patterns and common exception words</p>	<p>Modification to fit different purposes</p> <p>Application in independent writing</p>	<p>NC Appendix/ No nonsense spelling/ Spelling Shed / Doodle Spell / MC Grammar</p>
<p>Year 7</p>	<p>Word-level: Verbs, adverbs, nouns (common, proper, abstract, pronouns), articles, adjectives, prepositions, determiners, subject-verb agreement, tense (past, present, future), person (first, third), conjunctions.</p> <p>Sentence-level: Simple, compound and</p>	<p>Students can identify in the work of others, and can use accurately in their own writing.</p>	<p>Grammar for Writing Debra Myhill resources</p>

	<p>complex sentences.</p> <p>Punctuation: full-stop, comma, question mark, brackets, speech marks (dialogue and direct speech), quotation marks, apostrophes.</p>		
Year 8	<p>Word-level: Adverbial, adjectival and noun phrases, plural nouns, imperative verbs, modal verbs, tense (future).</p> <p>Sentence-level: fronted adverbial phrase, compound-complex sentences, noun appositive</p>	<p>Students can identify in the work of others, and can use accurately in their own writing. They are starting to recognise how writers have used devices with intent, and are starting to make choices to craft their</p>	<p>Grammar for Writing Debra Myhill resources</p>

	<p>phrases, conjunctive adverbs.</p> <p>Punctuation: semi-colons, dashes, ellipsis.</p>	<p>own writing for impact.</p>	
<p>Year 9</p>	<p>Word-level: subject, direct object, indirect object, passive voice, auxiliary verbs, participles, word endings.</p> <p>Sentence-level: restrictive and non-restrictive clauses,</p> <p>Punctuation: colons, hyphens, punctuating speech.</p>	<p>Students can confidently identify a range of grammatical devices in the work of others, and can use accurately in their own writing. They can explain how writers have used devices with intent, and can craft their own writing to suit audience, purpose and form.</p>	<p>Bristol University Grammar resources https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm</p>

<p>Years 10 and 11</p>	<p>Revision of key skills/terminology learnt in KS3, with an additional focus on varying/shaping sentence types for impact and using punctuation for effect.</p> <p>Explore how rules can be bent/broken in creative writing for particular effect - e.g. through single-sentence or single-word paragraphs, minor sentences, etc.</p>	<p>Students can analyse the choices made by a writer confidently and articulately, with clear reference to writer's intent and impact.</p> <p>They write with a high level of accuracy, using a range of punctuation and sentence types. They can confidently shape their writing to suit audience, purpose and form, using grammar and punctuation consciously for impact and to influence their reader.</p>	<p>All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11, plus GCSE writing tasks:</p> <p>Range of tasks - descriptive/ narrative and point-of-view (could be taken from AQA past/sample papers)</p>
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<p>Years 12 and 13</p>	<p>Application and further development of literary and linguistic skills from KS3/4. This includes confident identification and exploration of techniques and use of terminology within academic writing.</p> <p>Use of linguistic frameworks to understand a writer's style and mode.</p> <p>Use of a wider and more challenging critical vocabulary in academic writing.</p> <p>Understanding of various written</p>	<p>Students at this level can write confidently and craft their use of punctuation and language to suit differing purposes and audiences. They are conscious of formality and register and understand how to use academic language to convey their ideas appropriately.</p> <p>They can analyse and evaluate how other writers and speakers use language for effect. They use linguistic frameworks and methods</p>	<p>All exam texts listed in section 4.</p> <p>Extracts and exam questions.</p> <p>Exploration of style models.</p> <p>NEA texts and assignments.</p> <p>Wider critical reading.</p>
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	forms and structures and how writers use these for effect.	to deconstruct grammatical discourse.	
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2. Reading fluently, accurately and for meaning

Success is being able to read age-appropriate texts fluently and independently. Students are able to understand most of the words that they encounter, and those that they do not understand can be decoded through strategies that they have been taught, such as using etymology and morphology to work out word families.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Phonics Phase 1 Distinguishing sounds Phonics phases 2-4 GPCS Phoneme, digraph, trigraph, blend, segment	Segment and blend words with these GPCS. Read texts matched to their phonic level. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Phonic scheme: Letters and Sounds/ RWI/ Phonics Bug Progressive reading schemes as per school. E.g. OUP/ PM/ RWI
Year 1	Phonic phase 5 GPCS (alternative phonemes) Know suffixes er,est,ing,ed,s,es	read other words of more than one syllable that contain taught GPCS ♣ read words with contractions [for example, I'm, I'll, we'll], and understand	Phonic scheme: Letters and Sounds/ RWI/ Phonics Bug Progressive reading schemes

	Y1 Common Exception Words	that the apostrophe represents the omitted letter(s) Read texts matched to their phonic level. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	as per school. E.g. OUP/ PM/ RWI
Year 2	Phonic phase 6 GPCS Suffixes that create superlative and comparative words. Y2 Common Exception words	Decoding of polysyllabic words Read age appropriate texts fluently without over reliance on sounding out. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI
Year 3	Prefixes- dis- and mis- have negative meanings. in- can mean both 'not' and 'in'/'into'. Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-.	Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.	Progressive reading schemes as per school. E.g. OUP/ PM/ RWI

	<p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>Anti</p> <p>auto- means 'self' or 'own'.</p> <p>Suffixes-</p> <p>Suffixes to change word classes e.g. ation, ly</p> <p>Read most Y3/4 Common Exception words</p> <p>Etymology- word families</p>		
Year 4	<p>Possessive apostrophes</p> <p>Read all Y3/4 Common Exception words</p> <p>Etymology- word families</p>	<p>Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.</p>	<p>Progressive reading schemes as per school. E.g. OUP/ PM/ RWI</p>

Year 5	<p>Using prefixes and suffixes to convert nouns or adjectives into verbs.</p> <p>Read most Y5/6 Common Exception words</p> <p>Etymology- word families</p>	<p>Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.</p>	<p>Progressive reading schemes as per school. E.g. OUP/ PM/ RWI</p>
Year 6	<p>How words are related by meaning. Synonyms and Antonyms</p> <p>Read all Y5/6 Common Exception words</p> <p>Etymology- word families</p>	<p>Reading with fluency, identifying and explaining how word families, prefixes and suffixes contribute to word meaning. Understanding of vocabulary in an age appropriate text. Basic retrieval in an age appropriate text.</p>	<p>Progressive reading schemes as per school. E.g. OUP/ PM/ RWI</p>
Years 7-11	<p>Extension of word-finding strategies: etymology and morphology to break down unfamiliar words.</p> <p>Extension of interpretative skills: implicit and explicit meanings; inference and analysis (including finding multiple possible</p>	<p>Students are able to read an age-appropriate text fluently and independently. They are able to decode unfamiliar words using etymology and morphology to make links with other word families. They can identify both explicit and implicit information from texts, making multiple</p>	<p>All texts listed in Section 4. Critical analysis of texts for Years 7-9, plus GCSE texts listed for Years 10 and 11.</p>

	<p>meanings within words/phrases).</p> <p>Students are able to use these strategies across a range of age-appropriate and challenging texts which get progressively more difficult as they progress through KS3 and into KS4.</p>	<p>connections to words/phrases used in order to explore different layers of meaning.</p>	
Years 12 and 13	<p>Developing their application of academic and critical reading strategies from KS4.</p> <p>Using inference to interpret and make connections between texts and forms.</p> <p>Reading widely and being able to apply the critical views of others to texts they are studying.</p> <p>Using knowledge of context and form to inform their own critical</p>	<p>Students read with confidence and independence. They read widely around the topic areas to enhance their knowledge of context and can make links between texts and contexts. They draw on their skills of decoding and inference for any unfamiliar words.</p> <p>In English Language they use linguistic frameworks to break words down and investigate their meaning.</p>	<p>All exam texts as listed in section 4.</p> <p>Independent wider and critical reading.</p>

	judgement of a writer's choices and intent.		
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3. Using evidence

Success is students being able to identify within a text which evidence is most relevant and worthy of analysis, and to fluently recall a judicious range of evidence which reinforces their critical viewpoint. They should also embed this evidence to be a seamless part of their response.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Beginning, middle, end Setting Character Opinion- good/ bad	Retell a basic story using beginning middle end Identify characters and settings Form opinions of characters and stories identifying preferences and judgements on characters	Fairy stories Reading spines e.g. Peter's
Year 1	<u>Vocabulary</u> Speculate about the possible meanings of unfamiliar words met in reading.	Explain what is read to them Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Age appropriate texts Pie Corbett's Reading Spine Five Plagues reading spine

