

Meadow Park English Curriculum

| Year Group | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| KS1 | <p>Focus: Fiction</p> <p>Writing for purpose</p> <p>Instructions</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> | <p>Focus: Fiction</p> <p>Letters & postcards</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> | <p>Focus: Fairy & traditional Tales</p> <p>Sequencing & retelling</p> <p>Recount</p> <p>Character profiles & comparisons</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> | <p>Focus: Fiction</p> <p>Recount</p> <p>Chronological reports</p> <p>Diary/1st person recount</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> | <p>Focus: Non-Fiction & Fiction</p> <p>Poetry</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> | <p>Focus: Non-Fiction & Fiction</p> <p>Stories from other cultures</p> <p>Poetry</p> <p>Phonics: RWI</p> <p>Handwriting: Twinkl scheme (pre-cursive)</p> |
| | <p>Key Skills:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction. Participate in discussions about what is read to them, taking turns and listening to what others say. Explain clearly what is being read. Participate in discussions, presentations, performances, role play, improvisations and debates. Articulate and justify answers, arguments and opinions. Composing a sentence orally before writing it. | <p>Key Skills:</p> <ul style="list-style-type: none"> Link reading to own experiences. Discuss the significance of a book's title and events. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Participate in discussions about what has been read, taking turns and listening to what others say. Explain clearly what is being read. Retell key stories orally using narrative language. Read writing aloud. Discuss what has been written with the teacher or other students. | <p>Key Skills:</p> <ul style="list-style-type: none"> Explore key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Make inference on the basis of what is being said and done. Draw inferences from the text and/or the illustrations. Predict what might happen on the basis of what has been read so far. Sequence sentences to form short narratives. Sequence sentences in chronological order to recount and event or experience. Retell key stories orally using | <p>Key Skills:</p> <ul style="list-style-type: none"> Make inference on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Sequence sentences to form short narratives. Retell key stories orally using narrative language. Re-tell a well-known story and remember the main characters. Read work aloud. Discuss what has been written with the teacher or other students. Participate in discussions, presentations, performances, role play, improvisations and debates. | <p>Key Skills:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction. Learning to appreciate rhymes and poems, and to recite some by heart. Organising and joining in with predictable phrases. Read work aloud. Give well-structured descriptions, explanations and narratives for different purposes. Participate in discussions, presentations, performances, role play, improvisations and debates. | <p>Key Skills:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction. Read work aloud. Participate in discussions, presentations, performances, role play, improvisations and debates. Articulate and justify answers, arguments and opinions. Organising and joining in with predictable phrases Exploring non-fiction books that are structured in different ways |

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| | | <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates. Articulate and justify answers, arguments and opinions. | <ul style="list-style-type: none"> narrative language. Re-tell a well-known story and remember the main characters. Read work aloud. Discuss what has been written with the teacher or other students. Participate in discussions, presentations, performances, role play, improvisations and debates. Articulate and justify answers, arguments and opinions. | <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions. Sequence sentences in chronological order to recount and event or experience. | <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions. | |
| Year 3 | Focus: Traditional Tales Instruction Writing Narrative Writing | Focus: Persuasive Writing Writing for Purpose | Focus: The Tin Man - Ted Hughes Recount Writing | Focus: Script writing | Focus: Non-Fiction texts | Focus: Poetry |
| | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Identify themes and conventions in Fairy tale stories Drawing inferences from what they have read Applying knowledge of prefixes and suffixes to their reading Write simple sentences from memory Recognise which letters should be written in joined | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Discuss and explore the meaning of words in context Asking questions to improve their understanding Summarising the main ideas and make predictions about what might happen Begin to use the diagonal and horizontal strokes that are needed to join letters | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Identify themes and conventions in fiction narratives Show an understanding of what they have read by summarising paragraphs Recognising the difference between Standard English and non-Standard English Place possessive apostrophes | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Understanding play scripts, using intonation, tone, volume and action Spell words that are often misspelt Increase the legibility, consistency and quality of handwriting Create settings, characters and plot Recognise the differences between present | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Identify themes and conventions in non-fiction texts Retrieve information from non-fiction texts Use dictionaries to check the meaning of words that they have read Increase the legibility, consistency and | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by engaging with a wide range of texts Identify themes and conventions in poems, prepare them to be read aloud Identify how language contributes to meaning Increase the legibility, consistency and quality of handwriting Incorporate a varied and rich |

