



# **City of Rochester School**

# **English Curriculum**

# English Curriculum

## Key Stage 1 – 4

### (including Functional Skills)

#### **Intent**

- At City of Rochester school, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking and listening.
- We intend to deliver an English Curriculum which is designed to enable and empower children's written and oral communication and creativity. Reading is the building blocks of learning and we aim to develop reading ability through fluency, comprehension and enrichment using high quality texts across all subjects. We seek to create purposeful writing opportunities within all areas of the children's learning.
- We feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

#### **Implementation**

- English is delivered as a discreet subject with lessons planned within a secure teaching sequence using a quality text as a starting point to develop the children's speaking and listening, reading and writing skills. Within this teaching sequence children experience grammar and punctuation lessons. In many cases links will be made by the teacher to the topic being studied that term to give purpose to their final written outcomes.
- Alongside this, the KS1 and 2 children experience lessons in phonics following the Letters and Sounds scheme.
- Reading is prioritised so we use a wide variety of reading materials, covering fiction and non-fiction, poetry and rhyme, in our school's sequenced reading scheme in which reading books connect closely with the phonics knowledge. More confident readers can choose from class readers and a well-stocked library. We encourage children to read daily at home and this is monitored via a home-school reading diary.
- Reading is not only celebrated in classrooms, around school there are displays which celebrate authors, children's favourite books and reading reward schemes.
- We use Hamilton Trust plans in the primary phase to plan our English lessons and create bespoke units in the secondary phase. The essential element of any unit is high quality texts.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

## **Impact**

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.
- We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.
- Attainment is measured using B Squared Connecting steps. Instead of giving every child a level at the end of each year, Connecting Steps is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- When recording information, it isn't a case of what each pupil can or can't do. The system consists of seven steps leading to the achievement of a skill.
- Children also take PIRA Reading tests at the end of each term, as well as an independent writing task to assess children's performance and identify gaps in learning.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

## Statutory Guidance – English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Links To Other Subjects

The skills developed in the teaching of English are generic. It is a component of all other subjects. This will be particularly true of computing and Foundation Subjects and in our Topics. We also make explicit links between English and our experiential curriculum. In particular strong links are made with speaking and listening through all schools e.g. film school, farm school.

# Curriculum Overview

## KS1

|                  | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |
|------------------|---|---|---|--|--|--|
| Year 1           | Label Lists and Signs<br>Not a Stick by Antoinette Portis and Billy's Bucket by Kes Gray and Garry Parsons<br><br>Repeating Patterns<br>Mrs Armitage on Wheels and Harvey Slumfenburger's Christmas Present | Commands and Requests – What You Shouldn't Do At School by Joshua McManus<br>I'm Mad About Pizza by Joshua McManus<br>What you shouldn't do before school by Ruth Merttens<br><br>Familiar Settings Jill Murphy's Five Minutes' Peace, Mo Willems' Knuffle Bunny and Group Reader Boris and Sid Make a Mess | Humerous Poems A range of humorous poems<br><br>Letters and Postcards writing letters in different contexts | Repeating Patterns – We're Going on a Lion Hunt, Bringing the Rain to Kapiti Plain, and Handa's Hen<br><br>Instructions and Explanations - Mo Willems books about Pigeon | Poems on a Theme - Read, discuss and recite nature poems<br><br>Information Texts<br>Read books about tigers, whales, sharks and polar bears | Classic Poems - traditional action rhymes, rounds, songs and nursery rhymes<br><br>Traditional Tales Cinderella, Snow White and the Billy Goats Gruff, Snow White in New York by Fiona French. |
| Connecting steps | Reading step 1-3<br>Writing step 1-3<br>Spoken language 1-3   |   |   |  |  |  |
| Year 2           | Traditional Tales and Fables<br>Frog and Scorpion, Ant and Grasshopper, etc.<br><br>Instructions Children's Step-by-Step Cookbook   | Songs and repetitive poems The Works<br><br>Stories in Familiar settings A Lion in the Meadow by Margaret Mahy You Choose by Nick Sharratt and Pippa Goodhart   | Recounts Diary of a Wombat by Jackie French<br><br>Stories about the Wild Fox, The Tin Forest, Whales' Song | Instructions Instructions by Neil Gaiman<br><br>Poems on a theme Poems about Monsters,   | Stories by the same author - Anthony Browne's books<br><br>Information text Harry and the Bucketful of Dinosaurs                             | Fantasy Lost and Found and The Way Back Home, by Oliver Jeffers<br><br>Poetry On a theme McGough's Happy Poems   |
| Connecting steps | Reading step 3-4<br>Writing step 3-4<br>Spoken language 3-4   |   |   |  |  |  |