	<p>Check whether the suggested meanings make sense in the context of the text.</p> <p><u>Inference</u></p> <p>Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</p> <p>Discuss what is suggested about a character from the way or how he/ she speaks</p> <p>Explore the effect of patterned language or repeated words and phrases in familiar stories.</p> <p><u>Predict</u></p> <p>Make predictions based on clues such as pictures, illustrations, titles.</p> <p><u>Explain</u></p>	<p>Give/explain the meaning of words in context.</p> <p>Make inference from the text.</p> <p>Predict what might happen from the details stated and implied</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>To be able to discuss the sequence of events in books and how items of information are related.</p>	<p>Links to geography/RE/JIGSAW</p> <p>Literacy Shed</p>
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	<p>Answer simple questions where they recall information from a text.</p> <p><u>Retrieve</u></p> <p>Find information in a text about an event, character or topic.</p> <p>Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.</p> <p><u>Sequence</u></p> <p>Retell stories and parts of stories, using some of the features of story language.</p> <p>Learn and recite simple poems and rhymes, with</p>		
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	actions, and re-read them from the text.		
Year 2	<p><u>Vocabulary</u></p> <p>Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</p> <p>Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</p> <p><u>Inference</u></p> <p>Make inferences about characters from what they say and do, focusing on important moments in a text.</p> <p>Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</p>	<p>Explain what is read to them</p> <p>Give/explain the meaning of words in context.</p> <p>Make simple inference from the text.</p> <p>Predict what might happen from the details stated and implied</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p>	<p>Age appropriate texts</p> <p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Discussion.</p> <p>Links to geography/RE/JIGSAW</p> <p>Literacy Shed</p>

	<p><u>Predict</u></p> <p>Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</p> <p><u>Explain</u></p> <p>Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text</p> <p><u>Retrieve</u></p> <p>Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>Express and record their understanding of information orally, using simple graphics, or in writing.</p>	<p>To be able to discuss the sequence of events in books and how items of information are related.</p>	
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	<p>Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text.</p> <p><u>Sequence</u></p> <p>Retell a story giving the main events in sequence.</p> <p>Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</p>		
Year 3	<p><u>Vocabulary</u></p> <p>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</p>	<p>Give/explain the meaning of words in age appropriate text.</p> <p>Beginning to make inference from an age appropriate text/ explain and justify using evidence from the text.</p>	<p>Age appropriate texts</p> <p>VIPERS</p> <p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p>

	<p>Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p><u>Inference</u></p> <p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.</p> <p>Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p> <p>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts</p>	<p>Predict what might happen from the details stated and implied.</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p>	<p>Discussion.</p> <p>Links to geography/RE/JIGSAW</p> <p>Literacy Shed</p>
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	<p><u>Prediction</u></p> <p>Make and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p> <p><u>Explain</u></p> <p>Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text</p> <p><u>Retrieval</u></p> <p>Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</p> <p>Take information from diagrams, flow charts and</p>		
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	<p>forms where it is presented graphically.</p> <p>Express and record their understanding of information orally, using simple graphics, or in writing.</p> <p><u>Summarise</u></p> <p>Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.</p>		
Year 4	<p><u>Vocabulary</u></p> <p>Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or</p>	<p>Give/explain the meaning of words in age appropriate text.</p> <p>Make inference from an age appropriate text/ explain and justify using evidence from the text.</p> <p>Predict what might happen from the details stated and implied</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p>	<p>Age appropriate texts</p> <p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Discussion.</p> <p>Links to geography/RE/JIGSAW</p>

	<p>using aids such as glossaries or dictionaries.)</p> <p><u>Inference</u></p> <p>Deduce the reasons for the way that characters behave from scenes across a short story.</p> <p>Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>Discuss the meaning of similes and other comparisons that they read.</p> <p>Link what they are reading to prior knowledge and</p>	<p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p>	<p>Literacy Shed</p>
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	<p>experience and to their knowledge of similar texts</p> <p><u>Prediction</u></p> <p>Make predictions about a text based on prior knowledge of the topic, event or type of text.</p> <p>Modify predictions as they read on.</p> <p><u>Explain</u></p> <p>Support their ideas about a text by quoting or by paraphrasing from it.</p> <p>Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p><u>Retrieval</u></p> <p>Identify and discuss key sentences and words in texts which convey</p>		
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	<p>important information about characters, places, events, objects or ideas.</p> <p>Pick out key sentences and phrases that convey important information.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram</p> <p><u>Summarise</u></p> <p>Summarise a sentence or paragraphs by identifying the most important elements.</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>		
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<p>Year 5</p>	<p><u>Vocabulary</u></p> <p>Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</p> <p>Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</p> <p>Check the plausibility and accuracy of their explanation or inference of the word meaning.</p> <p><u>Inference</u></p> <p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p> <p>Identify and discuss idiomatic phrases, expressions and</p>	<p>Give/explain the meaning of words in age appropriate text.</p> <p>Make inference from an age appropriate text/ explain and justify using evidence from the text.</p> <p>Predict what might happen from the details stated and implied</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p>	<p>Age appropriate texts</p> <p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Debates and discussions</p> <p>Links to geography/RE/JIGSAW</p> <p>Literacy Shed</p>
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	<p>comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</p> <p>Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions</p> <p><u>Prediction</u></p> <p>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</p> <p><u>Explain</u></p> <p>Evaluate a book or section of it, referring to details and examples in a text to back up their judgement</p>		
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	<p>and support their reasoning.</p> <p>Identify and justify evidence from a text to support a hypothesis.</p> <p><u>Retrieval</u></p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully</p> <p>Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices</p>		
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	<p>and charts of significant information.</p> <p>Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.</p> <p><u>Summarise</u></p> <p>Make regular, brief summaries of what they've read, identifying the key points.</p> <p>Summarise a complete short text or substantial section of a text.</p> <p>Summarise what is known about a character, event or topic, explain any</p>		
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	inferences and opinions by reference to the text.		
Year 6	<p><u>Vocabulary</u></p> <p>Check the plausibility and accuracy of their explanation of or inference about a word meaning.</p> <p>Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re - reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning</p> <p><u>Inference</u></p> <p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p>	<p>Discuss and justify how authors use language. Select and use appropriate evidence from a text to justify inferences and summaries.</p> <p>Explain and discuss understanding of a text.</p> <p>Provide reasoned justification for views.</p> <p>Give/explain the meaning of words in age appropriate text.</p> <p>Make inference from an age appropriate text/ explain and justify using evidence from the text.</p> <p>Predict what might happen from the details stated and implied</p> <p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p>	<p>Age appropriate texts</p> <p>Debates and discussions</p> <p>Links to Geography/RE/JIGSAW</p> <p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Literacy Shed</p>

	<p>Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</p> <p>Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.</p> <p><u>Prediction</u></p> <p>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read.</p> <p><u>Explain</u></p>	<p>Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within and between texts.</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p>	
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	<p>Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.</p> <p>Identify and justify evidence from a text to support a hypothesis.</p> <p><u>Retrieval</u></p> <p>Retrieve information from texts and evaluate its reliability and usefulness.</p> <p>Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully.</p> <p>Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table</p>		
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	<p>Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.</p> <p><u>Summarise</u></p> <p>Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read.</p> <p>Summarise 'evidence' from across a text to explain events or ideas.</p> <p>Summarise their current understanding about a text at regular intervals.</p> <p>Justify</p> <p>Analyse</p> <p>Evaluate</p> <p>Embed evidence within answer</p>		
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Year 7	<p>Quotation marks Why we use quotations (to support opinions / ideas) How to structure an analytical paragraph References Informs Tells Shows Explains Highlights Illustrates Indicates Suggests</p>	<p>Students make references to details of texts, using appropriate punctuation. They can use these references to support their ideas, although they may not be succinctly chosen. They can use analytical verbs when exploring simple ideas.</p>	<p>All texts listed in Section 4. Critical analysis of texts for Year 7.</p>
Year 8	<p>How to embed quotations How to select succinct quotations (words and phrases) Conveys Narrates Reveals Displays Emphasises Hints Portrays</p>	<p>Students can embed textual references to support responses. They can begin to use a range of analytical verbs when exploring clear ideas.</p>	<p>All texts listed in Section 4. Critical analysis of texts for Year 8.</p>
Year 9	<p>How to link quotations from within the same text Reinforces Establishes Denotes Determines Exemplifies Signifies Evokes Confirms Persuades</p>	<p>Students can embed apt textual references, including one-word analysis, to support responses. Then can use analytical verbs when exploring detailed ideas. They can reinforce original points with further quotations.</p>	<p>All texts listed in Section 4. Critical analysis of texts for Year 9.</p>