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| | <p>handwriting</p> <ul style="list-style-type: none"> Plan their writing by discussing writing with similar structure and vocabulary Draft their writing by rehearsing sentences orally Use conjunctions to begin to expand sentences with more than one clause Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Assess the effectiveness of their own writing | <ul style="list-style-type: none"> Plan their writing by discussing and recording ideas Draft their writing to organise paragraphs around a theme Increase the sentence structures used within a piece of writing Recognising conjunctions, adverbs and prepositions to express time Fronted adverbials Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Assess the effectiveness of their own, and others' writing | <p>accurately in words with regular plurals</p> <ul style="list-style-type: none"> Increase the legibility of handwriting Draft their writing to organise paragraphs around a theme Choosing nouns and pronouns appropriately Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Make suggestions to improve their own and others' writing | <p>perfect form of verbs and past tense</p> <ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Evaluate and edit work by proposing changes to grammar and vocabulary | <p>quality of handwriting</p> <ul style="list-style-type: none"> Use organisational devices within non-fiction writing Recognising conjunctions, adverbs and prepositions to express time Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Evaluate and edit work by proposing changes to grammar and vocabulary, including the accurate use of pronouns in sentences | <p>vocabulary in writing</p> <ul style="list-style-type: none"> Using direct speech within writing Organise paragraphs around a theme Proof-read for spelling and punctuation errors Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning Evaluate and edit work by proposing changes to grammar and vocabulary, including the accurate use of pronouns in sentences |
| Year 4 | <p>Focus: Traditional Tales Instruction Writing Narrative Writing</p> | <p>Focus: Persuasive Writing Writing for Purpose</p> | <p>Focus: The Tin Man - Ted Hughes Recount writing</p> | <p>Focus: Script writing</p> | <p>Focus: Non-fiction texts</p> | <p>Focus: Poetry</p> |
| | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts Identify themes and | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts Discuss and explore | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts Identify themes and | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts Understanding and | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts | <p>Key Skills:</p> <ul style="list-style-type: none"> Develop a positive attitude to reading by discussing a wide range of texts Identify themes |