Years 10 and 11	<p>Judicious Perceptive Symbolises Juxtaposes Criticises Represents Encapsulates Elaborates</p>	<p>Students can embed judicious and well-integrated textual references, including single-word analysis, to develop personal responses. They can use analytical adverbs and verbs when exploring critical ideas. They can reinforce original points with perceptive quotations.</p>	<p>All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11.</p>
Years 12 and 13	<p><u>Evaluate</u> and make sophisticated judgements about a writer's choices.</p> <p><u>Analyse</u> language, form and concepts.</p> <p>Make <u>critical</u> comments and interpretations.</p> <p>Explore the <u>significance</u> of GAP, context, language and form.</p> <p>Explore the possible <u>influences</u> on a writer or speaker including concepts and theory.</p> <p>Make confident <u>interpretations</u>. Explore <u>representation</u> through language.</p>	<p>Students continue to embed judicious quotations and references into their responses. Their knowledge of critical concepts is sophisticated, and they use these appropriately to enhance and develop their own evaluation of meanings. They understand the importance of differing interpretations and utilise critical ideas to build their own independent argument. In English Language they can use linguistic concepts and methods to evaluate a writer or speaker's language choices in differing modes and contexts.</p>	<p>Exam texts as listed in section 4.</p> <p>Examples of text types or spoken language data.</p>

4. Critical analysis of texts

Success is students being able to analyse how a text has been shaped by a writer (through language and structural choices) to influence the reader, using appropriate subject terminology. It is the ability to understand why a writer has made choices, and how their work has been influenced by genre, context and their purpose. It is the analysis of themes presented by the writer, and understanding the impact that the writer has through presenting these themes.

The main themes that students need to be aware of in literature are:

- Love
- Conflict
- Power
- Identity
- Relationships
- Death
- Nature
- Religion

The key areas of social, cultural and historical context that students need to be aware of in literature are:

- Elizabethan - Patriarchal society, family honour, Elizabethan theatre and audience, tragedy, religion, colonialism
- Romanticism - revolution, rebellion, imagination, nature, religion
- Victorian - social class, bourgeoisie, poverty, Gothic genre, industrialisation, role of women, fallen women, fin de siècle
- WW1 and WW2
- Modern Britain - social class, poverty, political ideas, industrialisation, suffragettes, feminism, Marxism, southern Gothic
- Traditional/ folk tales taken from a range of cultures including nursery rhymes

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	Can pronounce all 44 phonemes.	Widens vocabulary rapidly Uses language to share feelings, experiences and thoughts and connect ideas. Uses talk and narrative in play.	Pie Corbett's Reading Spine Literacy Shed

	<p>Question words</p> <p>Rhyme Alliteration Rhythm Humour</p> <p>Age/ context appropriate Tier 2 and 3 Vocabulary</p>	<p>Asks questions</p> <p>Continue a rhyming string. Identify alliteration in a text read to them. Laugh at humourous texts</p> <p>To use in context/ suggest synonyms for</p>	
Year 1	<p>To infer by asking how, why and what Sequencing</p> <p>Age/ context appropriate Tier 2 and 3 Vocabulary</p>	<p>To participate in discussions about what is read and take turns.</p> <p>To answer questions such as: Why was ... feeling...?</p> <p>To use in context/ suggest synonyms for</p>	<p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Literacy Shed</p> <p>Vocabulary Ninja</p>
Year 2	<p>To infer by asking how, why and what Sequencing Language Structure Form Theme</p>	<p>To express views about a wide range of contemporary and classical text types.</p> <p>To answer questions such as: Can you explain why...</p>	<p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Literacy Shed</p>

	Age/ context appropriate Tier 2 and 3 Vocabulary	To use in context/ suggest synonyms for	Vocabulary Ninja
Year 3	To infer based on characters' feelings, thoughts and motives. Age/ context appropriate Tier 2 and 3 Vocabulary How to use a dictionary. Main themes as highlighted above.	To answer questions such as: What impression do you get of...? Read books that are structured in different ways and identify the differences. To use in context/ suggest synonyms for Using dictionaries to check meaning of unknown words. Beginning to identify themes and conventions.	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Ashley Booth Vocabulary Ninja
Year 4	To infer based on characters' feelings, thoughts and motives and how this justifies their actions. Age/ context appropriate Tier 2 and 3 Vocabulary	To answer questions such as: How can you tell that...? To use in context/ suggest synonyms for	Pie Corbett's Reading Spine Five Plagues reading spine Literacy Shed Ashley Booth Vocabulary Ninja

		Identifying some themes and conventions independently.	
Year 5	<p>To infer based on characters' feelings, thoughts and motives and how this justifies their actions.</p> <p>Age/ context appropriate Tier 2 and 3 Vocabulary</p>	<p>To use in context/ suggest synonyms for</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p> <p>Recommend books to peers, giving reasons for their choice.</p>	<p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Literacy Shed</p> <p>Ashley Booth</p> <p>Vocabulary Ninja</p>
Year 6	<p>Figurative Language- personification, metaphor, hyperbole, simile, onomatopoeia</p> <p>Impact</p> <p>To infer based on characters' feelings, thoughts and motives and how this justifies their actions.</p>	<p>To answer questions such as: Why has the author decided to use...?</p>	<p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Ashley Booth</p> <p>Vocabulary Ninja</p>

	Age/ context appropriate Tier 2 and 3 Vocabulary	To use in context/ suggest synonyms for Consolidate identifying and discussing themes and conventions across a wide range of writing. Recommend books to peers, giving increasingly considered reasons for their choice	Texts Shakespeare A Mid Summer Night's Dream- plot/ character focus
Year 7	The distinction between audience and reader (a play has an audience, a novel has a reader) Purpose Annotation Genre <u>Key themes</u> Love Conflict Power Identity Relationships Death Nature <u>Key context</u> Elizabethan (Patriarchal society) Shakespearean audiences World War 1 Victorian context	Students can use the correct terminology when referring to plays and novels (audience vs. reader). They can identify the audience that a text has been created for. They can identify simple genres and themes, and can start to make links between them. They can use simple subject terminology to explain the writer's choices and comment on the effect that this has on the reader. They can simply explain how a text was influenced by the historical context a writer was writing in.	<u>Novels</u> Refugee Boy The Garbage King The Book Thief The Boy in the Striped Pyjamas A Monster Calls Oliver Twist Coraline <u>Shakespeare</u> A Midsummer Night's Dream <u>Modern playscripts</u> Phillip Pullman's adaptation of 'Frankenstein' <u>Short stories</u> Traditional fairytales

	<p><u>Language methods</u> Simile Metaphor Personification Repetition Verbs Adverbs Adjectives Alliteration Onomatopoeia</p> <p><u>Structural methods</u> Stage directions Dialogue Introduces Shift Beginning, middle, end Focus</p> <p><u>Form</u> Stanza Rhyme Rhythm Autobiography Biography</p>		<p><u>Non-fiction</u> I am Malala Travel Writing</p> <p><u>Poetry</u> Roald Dahl's Revolting Rhymes Other Cultures Poetry Beowulf</p>
Year 8	<p>Writer's viewpoint</p> <p><u>Key themes</u> Death Nature Relationships Love</p>	<p>Students can recognise that a text has been created by a writer to have an effect on the reader, and can explain how they do this using appropriate terminology. They can start to make links between how different writers portray a</p>	<p><u>Novels</u> A Monster Calls Of Mice and Men Lord of the Flies Animal Farm The Giver Private Peaceful</p>

	<p><u>Key context</u> Victorian - Gothic literature Shakespeare - the belief in the supernatural World War 2 Tragedy</p> <p><u>Language methods</u> Pathetic fallacy Symbolism Hyperbole Emotive language Sibilance</p> <p><u>Structural methods</u> Narrative voice (unreliable narrator) Foreshadowing Contrast</p> <p><u>Form</u> Soliloquy Rhyming couplets</p>	<p>similar theme. They can clearly explain how a text was influenced by the writer's historical context, and how a writer might be trying to convey a message about the society they lived in. They support their ideas with appropriately chosen references to the text.</p>	<p><u>Shakespeare</u> Macbeth The Tempest Much Ado About Nothing</p> <p><u>Modern playscripts</u></p> <p><u>Short stories</u> Sherlock Holmes Edgar Allan Poe</p> <p><u>Non-fiction</u> Articles linked to the theme of identity</p> <p><u>Poetry</u> War Poetry The Romantic poets</p>
Year 9	<p>Writer's perspective and intention Dystopian fiction</p> <p><u>Key themes</u> Death Nature Relationships</p>	<p>Students can clearly identify the writer's perspective and explain how they have crafted their work to impact the reader, using more sophisticated subject terminology. They can clearly explain how a text is linked to</p>	<p><u>Novels</u> Animal Farm DNA Noughts and Crosses The Woman in Black The Giver</p>

	<p>Love Identity</p> <p><u>Key context</u> Modern Britain - industrialisation, social class Victorian context - Gothic literature Romantic poets</p> <p><u>Language methods</u> Oxymoron Juxtaposition Accent/Dialect Colloquial language Received pronunciation Imperatives</p> <p><u>Structural methods</u> Narrative voice (including unreliable narrator) Foreshadowing Contrast Dramatic irony Prologue Preface Cyclical structure Motif Climax</p> <p><u>Form</u> Rhyme scheme Quatrains Sonnet</p>	<p>its social, cultural and historical context, and how the writer's perspective may have influenced their work. They support their ideas with appropriately chosen references to the text, which are embedded in their answer.</p>	<p>Of Mice and Men Kes</p> <p><u>Shakespeare</u> Othello Macbeth</p> <p><u>Modern playscripts</u> Blood Brothers DNA</p> <p><u>Short stories</u> Dickens</p> <p><u>Non-fiction</u> Articles and speeches on gang culture and mental health</p> <p><u>Poetry</u> Romantic Poetry Carol Ann Duffy Seamus Heaney GCSE Poetry anthology</p>
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	<p>Iambic pentameter Omniscient narrator</p>		
<p>Years 10 and 11</p>	<p>Understanding bias How to be critical and perceptive Evaluation - how to consider two sides of an argument Diatribes, social responsibility/justice, misanthropy/philanthropy, protagonist/antagonist</p> <p><u>Key themes</u> Death Nature Relationships Love Identity Redemption</p> <p><u>Key context</u> Modern Britain - industrialisation, social class Victorian context - gothic literature, Victorian Christmas</p> <p><u>Language methods</u> Semantic field Anaphora Sarcasm/irony Declarative Interrogative</p>	<p>Students can clearly evaluate the writer's intentions and explain in detail how they have crafted their work to impact the reader, effectively using an advanced range of subject terminology. They can make perceptive links to social, cultural and historical context, and have a thorough understanding of how the writer's perspective may have influenced their work. They can make links between texts from similar and different time periods, and can clearly explain how views might have changed over time. They can confidently analyse the way that readers from different social, cultural and historical contexts might interpret a text differently, and can recognise how a writer's message could be relevant in today's society. They support their ideas with judiciously chosen references to the text, which are fully embedded in their answer.</p>	<p>GCSE texts:</p> <p>Range of fiction and non-fiction reading of English Language sources (including AQA past/sample papers)</p> <p>Romeo and Juliet</p> <p>An Inspector Calls</p> <p>Power and Conflict poetry</p> <p>A Christmas Carol</p>

	<p>Charactonym</p> <p><u>Structural methods</u> Allegory Enjambment Caesura Resolution Revelation Anti-climax Exposition</p> <p><u>Form</u> Stagecraft Dramatic Monologue Novella Stave</p>		
Years 12 and 13	<p>English Literature: Analysing the ways in which meanings are shaped in literary texts. Making informed judgements using appropriate terminology. Exploring different interpretations using various critical sources. Evaluating the influence of context.</p> <p>Key themes: Identity; love; relationships; nature; religion; supernatural; power; gender; outsiders.</p> <p>Key Context: Elizabethan - patriarchal society, family honour,</p>	<p>In English Literature students can:</p> <ul style="list-style-type: none"> -Analyse and evaluate how meanings are shaped in literary texts -Use a wide range of sophisticated terminology to comment on and make judgements about a writer's style and use of techniques. -Support ideas with relevant and judicious quotations from the texts and other critical sources. -Recognise and evaluate the wider contextual influences on the form and structure of a text. -Comment on both contemporaneous and 	<p>The Tempest (W Shakespeare)</p> <p>Poetry of Christina Rossetti</p> <p>A Doll's House (H Ibsen)</p> <p>Range of Gothic literary extracts</p> <p>The Bloody Chamber (A Carter)</p> <p>Dracula (B Stoker)</p>

	<p>tragedy, religion, colonialism. Romanticism - revolution, rebellion, imagination, nature, religion Victorian - social class, bourgeoisie, poverty, industrialisation, role of women, fallen women, fin de siècle, pre-Raphaelites Gothic - genre, influences, characterisation, form, common idea. Modern - social class, political ideas, industrialisation, feminism, Marxism, southern Gothic. Language and form: Drama - stagecraft, well-made play, naturalism, realism, symbolism, subtext, motifs, allusions, prose, verse. Poetry - lyric, ballad, monologue, sonnet, meter, figurative imagery, analogy, refrain. Prose - stream of consciousness, subversion, allegory, stereotype, anthropomorphism, omniscient, antagonist, archetypes. Critical Theory: Male gaze Feminism Psychoanalytical</p>	<p>modern audience perceptions of a text -Explore critical views and interpretations of a text and use these to further support independent thought/argument. In English Language students can: -analyse how language is shaped in a text according to its purpose, audience, genre, mode and context. -Explore how language is used to construct meaning and representation. -identify features of language using methods of language analysis -study, research and evaluate the functions of children's speech -explore how language varies according to different factors including personal and geographical contexts. - explore and analyse how texts are produced to convey views and opinions about language issues</p>	<p>A Streetcar Named Desire (T Williams) Brand New Ancient (K Tempest) The Handmaid's Tale (Margaret Atwood) Seamus Heaney Poetry The Kite Runner - (Khaled Hosseini) Independent prose text choice Critical reading Child language data - spoken and written Range of texts that convey attitudes to language diversity and change Range of examples of language in use</p>
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	<p>Marxism</p> <p>English Language: Methods of Language analysis Understanding critical concepts and issues relevant to language use. Analysing how contextual factors and language features are associated with the construction of meaning.</p> <p>Language terminology and frameworks: Register, purpose, audience, mode. Lexis, semantics, phonology, graphology, pragmatics, grammar, Discourse.</p> <p>Topics: Child language theory Prescriptivism Descriptivism Neologisms Political correctness Pejoration Amelioration Accent and Dialect Social identity Attitudes towards Variation Language and social class</p>		<p>and research data to inform their study of diversity and change.</p> <p>Range of texts about: various subjects; from various writers and speakers; for various audiences and purposes; in a variety of genres; using a variety of modes (written, spoken, electronic); from different times; from different places (global, national, regional).</p>
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5. Making links and connections between and across texts

Success is students being able to make perceptive comparisons between texts, recognising how two writers have used methods to convey different viewpoints and perspectives. They can clearly explain how different texts might have been influenced by a writer's context, genre or perspective. They can also make perceptive connections within a text, considering how an idea is presented within an extract and in the text as a whole. Their ideas are supported by a range of judicious quotations.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	<p>Why and how questions</p> <p>Identify simple settings.</p> <p>Identify main characters</p> <p>Key Phrases for traditional narratives Once Upon a Time First, Then, Next Happily Ever After</p> <p>Knows that, in English, print is read from left to right and top to bottom</p> <p>Reads a range of familiar and common words and simple sentences independently</p> <p>Retells narratives in the correct sequence, drawing on language patterns of stories using visual clues and story scaffolds</p> <p>Shows an understanding of how information can be found in non-fiction texts to</p>	<p>Different texts- poems/ non fiction/ fiction</p> <p>Note when the same characters appears in different texts</p>	<p>Traditional Tales e.g. The Three Little Pigs Repetitive Patterns e.g. Peace at Last Rhyming Books e.g. Julia Donaldson</p>