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| | <p>conventions in Fairy tale stories</p> <ul style="list-style-type: none"> • Drawing inferences and justifying them with evidence from texts • Read further exception words, noting correspondence between spelling and sound • Write simple sentences that uses the punctuation that has been taught so far • Ensure that handwriting is joined accurately • Plan their writing by discussing writing with similar structure and vocabulary • Draft their writing by composing and rehearsing sentences orally • Use a wide range of conjunctions to extend the range of sentences with more than one clause • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group or the whole class, using appropriate intonation and volume to convey | <p>the meaning of words in context</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding • Summarising the main ideas, and making predictions about what might happen from details stated and implied • Increase the legibility of handwriting • Draft their writing to organise paragraphs around a theme • Using conjunctions, adverbs and prepositions to express time and clause • Fronted adverbials • Increase the sentence structures and punctuation used within a piece of writing • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning clearly • Assess the effectiveness of their own, and others' writing | <p>conventions in fiction narratives</p> <ul style="list-style-type: none"> • Show an understanding of what has been read by identifying main ideas from more than one paragraph • Place possessive apostrophes accurately in words with regular and irregular plurals • Applying the rules to Standard English and non-Standard English to writing dialogue for characters • Increase legibility, consistency and quality of handwriting • Discuss writing ideas before drafting their writing to organise paragraphs around a theme • Choosing nouns and pronouns for clarity and cohesion and to avoid repetition • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning clearly | <p>preparing play scripts, using intonation, tone, volume and action</p> <ul style="list-style-type: none"> • Spell words that are often misspelt • Increase the legibility, consistency and quality of handwriting to ensure that the downstrokes of letters are parallel and equidistant • Create settings, characters and plot within narrative writing • Using the present perfect form of verbs in contrast to the past tense • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning clearly • Evaluate and edit work by proposing changes to grammar and vocabulary to improve consistency | <ul style="list-style-type: none"> • Identify themes and conventions in non-fiction texts • Use dictionaries to check the meaning of words that they have read • Retrieve and record information from non-fiction texts • Increase the legibility, consistency and quality of handwriting to ensure that it is spaced correctly so that ascenders and descenders do not touch • Use organisational devices within non-fiction writing such as headings and sub-headings • Using conjunctions, adverbs and prepositions to express time and clause • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group, using appropriate intonation and volume to convey meaning clearly • Evaluate and edit | <p>conventions in poems and recognising different forms of poetry.</p> <ul style="list-style-type: none"> • Preparing a range of poems to read aloud, using intonation and • Identify how language, structure and presentation contribute to meaning • Increase the legibility, consistency and quality of handwriting to ensure that it is spaced correctly so that ascenders and descenders do not touch • Incorporate a varied and rich vocabulary into writing, using a range of sentence structures • Independently organise paragraphs around a theme • Using and punctuating a speech within writing • Proof-read for spelling and punctuation errors • Read aloud their own writing to a group, using |
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| | <ul style="list-style-type: none"> meaning clearly Assess the effectiveness of their own writing when evaluating and editing work | | <ul style="list-style-type: none"> Make suggestions to improve their own and others' writing by suggesting improvements | | <p>work by proposing changes to grammar and vocabulary, including the accurate use of pronouns in sentences</p> | <p>appropriate intonation and volume to convey meaning</p> <ul style="list-style-type: none"> Evaluate and work by proposing changes to grammar and vocabulary, including the accurate use of pronouns in sentences |
| Year 5 | Focus: Traditional tales Plays | Focus: Myths and Legends Plays | Focus: Roald Dahl Fiction Newspaper | Focus: Roald Dahl Fiction Diary | Focus: Poetry Non-Fiction | Focus: Information Instruction |
| | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Making comparisons within and across books Plan, draft, evaluate and edit their own writing Reading books that are structures in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books Recommending books that they have read to their peers | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Plan, draft, evaluate and edit their own writing Reading books that are structures in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books Recommending books that they have read to their peers Identifying themes and conventions in | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Apply their growing knowledge of root words, prefixes and suffixes Reading books that are structures in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books Recommending books that they have read to their peers Identifying themes | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Apply their growing knowledge of root words, prefixes and suffixes Reading books that are structures in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books Recommending books that they have read to their peers Identifying themes | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Apply their growing knowledge of root words, prefixes and suffixes Reading books that are structures in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books Learning a wider range of poetry by heart Preparing poems | <p>Key Skills:</p> <ul style="list-style-type: none"> Recommend books that they have read to their peers Apply their growing knowledge of root words, prefixes and suffixes Discuss and explain the meaning of words in context Asking questions to improve their understanding Predict what might happen next Summarising the main ideas Distinguish between statements of fact and opinion Retrieve, record |

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| | <p>peers</p> <ul style="list-style-type: none"> Identifying themes and conventions in and across a wide range of writing Discuss and explore the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen next Summarising the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Participate in discussions about books they are read to them and have read themselves Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge | <p>and across a wide range of writing</p> <ul style="list-style-type: none"> Discuss and explore the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen next Summarising the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Participate in discussions about books they are read to them and have read themselves Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge of morphology and etymology to spell correctly | <p>and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> Discuss and explore the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen next Summarising the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language Participate in discussions about books they are read to them and have read themselves Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge of morphology and etymology to spell | <p>and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> Discuss and explore the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen next Summarising the main ideas Discuss and evaluate how authors use language Participate in discussions about books they are read to them and have read themselves Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge of morphology and etymology to spell correctly Write legibly, fluently and with increasing speed Plan, draft, evaluate and edit | <p>to read aloud and preform</p> <ul style="list-style-type: none"> Discuss and explore the meaning of words in context Asking questions to improve their understanding Summarising the main ideas Identifying how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge of morphology and etymology to spell correctly Write legibly, fluently and with increasing speed | <p>and present information from non-fiction</p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Use a dictionary and thesaurus to find meaning and alternative words Draw on knowledge of morphology and etymology to spell correctly Write legibly, fluently and with increasing speed Plan, draft, evaluate and edit their own writing Use further prefixes and suffixes Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused I can use brackets, dashes and commas to improve punctuation I can build coherence between paragraphs I can use adverbs to link paragraphs I can use adverbs |
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| | <p>of morphology and etymology to spell correctly</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Use further prefixes and suffixes • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • Preparing plays to read aloud and preform | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Use further prefixes and suffixes • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused | <p>correctly</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Plan, draft, evaluate and edit their own writing • Use further prefixes and suffixes • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused | <p>their own writing</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused | <ul style="list-style-type: none"> • Plan, draft, evaluate and edit their own writing • Use further prefixes and suffixes • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • I can use brackets, dashes and commas to indicate parenthesis • I can build cohesion between paragraphs • I can use adverbials to link paragraph • I can use adverbs or modal verbs to indicate a degree of possibility • I can use relative clauses | <p>modal verbs to indicate a degree of possibility</p> <ul style="list-style-type: none"> • I can use relative clauses |
| Year 6 | <p>Focus: Narrative, Poetry, Balanced argument</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to | <p>Focus: Film narrative, Instructions</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Making comparisons within and across books • Increasing their familiarity with a wide range of books, including | <p>Focus: Narrative, Information texts</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing | <p>Focus: Persuasive letter, Biography</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | <p>Focus: Film narrative, Persuasion</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning • Discuss and | <p>Focus: Balanced argument, News report, Narrative</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Recommending books that they have read to peers, giving reasons for their choices • Participate in |