<p>Year 1</p>	<p>Introduce orientation questions when introducing texts which make links to the children's own experiences</p> <p>Make links between texts explicitly and model language of similarities. e.g Yesterday our character had the same problem</p> <p>Features of stories</p> <p>Creating visuals for stories</p> <p>Key phrases associated with fairy tales and traditional tales</p> <p>e.g Patterns of three Good and Evil(bad) Talking animals Magic</p> <p><u>Narrative Retelling/ Sequencing</u> Opening Build up Problem Resolution Ending</p>	<p>Learning to appreciate rhymes and poems and recite them by heart.</p> <p>Participate in discussions Explain what is read to them. Linking to own experiences</p> <p>Recognise and join in with predictable phrases</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Literacy Shed</p> <p>Poems What am I poems?</p> <p>Vipers Question Stems linked to vocabulary choices</p> <p>Possible Texts: Fatou Fetch the Water Anansai The Enormous Turnip The Princess and the Pea The 3 Little Pigs Goldilocks and the 3 Bears Jack and the Beanstalk Funny Bones Each Peach Pear Plum The Gingerbread Man</p>
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	<p>Setting Description Character Description</p> <p><u>Poetry</u> What am I? poems Rhyming words Repetition for rhyme</p>		
Year 2	<p>Ask orientation questions when introducing texts which make links to the children's own experiences</p> <p>'This reminds me of when..'</p> <p>Introduce text-to-text questioning. Does this remind you of anything else?</p> <p>Do you know other characters who have experienced similar?</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Creating visuals for stories and using contextualised language associated with the</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Participate in discussions about a text</p> <p>Explain what is read to them</p> <p>Make simple links between familiar texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic texts at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p><u>Pie Corbett's Reading Spine</u></p> <p><u>Five Plagues reading spine</u> Hot Seating the Big Bad Wolf. Venn Diagrams to sort similarities and differences</p> <p><u>Literacy Shed</u></p> <p>Possible Texts: Traditional Tales Texts The True story of the 3 Little Pigs Princess smarty Pants Bethan Woolvin's Hansel and Gretel The Last Wolf The Pea and the Princess</p> <p>Sequences of story structure-</p>

	<p>picture to support visual narrative</p> <p>Use the language of 'same,' 'similar' and different</p> <p><u>Narrative structures</u></p> <p>Identifying Structure and Sequence</p> <p>Including adverbials for cohesion</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,</p> <p>Consider that stories have messages</p> <p>What is the story teaching?</p> <p>What did the characters learn?</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Answering and asking questions. Links to what is familiar.</p>	<p>Traction Man is Here.</p> <p><u>Poems</u></p> <p>Diamante Poem Performance List Poem Free Verse Traditional/ Classic</p> <p>Vipers Question Stems linked to vocabulary choices</p> <p>Texts: Stig of the Dump I was a Rat Phillip Pullman(Links to Cinderella from another perspective) The Owl who was Afraid of the Dark</p>
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	<p>The consistent use of present tense versus past tense throughout texts</p> <p><u>Poetry</u></p> <p>Rhyming Words</p> <p>Alliteration</p> <p>Use of the Senses</p> <p>Rhyming Patterns</p> <p><u>Non-fiction structures</u></p> <p>Determiners for generalisation e.g some most</p> <p>Introduction: Heading Hook/ Factual statement / definition</p> <p>Opening question</p> <p>Sub-headings to introduce sections</p> <p>Use of lists</p> <p>Bullet points for facts</p> <p>Diagrams</p>		
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	Ending/summary		
Year 3	<p>Continue text to self and text to text questioning at an age-related level. What kind of text is it?</p> <p>Where is it set?</p> <p>Consider what is known or might be expected from other, similar texts</p> <p>Text to World</p> <p>Encourage children to make links between their reading and their own experiences of the wider world contexts.</p> <p>What does this remind me of in the real world?</p> <p><u>Narrative Structure</u></p> <p>Discuss fiction Structure and recognise time adverbials for cohesion.</p> <p>Paragraphs</p> <p>Adverbials of time.</p>	<p>Increasing familiarity with a range of text types including fiction, non-fiction and poetry.</p> <p>Identify and summarise and make simple comparisons</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p><u>Pie Corbett's Reading Spine</u></p> <p><u>Five Plagues reading spine</u></p> <p><u>Literacy Shed</u></p> <p><u>Ashley Booth</u></p> <p>Vipers Question Stems linked to vocabulary choices</p>

	<p>Openings</p> <p>Establishes character(s), setting, time of day and type of weather</p> <p>Build-up -builds in some suspense</p> <p>Problem / Dilemma - include detail of actions / dialogue</p> <p>Resolution - links with the problem</p> <p>Ending - clarity of how this links to the beginning</p> <p>Introductory work on:</p> <p>Poems- free verse,</p> <p>Playscripts</p> <p>Myths</p> <p>Legends</p> <p><u>Non -Fiction</u></p> <p>Paragraphs to organise ideas around a theme</p>	<p>Identifying how language, structure, and presentation contribute to meaning</p>	
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	<p>Introduction Develop hook e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Sub-headings to introduce paragraphs</p> <p>Topic sentences</p> <p>Lists of steps</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Research</p> <p>Note taking</p>		
Year 4	<p>Continue text to self and text to text at age related level.</p> <p><u>Text to World</u></p> <p>Encourage children to make links between their reading and their own experiences of the wider world contexts.</p>	<p>Consolidation, identification and summarising of main ideas and use these to make comparisons</p> <p>Increase their familiarity with, listen to and discuss a wide range of age appropriate texts.</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Pie Corbett's Reading Spine</p> <p>Five Plagues reading spine</p> <p>Literacy Shed</p> <p>Projects about global issues: Palm oil, destruction of rainforests, fair trade</p>

	<p>Consolidatory work features of:</p> <p>Poems-</p> <p>Playscripts</p> <p>Reference Books</p> <p>Textbooks</p> <p>Fairy stories</p> <p>Myths and Legends</p> <p>In all writing identify the audience: Who has it been written for?</p> <p><u>Narrative</u></p> <p><u>Alternative Traditional Tales</u></p> <p>Structure and adverbials</p> <p>Myths and Legends- Conventions and themes e.g</p>	<p>Continuing to predict what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Possible Texts: The Kapok Tree Snow White in new York The Paperbag princess The stinky Cheese man and Other Fairly Stupid tales Previously(Links to tense)</p> <p>Anancy the Spider A necklace of Raindrops</p> <p>Perseus King Midas</p> <p>Vipers Question Stems linked to vocabulary choices</p>
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<p>(Journey, quest, paragraphs, magical, problem, solution, dialogue, inverted commas)</p> <p>Moral of the story</p> <p>Messages</p> <p>Good v Evil</p> <p>Consolidate 5 point story structure</p> <p><u>Poetry</u></p> <p>Free verse</p> <p>Narrative</p> <p>Haiku</p> <p>Stanza</p> <p>Non Fiction</p> <p>Endings. Identify</p> <p>personal opinion, response, extra information, reminders, question, warning,</p>		
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	<p>encouragement to the reader</p> <p>Repetition to persuade</p>		
Year 5	<p>Continue text to self and text to text at age related level.</p> <p>Text to World</p> <p>Children begin to become aware of wider world contexts and begin to form comparisons between this and a text.</p> <p>How is this text similar to things that happen in the real world?</p> <p>How is this different from things that happen in the real world?</p> <p>In all writing to identify the audience: Who has it been written for and begin to consider why?</p> <p><u>Narrative</u> Flashbacks</p>	<p>Maintain pleasure in reading, reading and discussing a wider range of texts.</p> <p>Discuss how authors use language.</p> <p>Supported on how to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices. This can include how they are similar and different to other books.</p>	<p>Literacy Shed</p> <p>The Highway Man</p> <p>Journey to J'oburg</p> <p>The Mousehole Cat</p> <p>Graphic novels of classics such as Frankenstein</p> <p>Who let the God's out (links to myths)</p>

	<p>Empty words (Someone/somewhere)</p> <p><u>Poetry</u></p> <p>Emotive and Figurative language</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Similes</p> <p><u>Non-Fiction</u></p> <p>Introduce the concepts of: Identification of consistent viewpoint. Rhetorical Questions Degrees of possibility using modal verbs Identification of summarising Newspaper reporting- bias</p>		
Year 6	<p><u>Text to Self</u></p> <p><u>Text to Text</u></p> <p><u>Text to World</u></p>	Prepare readings, with appropriate intonation to show their understanding, and should be able to summarise	Literacy Shed

	<p>Consolidate and make meaningful links and comparisons and use this to form justified opinions and predictions.</p> <p>In all writing to identify the audience: Who has it been written for and to consider purpose?</p> <p>Précising longer passages to establish key information</p> <p><u>Narrative</u></p> <p>Story Structures and sequencing including cohesion, suspense, cliff hangers, flashforwards, time slips</p> <p>First Person Narrative</p> <p>Third Person Narrative</p> <p>Dual Narrative</p>	<p>and present a familiar story in their own words.</p> <p>Develop discussion and evaluate how authors use language and how it contributes to meaning and make links to other authors and texts which use similar strategies.</p>	<p>Possible Texts:</p> <p>Illegal</p> <p>The Nowhere Emporium</p> <p>Wonder</p> <p>Illumanatomy</p> <p>Moth</p> <p>Street Child</p> <p>Rooftoppers</p> <p>Skellig</p> <p>Once</p> <p>Carrie's War</p> <p>Holes</p> <p>The Boy at the back of the Class</p>
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	<p>Active/ Passive Voice</p> <p>Stories with more than one narrator Reliability of narrator.</p> <p>Use prior knowledge to speculate about characters or events.</p> <p>Use knowledge about a topic to speculate about Possible events</p> <p><u>Poetry</u></p> <p>Monologue Soliloquy</p> <p><u>Non-Fiction</u></p> <p>Consolidate the concepts of: Identification of consistent viewpoint. Rhetorical Questions Degrees of possibility using modal verbs Identification of summarising</p>		<p>Ghost Boys</p> <p>Pax</p>
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	<p>Newspaper reporting- bias Orientation Formal and informal styles of writing Structure of layout</p> <p>Conjunctive adverbials</p> <p>Choices for publishing formats</p>		
Year 7	<p>Comparative words - similarly, differently, also, however.</p> <p>Structure of a comparative paragraph - Text A, comparative word, Text B.</p> <p>Links within a text.</p>	<p>Make simple comparisons between two texts with a focus on content using quotations.</p> <p>Students can identify where an idea has been repeated throughout the text.</p>	<p>A comparison of two poems</p> <p>Comparison of original fairytale with rewritten version (e.g. Snow White vs. Roald Dahl's Revolting Rhymes version)</p>
Year 8	<p>Comparative words - both, whereas, on the other hand, in comparison, in contrast.</p>	<p>Make clear comparisons about content and methods using quotations to support analysis across two texts.</p> <p>Students can explain how a writer has used a similar or</p>	<p>Comparison of the presentation of characters within a novel or across texts.</p>

	<p>Structure of a comparative paragraph with analysis - Linking statement, Text A analysis, comparative word, Text B analysis.</p> <p>Methods relevant to the texts we are teaching.</p> <p>Reinforces/contrasts.</p>	<p>different idea to create effect within the same text.</p>	<p>Comparison of the methods used by writers, e.g. comparing how two poets use rhyme to create different effects.</p>
Year 9	<p>Comparative words - likewise, although, nevertheless.</p> <p>Structure of a comparative paragraph - Linking statement, Text A analysis of methods/context/intent, comparative word, Text B analysis of methods/context/intent, concluding statement.</p> <p>Context relevant to the texts we are teaching.</p> <p>Methods relevant to the texts we are teaching.</p> <p>Foreshadowing, juxtaposition, cyclical structure.</p>	<p>Make detailed comparisons about content, methods and writer's intention across two texts.</p> <p>Students can analyse patterns within a text and confidently explore why a writer has created these for impact.</p>	<p>Comparison of poetry.</p> <p>Comparison of strong female characters in literature, e.g. Miss Havisham (Great Expectations), Havisham (Duffy)</p> <p>Comparison of themes: Civil rights movement - 'Rosa Parks' by Jean Dean and 'My First Day At School' - Michaela Morgan</p>

			Expectations of women - 'Still I Rise' by Maya Angelou and 'Daughters' by Phoebe Stucke
Years 10 and 11	<p>Writer's perspective and intention.</p> <p>Context relevant to the texts we are teaching.</p> <p>Methods relevant to the texts we are teaching.</p>	<p>Students can identify and explain similarities within differences, and differences within similarities.</p> <p>Make critical, exploratory comparisons between texts, recognising how a text might differ because of a writer's context or intent. Make perceptive comparisons between content, ideas, methods and viewpoints.</p> <p>Students can evaluate patterns within a text and how an extract relates to the whole, making perceptive links between the ways that ideas, themes, characters and settings are presented at different points.</p>	<p>All GCSE texts listed in Section 4. Critical analysis of texts for Years 10 and 11, with particular focus on:</p> <p>Comparison of methods, themes and contexts in 2 poems from the Power and Conflict cluster.</p> <p>Comparison of methods used in 2 unseen poems.</p> <p>Evaluating patterns and how an extract relates to a whole in novels, plays and English Language reading sources.</p>

<p>Years 12 and 13</p>	<p>English Literature:</p> <ul style="list-style-type: none"> -The study of a drama text and poetry collection Pre 1900. Linking context, views and authorial intentions. -A comparative and contextual study of the Gothic genre and literary movement. -Independent comparative study of drama and prose in the 20th century. -Focus on context, language and form and critical viewpoints. <p>English Language:</p> <ul style="list-style-type: none"> -Exploring text variations and representations with a focus on how language is used in similar or different ways to create meanings. -Responding to theories of Child Language Acquisition by connecting and making links in a collection of data. -Analysing a range of texts that differ in genre, mode and context. Considering 	<p>English Literature:</p> <p>Students can:</p> <ul style="list-style-type: none"> -Explore a range of connections across specific literary texts and movements. -Make detailed links and connections between context, viewpoints, theme, genre, language, form and audience. -Use critical ideas and viewpoints to further develop links and challenge interpretations. -Produce critical essays which evaluate texts and their connections <p>English Language:</p> <p>Students can:</p> <ul style="list-style-type: none"> -Explore connections across texts, informed by linguistic concepts and methods. -Explore the similarities and differences in the way language is used in various text modes and genres 	<p>Poetry of Christina Rossetti/ A Doll's House (H Ibsen)</p> <p>Range of Gothic literary extracts</p> <p>The Bloody Chamber/ (A Carter)</p> <p>Dracula (B Stoker)</p> <p>Critical reading</p> <p>A Streetcar Named Desire (T Williams)/ independent text choice</p> <p>Range of extracts that differ in genre, mode and context</p>
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	<p>how language is used to convey viewpoint.</p> <p>-Using linguistic methodology and frameworks to evaluate how language is used to create meaning in different written and spoken texts.</p>	<p>-Make connections in how language is used in specific sets of data.</p> <p>-Compare how language is used to create viewpoint and communicate attitudes and values.</p>	<p>Child language data - spoken and written</p> <p>Range of texts that present viewpoints on language diversity and change</p>
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6. Adapting for audience, purpose and form

Success is being able to recognise and apply the conventions of different genres and forms. Students need to confidently and accurately adjust their tone, language and structure to suit the needs of their audience, purpose and form.

End point expectations:

	Substantive knowledge	Disciplinary knowledge	Possible context
EYFS	<p>Uses talk for communication</p> <p>Correct tense of common words. (e.g. <i>play, playing, will play, played</i>).</p> <p>Intonation</p>	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations.</p>	<p>Show and tell</p> <p>Talks with a range of other children, adults and groups</p> <p>Loose parts play</p>

	<p>Rhythm- language patterns</p> <p>Introduction of age appropriate tier 2 and 3 vocabulary that reflects experience and concrete objects/ people</p>	<p>Uses a range of tenses</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Extends vocabulary, especially by grouping and naming</p> <p>exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Helicopter stories</p>
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		Introduces a storyline or narrative into their play.	
Year 1	<p>Word</p> <p>Introduce determiners</p> <p>Use rhyming words</p> <p>Use simple alliteration</p> <p>Introduce prepositions</p> <p>Include adjectives in a simple sentence</p> <p>Discuss and use verbs</p> <p>Sentence</p> <p>To use and combine words to make sentences</p>	<p>Poetry performance</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard</p>	<p>Read Write Perform: Crazy Creatures. Non Fiction</p> <p>Literacy Shed</p> <p><u>Nouns</u></p> <p>Book of butterflies Read Write Perform: Crazy Creatures. Non Fiction</p> <p><u>Adjectives</u></p> <p>The Ugly Sharkling</p> <p>Hand's Surprise</p> <p>Fatou Fetch the Water</p> <p>. Non Fiction</p> <p>Read Write Perform: Crazy Creatures</p>

	<p>Separation of words with spaces</p> <p>Use simple sentences</p> <p>Joining clauses using and</p> <p>Sequence and Cohesion</p> <p>Sequencing sentences to form short narratives</p> <p>Spelling and Punctuation</p> <p>Capital letter for the personal pronoun I</p>	<p>by their peers and the teacher.</p>	<p><u>Verbs</u></p> <p>Once in a Lifetime</p> <p>Dangle</p> <p><u>Joining clauses using 'and'</u></p> <p>Augustus and His Smile</p> <p>The Clock Tower</p>
Year 2	<p>Word</p> <p>Use -ly adverbs as sentence starters</p> <p>Use adverbs for clarity</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>The Great Fire of London- Read Write Perform</p> <p><u>Past/Present Tense</u></p> <p>The Black Hat</p>