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| | <p>understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, | <p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such choices can change and | <p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to | <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use a thesaurus Using expanded noun phrases to convey complicated information concisely | <p>evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using modal verbs or adverbs to indicate degrees of possibility Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Synonyms & Antonyms | <p>discussions about books, building their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasons and justifications for their views Further cohesive devices such as grammatical connections and adverbials Use of ellipsis Using hyphens to avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list punctuating key points consistently |
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| | <ul style="list-style-type: none"> meaning or both of these in a dictionary Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters | enhance meaning | <ul style="list-style-type: none"> enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing | | | |
| Year 7 | <p>Focus: 20th and 21st Century texts Non-fiction</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Develop appreciation of reading Write for a range of audiences and purposes Use Standard English confidently Understand differences between fiction and non-fiction | <p>Focus: 20th Century text Transactional writing</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Learn new vocab Summarise and organise material and arguments Plan for formal discussions | <p>Focus: Poetry Pre-19th century texts</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read a range of material Consider how writing reflects audience and purpose Analysis of poetry from different times | <p>Focus: Shakespeare – The Tempest</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read for interest Plan, draft, edit and proofread Apply and extend grammatical knowledge to study challenging texts | <p>Focus: Drama</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read critically, understanding how language presents meaning Draw on vocab and grammar when reading to improve writing | <p>Focus: Drama Project work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Study effect of setting, chara Know and understand differences in written and sp language Improvise play scripts and po |
| Year 8 | <p>Focus: 20th and 21st Century texts Non-fiction texts</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Develop love of reading Apply vocab, grammar and structure to writing Use Standard English confidently Demonstrate differences between fiction and non-fiction | <p>Focus: 20th century texts Transactional writing</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Make inferences and use quotations Use Standard English confidently, when speaking or writing | <p>Focus: Poetry/sonnets Pre-19th century texts</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read challenging material Amend vocab, grammar and structure to ensure cohesion Participate in formal presentations Analysis of poetry from different cultures | <p>Focus: Shakespeare – The Tempest</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand performance and interpretation Study effect and impact of grammar when reading | <p>Focus: Drama</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read for enjoyment Recognise how poetic conventions are used Use Standard English confidently, in range of formal/informal discussions | <p>Focus: Drama Project work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Plan, draft, edit and proofread Give short speeches and presentations Rehearse play scripts and po |
| Year 9 | <p>F Focus: 20th and 21st Century texts</p> | <p>Focus: 20th century texts Transactional writing</p> | <p>Focus: Poetry/sonnets Pre-19th century texts</p> | <p>Focus: Shakespeare – The Tempest</p> | <p>Focus: Drama</p> | <p>Focus: Drama Project work</p> |

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| | <p>Non-fiction texts</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Develop love of reading Draw on literary and rhetorical devices when writing Apply conventions of fiction and non-fiction texts | <p>Key Skills:</p> <ul style="list-style-type: none"> Understand purpose of text Be able to check own understanding Participate in structured discussions | <p>Key Skills:</p> <ul style="list-style-type: none"> Read increasingly challenging material Include accurate grammar, punctuation and spelling Analysis of poems from different times and cultures | <p>Key Skills:</p> <ul style="list-style-type: none"> Study, in depth, a range of authors Have confident use of linguistic and literary terminology | <p>Key Skills:</p> <ul style="list-style-type: none"> Read for challenge Make comparisons between books Give speeches/make presentations | <p>Key Skills:</p> <ul style="list-style-type: none"> Make critical comparisons of texts Plan, draft, edit and proofread Perform plays and poetry |
| Year 10 | <p>Focus: Discussions and Presentations</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify relevant information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions Communicate information, ideas and opinions clearly and accurately on a range of topics Express opinions and arguments and support them with evidence Follow and understand discussions and make contributions relevant to the situation and the | <p>Focus: Engaging with texts (instruct, describe, explain and persuade)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify and understand the main points, ideas and details in texts Compare information, ideas and opinions in different texts Identify meanings in texts and distinguish between fact and opinion Recognise that language and other textual features can be varied to suit different audiences and purposes Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words Understand organisational and structural features | <p>Focus: Spelling, Punctuation and Grammar and Writing Composition</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes) Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles) Spell words used most often in work, study and daily life, including specialist words Communicate information, ideas and opinions clearly, coherently and accurately Write text of an appropriate level of | <p>Focus: Discussions and Presentations</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify relevant information from extended explanations or presentations Follow narratives and lines of argument Respond effectively to detailed or extended questions and feedback Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required Express opinions and arguments and | <p>Focus: Engaging with texts (instruct, describe, explain and persuade)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify the different situations when the main points are sufficient and when it is important to have specific details Compare information, ideas and opinions in different texts, including how they are conveyed Identify implicit and inferred meaning in texts Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes | <p>Focus: Spelling, Punctuation and Grammar and Writing Composition</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Punctuate writing correctly using a wide range of punctuation markers (eg commas, inverted commas, apostrophes and quotation marks) Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles and modality devices) (eg to express probability or desirability) Spell words used in work, study and daily life, including a range of specialist words Communicate information, ideas and opinions clearly and accurately |

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| | <p>subject</p> <ul style="list-style-type: none"> Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium Respect the turn-taking rights of others during discussions, using appropriate language for interjection | <p>and use them to locate relevant information in a range of straightforward texts</p> <ul style="list-style-type: none"> Infer from images meanings not explicit in the accompanying text Recognise vocabulary typically associated with specific types and purposes of texts Read and understand a range of specialist words in context Use knowledge of punctuation to aid understanding of straightforward texts | <p>detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <ul style="list-style-type: none"> Use format, structure and language appropriate for audience and purpose Write consistently and accurately in complex sentences, using paragraphs where appropriate | <p>support them with relevant and persuasive evidence</p> <ul style="list-style-type: none"> Use language that is effective, accurate and appropriate to context and situation Make relevant and constructive contributions to move discussion forward Adapt contributions to discussions to suit audience, purpose and medium Interject and redirect discussion using appropriate language and register | <ul style="list-style-type: none"> Use a range of reference materials and appropriate resources for different purposes, including to find the meanings of words in straightforward and complex sources Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias Follow an argument, identifying different points of view and distinguishing fact from opinion Identify different styles of writing and writer's voice | <p>and opinions clearly, coherently and effectively</p> <ul style="list-style-type: none"> Write text of a range of appropriate length and detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables) Convey clear meaning and establish coherence using organisational markers effectively Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose Construct complex sentences consistently and accurately, using paragraphs where appropriate |
| Year 11 | Focus: Component 1 Reading and Analysing 20th Century Prose | Focus: Component 1 Writing Prose | Focus: Component 2 Reading and Analysing 19th and 21 st non-fiction | Focus: Component 2 Writing Non-Fiction | Focus: Component 1 Reading/Writing Prose | Focus: EXAMINATIONS |

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| | <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views • Evaluate texts critically and support with appropriate textual reference | <p>Key Skills:</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views • Compare writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts • Evaluate texts critically and support with appropriate textual reference | <p>Key Skills:</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views • Compare writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts • Evaluate texts critically and support with appropriate textual reference • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. • Organise information and | <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views • Compare writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts • Evaluate texts critically and support with appropriate textual reference • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. • Organise information and |
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| | | | | | ideas, using structural and grammatical features to support coherence and cohesion of text | grammatical features to support coherence and cohesion of text |
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