	<p>Use expanded noun phrases for description and specification</p> <p>Sentence</p> <p>Use past and present tenses consistently</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the <u>continuous form</u> (progressive)</p> <p>Consolidate the use of compound sentences</p> <p>To use conjunctions for subordination and co-ordination</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use of suffixes to make choices about impact for reader.</p>	<p><u>Progressive Verb Forms</u></p> <p>The Bridge</p> <p><u>Subordination and Coordination</u></p> <p>The Bridge</p> <p>A Squash and a Squeeze</p> <p>Mog's Christmas</p> <p><u>Expanded Noun Phrases</u></p> <p>The Black Hat</p> <p>The Tear Thief</p> <p>Winter's Child</p> <p>Flat Stanley</p> <p><u>Cohesion/Sequencing</u></p> <p>A Dog's Day (Flip book)</p> <p><u>Time Conjunctions</u></p> <p>Owl Babies</p> <p>Adventures are the Pits</p>
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	<p><u>Sentence Types to recognise and use</u></p> <p>Questions</p> <p>Exclamations</p> <p>Statement</p> <p>Command</p> <p>Cohesion/Sequencing</p> <p>Use conjunctions of time for cohesion</p> <p>Spelling and Punctuation</p> <p>Consistently use capital letters for proper nouns and the pronoun I</p> <p>Spell most age- related homophones accurately,</p> <p>Use of the suffixes -er, -est as superlatives and comparatives for impact.</p>		<p><u>Homophones</u></p> <p>Mog's Christmas</p> <p><u>-er/-est</u></p> <p>How to Hide a Lion</p> <p>The Tear Thief</p> <p>Persuasive party invitations</p> <p>Topic linked work/recounts</p> <p><u>Pronoun I</u></p> <p>The Girl with The Yellow Bag</p> <p><u>Questions</u></p> <p>Zahra</p> <p>Lune et L'Autre</p> <p><u>Exclamations</u></p> <p>Zahra</p> <p>The Storm Whale</p>
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	<p>Formation of nouns using suffixes such as -ness, -er for impact</p> <p>Formation of adjectives using suffixes such as -ful, -less for impact</p>		
Year 3	<p>Word</p> <p>Continue to develop the use of expanded noun phrases</p> <p>Fronted Adverbials</p> <p>Subject verb agreement</p> <p>Standard English</p>	<p>Retrieve and record information from nonfiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively</p>	<p><u>Expanded Noun Phrases</u></p> <p>The shirt Machine</p> <p>The Iron Man</p> <p><u>Chronological Sequencing</u></p> <p>The Rocketeer</p> <p>Winter's Child</p> <p><u>Paragraphing</u></p> <p><u>Fiction:</u></p>

	<p>Use of the present perfect form of verbs instead of the simple past</p> <p>Consider use of verbs for impact</p> <p>Sentence</p> <p>Use simple sentences</p> <p>Use compound sentences</p> <p>Begin to use complex sentences with a range of subordinating conjunctions.</p> <p>Sequence and Cohesion</p> <p>Expressing time, place and cause using conjunctions</p> <p>Text Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2 for split)</p> <p><u>Read</u> aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Kindlekrax</p> <p>Oliver and the SeaWigs</p> <p>Myths and legends of King Arthur/ Sword in the stone</p> <p><u>Non-Fiction:</u></p> <p>Dragons - Truth, Myths and Legends</p> <p>Everything you need to know about SNAKES</p> <p><u>Inverted commas and the punctuation of dialogue</u></p> <p>A Walk in London</p> <p>Horrid Henry</p> <p><u>Fronted Adverbials</u></p> <p>Leon and the Place Between</p>
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	<p>Spelling and Punctuation</p> <p>Inverted commas and the punctuation of dialogue</p>		<p>The Firemaker's Daughter</p> <p>Read write Perform</p> <p>Bedtime stories- Dragons</p>
Year 4	<p>Word</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>To know and use the four types of determiner.</p> <p>(articles (the, a or an demonstratives</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence types</p>	<p><u>Expanded Noun Phrases</u></p> <p>The shirt Machine</p> <p>The Rocketeer</p> <p>Varjak Paw</p> <p>The Miraculous Journey of Edward Tulane</p> <p><u>Pronouns</u></p> <p>Ride of Passage</p>

	<p>(e.g. this, those) possessives</p> <p>(e.g. my, your)</p> <p>quantifiers (e.g. some, every).)</p> <p>Sentence</p> <p>Use a range of sentence types including:</p> <p>Simple sentences and compound sentences.</p> <p>Continue to use complex sentences with a range of subordinating conjunctions.</p> <p>Begin sentences with similes</p> <p>Make choices about sentence types to use.</p> <p>Long and short sentences: Long sentences to</p>		<p>Home Sweet Home</p> <p><u>Cohesion</u></p> <p>Esio Trot</p> <p>Flotsam</p> <p>Marshmallows</p> <p><u>Prepositions</u></p> <p>The Rocketeer</p> <p>Spy Fox</p> <p>Once in a Lifetime</p> <p><u>Fronted Adverbials</u></p> <p>Leon and the Place Between</p> <p>Varjak Paw</p> <p>The Miraculous Journey of Edward Tulane,</p> <p>The Firemaker's Daughter</p>
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	<p>enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Sequence and Cohesion</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Use fronted adverbials of time, place and manner to organise and structure sentences, paragraphs and writing</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Spelling and Punctuation</p> <p>Know and use the grammatical difference between plural and</p>		<p><u>Direct and Reported Speech</u></p> <p>The Dreamgiver</p> <p><u>Read Write Perform-</u></p> <p><u>Battle Cry</u></p> <p><u>Evacuation</u></p> <p>The Rainforest rough guide</p> <p>The Explorer</p> <p>Secrets of a Sun king</p>
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	<p>possessive -s Standard English forms for verb inflections instead of local spoken forms</p> <p>To use direct and Reported Speech</p> <p>To use speech punctuation accurately</p>		
Year 5	<p>Word</p> <p>Modal verbs and degree of possibility</p> <p>Introduce the use emotive language</p> <p>Metaphor</p> <ul style="list-style-type: none"> · Personification · Onomatopoeia <p>Sentence</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><u>Relative Clauses</u></p> <p>Tuesday</p> <p><u>Emotive and Figurative Language</u></p> <p>The Mousehole Cat</p> <p>Where my Wellies take me? (Links to local area geography)</p>

	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Sequence and Cohesion</p> <p>Linking ideas across paragraphs using adverbials of time, place, clarification, addition or emphasis and manner</p> <p>Devices to build cohesion within a paragraph (Time, place and manner)</p> <p>Spelling and Punctuation</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Persuasive devices including modal verbs</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p><u>Modal Verbs</u></p> <p>Romeo & Juliet</p> <p>The Highway Man</p> <p>Read Write Perform-Villain Pack - Speeches</p> <p><u>Cohesion</u></p> <p>Pandora</p> <p>Shackletons's Journey</p> <p>Non-Fiction</p> <p>Dragonology</p> <p>Are Humans Damaging the Atmosphere?</p>
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	<p>Use directions following speech when using direct speech (speech + verb + action) e.g. "Help!" she shouted, climbing up the wall and running away from the dog.</p> <p>Non-Fiction</p> <p>Word</p> <p>Sentence</p> <p>Distinguish between statements of fact and opinion</p> <p>Sequence and Cohesion</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of conjunctions, pronouns,</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Viewpoint</p> <p>Express own opinions clearly</p> <p>Summarise clearly at the end to appeal directly to the reader</p>	
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	<p>determiners and adverbials</p> <p>Spelling and Punctuation Use rhetorical questions to draw reader in</p> <p>Viewpoint Make conscious choices about emotive vocabulary</p> <p>Consistently maintain viewpoint</p>		
Year 6	<p>Word Learn and know how words are related by meaning as synonyms and antonyms</p>	<p>Students can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p><u>Expanded noun phrases</u> <u>Antonyms</u> and <u>Synonyms</u></p> <p>Red Miss Take</p> <p>Day of the Dead</p>

	<p>Linked to expanded noun phrases</p> <p>Discuss the etymology and morphology of words and word families</p> <p>Character descriptions</p> <p>‘Show not Tell’</p> <p>Secure use of and use simple sentences for impact</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Building Suspense and creating atmosphere</p> <p>Sentence</p> <p>Secure use of compound sentences</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In writing narratives, students consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Students note and develop initial ideas, drawing on reading and research where necessary</p> <p>Students manage shifts between levels of formality through selecting vocabulary precisely and by</p>	<p>The Alchemist’s Letter</p> <p>Goodnight Mr Tom</p> <p><u>Active and Passive Voice</u></p> <p>Stich Head</p> <p>Tuesday</p> <p>Street Child</p> <p><u>Shifts in Formality</u></p> <p>Cross curricular science. E.g The Human Circulatory System</p> <p>Discursive Writing</p> <p>Persuasive Writing- including letters</p> <p>Balanced arguments</p> <p><u>Dialogue and formality</u></p> <p>Who Let the Gods Out?</p>
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	<p>Secure use of complex sentences: (Subordination) Main and subordinate clauses</p> <p>Secure knowledge of and manipulate clauses</p> <p>To use active and passive voice to create effect and to affect presentation of information in a sentence</p> <p>Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>The use of subjunctive forms such as: If I were or Were they to come in some very formal writing and speech</p>	<p>manipulating grammatical structures.</p> <p>Students begin to identify and apply the features of the text type correctly.</p>	<p>Titanium Holes Brightstorm Rooftoppers</p> <p><u>Subjunctive Form</u></p> <p>Matilda</p> <p><u>Emotive/Figurative Language</u> Wofldwilder Home Sweet Home Beyond the Lines</p> <p>Alma</p> <p><u>Building Suspense</u></p> <p>The Ridge Little Freak Skellig Beowulf Private Peaceful</p> <p><u>Cohesion and adverbials</u> The Nowhere Emporium</p> <p>Alma</p>
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	<p>Sequence and Cohesion (As above for fiction)</p> <p>Spelling and Punctuation</p> <p>Introduce:</p> <p>Subject and object · Hyphen ·</p> <p>Colon/ semi-colon · Bullet points</p> <p>· Ellipsis</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Presentation and Layout</p> <p>Choosing the writing implement that is best suited for a task</p>		<p>The Lighthouse</p> <p>Skellig</p> <p>Street Child</p> <p>A Midsummer Night's Dream</p> <p><u>Semi colons and colons</u></p> <p>The Snow Sister</p> <p>Cosmic</p> <p>Charles Dickens- Scenes from an Extraordinary Life</p> <p>Read Write Perform packs:</p> <p>Sports Manager</p> <p>Planet Earth</p>
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	<p>Non-Fiction</p> <p>Word Use topic words Tier 3</p> <p>Sentence (As above for fiction)</p> <p>Sequence and Cohesion Linking ideas across paragraphs using a wider range of cohesive devices including cause and effect, contrast and comparison, repetition of a word or phrase.</p> <p>Spelling and Punctuation Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Punctuation of bullet points to list information</p>		
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	<p>How hyphens can be used to avoid ambiguity</p> <p>Style and Presentation</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Viewpoint</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p>		
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Year 7	<p>Essay writing - third person, Standard English, formal, paragraphs, points supported by evidence.</p> <p>Articles - heading, sub-headings, third person, past tense, formal, paragraphs, reported speech, differences between articles and reports.</p> <p>Letters - format (including how to write address and layout on the page), differences</p>	<p>Students can write accurately across a range of forms and genres. They can identify and apply the features of the form correctly. They can adjust their tone, language and structure to a range of familiar audiences and recognise the need for formality or informality.</p>	<p>Analytical essay about a character in a novel, e.g. How does present the character of....?</p> <p>Travel writing</p> <p>Letter to Year 6 student as part of transition.</p>

	<p>between 'yours faithfully' and 'yours sincerely', paragraphs, first person, present tense, Standard English.</p> <p>Speeches - first person, Standard English. Delivery of speeches - tone of voice, projection, body language.</p> <p>Review - headline, subheadings, paragraphs, present tense, personal pronouns, adjectives.</p> <p>Narrative writing - third person, past tense, paragraphs.</p> <p>Descriptive writing - third person, past tense, paragraphs, adjectives, adverbs, sensory description, similes, metaphors, personification.</p>		<p>Persuasive speech about a topical issue.</p> <p>Film/book/travel review.</p> <p>Story writing linked to text, e.g. rewriting of a fairytale.</p> <p>Descriptive writing linked to text, e.g. description of a place in the novel.</p>
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Year 8	<p>Essay writing - introduction and conclusion, counter-arguments, discourse markers.</p> <p>Articles - structure (beginning, middle, end), articles with different purposes (to persuade - associated methods such as HADAFORST).</p> <p>Letters - letters to argue, plus associated methods (introduction, conclusion, counter-argument, HADAFORST).</p> <p>Speeches - introduction and conclusion, discourse markers, speeches for different audiences and the impact this has on tone.</p> <p>Review - adapting tone for different audiences</p>	<p>Students can write cohesively across a range of forms. Their writing has a clear structure with appropriate development of ideas. They can recognise that the same text type will use different language devices depending on the audience and purpose, and can accurately adapt their language choices to suit a range of audiences, purposes and forms.</p>	<p>Analytical essay about a theme in a novel, e.g. How does present the theme of....?</p>

	<p>(e.g. two reviews of the same film/book aimed at both adults and children).</p> <p>Narrative writing - how to layout and punctuate speech, linking opening and ending.</p> <p>Descriptive writing - linking opening and ending.</p>		
Year 9	<p>Essay writing - discourse markers to build argument.</p> <p>Articles - different types of articles (blogs, magazine articles) and how this will affect tone. Articles to advise (associated methods such as modal verbs, personal pronouns)</p>	<p>Students can produce engaging and imaginative writing across a full range of purposes, audiences and forms. They can employ a clear 'voice' in their work, giving it originality. They can confidently adapt tone to suit a range of audiences and purposes, utilising a range of carefully selected language devices and experimenting with structure. They show an understanding of the world around them and can engage with topical issues in their writing.</p>	

	<p>Letters - experimenting with tone through letters to different audiences.</p> <p>Speeches - persuasive speeches (and associated methods) in response to a topical issue.</p> <p>Review - use of specific subject terminology e.g. film terminology for a film review.</p> <p>Narrative writing - first person narratives, cyclical structure, flashbacks.</p> <p>Descriptive writing - cyclical structure, semantic fields, subverting the image/typical expectation.</p>		
Years 10 and 11	Extension of all the different forms covered	Students can perceptively distinguish between the relevant forms of writing/speaking, applying	Range of GCSE writing tasks - descriptive/narrative and point-

	<p>in KS3, with a particular focus on:</p> <p>Essay writing - developing a critical argument, especially through introduction of a 'thesis'-style statement that develops throughout essay.</p> <p>Point-of-view Letters/ Articles - establishing a clear critical viewpoint. Development of persuasive devices/vocabulary to include more sophistication. Use of subtler methods such as irony, sarcasm and satire.</p> <p>Speeches - formal, persuasive speeches (and associated methods) in response to a topical issue for GCSE Speaking and Listening assessment.</p> <p>Descriptive/Narrative writing - further</p>	<p>all the varying conventions in an assured and creative manner.</p> <p>Written responses to exam questions demonstrate a compelling grasp of appropriate tone, techniques and levels of formality suitable for purpose and audience. They make sophisticated choices in terms of structure and language in order to craft their writing for understanding and engagement.</p> <p>Speaking and Listening presentations show a strong insight into the conventions of formal Standard English, alongside deliberate use of non-verbal features to connect with the audience.</p> <p>In both written and spoken language, students can draw on topical, real-life examples to support their opinions and ideas in a convincing way.</p>	<p>of-view (could be taken from AQA past/sample papers)</p> <p>Spoken Language Study (persuasive speech and follow-up questions)</p>
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	<p>developing use of scene-setting/characterisation devices to establish mood and create engagement - e.g. pathetic fallacy, foreshadowing, imagery. Deliberately structuring whole piece for interest and suspense - e.g. through openings and endings, narrative voice (including dual narrative), withholding information, creating contrasts, time shifts, zooming in/ zooming out.</p>		
Years 12 and 13	<p>Academic writing - producing creative and informed academic essays using appropriate terminology and concepts.</p> <p>English Language investigation - collecting data on a language topic of choice. Commenting on methodology, analysis of data and concluding findings.</p> <p>Original writing - choice of writing in a wide range of fiction and non-fiction forms including</p>	<p>Students have a clear and critical understanding of genre, audience and purpose both as writers and critical readers. They can write coherent, well planned essays with well formulated critical arguments. Their written expression is standard, formal and accurate. They know how to integrate well-chosen, relevant quotations and critical viewpoints into their responses. They use key subject terminology and apply this accurately. Students</p>	<p>Exam essays</p> <p>NEA extended essays</p> <p>NEA Language investigation</p> <p>NEA original writing - choice of persuasive, storytelling, informative</p>

	<p>journalism and story writing.</p> <p>Commentary writing - evaluating and analysing methods used in own original writing.</p>	<p>understand how to write in differing forms and styles. They can analyse how other writers use different forms and apply this to their own repertoire. They understand how to produce an investigative written report.</p>	<p>Writing about language issues in a variety of forms (exam)</p>
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