## KS2

|                  |   |  |  |   |   |   |
|------------------|---|--|--|---|---|---|
| Year 3           | Myths and Legends<br>Marcia Williams' The Romans: Gods, Emperors & Dormice<br><br>Recounts Escape to Pompeii by Christina Balit & The Roman Record by Paul Dowswell | Poetic Language poems, exploring images created through language<br><br>Humorous Poems humorous poems about teachers and school life | Myths and Legends Marcia Williams's King Arthur and the Knights of the Round Table<br><br>Poetic Forms - performance poems | Reports reports about Harry Potter studio tours | Stories on a Theme Michael Morpurgo's sea stories Dolphin Boy and The Sandman and the Turtles<br><br>Poetic Forms calligrams, poetic portraits and shape poems            | Reports non-chronological reports about video games           |
|                  | Reading step 4-5<br>Writing step 4-5<br>Spoken language 4-5   |  |  |   |   |   |
| Year 4           | Fantasy How to Train Your Dragon  | Traditional Tales and Fables - Rosen's Aesop's Fables<br><br>Poems on a Theme Explore poems about dogs and cats.                     | Reports Read Wolves in the Walls (Gaiman) and Wolves (Gravett)   | Narrative Poetry a variety of narrative poetry. | Persuasive Writing Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo<br><br>Stories on a Theme Mufaro's Beautiful Daughters, The Pot of Wisdom and African Tales | Reports Henry's Freedom Box and the story of Rosa Parks' life |
| Connecting steps | Reading step 5-6<br>Writing step 5-6<br>Spoken language 5-6   |  |  |   |   |   |

|                  |   |   |   |   |  |  |
|------------------|---|---|---|---|--|--|
| Year 5           | Classic Fiction<br>The Jungle Book by Rudyard Kipling   | Observational poetry<br>a selection of modern and classic poems, exploring apt word choices and imagery | Arguments and debate<br>argument texts<br><br>Short stories – Spooky Short! by Kevin Crossley-Holland | Reports and journalistic writing<br>Tuesday by David Wiesner  | Short stories – Fantasy Tales of Outer Suburbia by Shaun Tan | Poems on a theme verse by Langston Hughes and Maya Angelou |
|                  | Recounts<br>UFOs and Aliens: Investigating Extra-terrestrial Visitors - Extreme! by Paul Mason, UFO Diary by Satoshi Kitamura | Biographies and Autobiographies<br>biographies of Roald Dahl and Michael Morpurgo                       |   | Poetic style<br>You Wait Till I'm Older Than You by Michael Rosen and Collected Poems by Roger McGough                            | Non-chronological reports<br>texts about iPads and iPhones   |  |
| Connecting steps | Reading step 7-8<br>Writing step 7-8<br>Spoken language 7-8   |   |   |   |  |  |
| Year 6           | Historical stories<br>War Horse by Michael Morpurgo   | Narrative poems<br>The Highwayman<br><br>Significant authors<br>Philip Pullman's Northern Lights        | Harry Potter and the Philosopher's Stone  | Classic fiction<br>Just William texts<br><br>Information texts<br>The First Drawing; The Secrets of Stonehenge; and Stone Age Boy | Dialogue poems<br>The Rat and the Ship's Captain             |  |
| Connecting steps | Reading step 7-9<br>Writing step 7-9<br>Spoken language 7-9   |   |   |   |  |  |

# KS3

|        |   |  |  |                           |  |                      |
|--------|---|--|--|---------------------------|--|----------------------|
| Year 7 | The Gothic Genre<br>Dracula - Bram Stoker<br>Frankenstein - Mary Shelley The Red Room - HG Wells Writing own fiction and nonfiction work Use of themes and characters | A Christmas Carol - Charles Dickens Historical context Writing in the first-person Text Comparison Impact Persuasive Writing Spoken English Inference and evidence the importance of quotations Character Presentation | Characters and setting Action and Atmosphere | Explanations and Insights | Opinion and Persuasion Experience and Advice | Arguments and Essays |
|        | Reading step 8-9<br>Writing step 8-9<br>Spoken language 8-9   |  |  |                           |  |                      |
| Year 8 | The Gothic Genre<br>Dracula - Bram Stoker<br>Frankenstein - Mary Shelley The Red Room - HG Wells Writing own fiction and nonfiction work Use of themes and characters | A Christmas Carol - Charles Dickens Historical context Writing in the first-person Text Comparison Impact Persuasive Writing Spoken English Inference and evidence the importance of quotations Character Presentation | Characters and setting Action and Atmosphere | Explanations and Insights | Opinion and Persuasion Experience and Advice | Arguments and Essays |
|        | Reading step 9-10<br>Writing step 9-10<br>Spoken language 9-10  |  |  |                           |  |                      |
| Year 9 | The Gothic Genre<br>Dracula - Bram Stoker<br>Frankenstein - Mary Shelley The Red Room - HG Wells Writing own fiction and nonfiction work Use of themes and characters | A Christmas Carol - Charles Dickens Historical context Writing in the first-person Text Comparison Impact Persuasive Writing Spoken English Inference and evidence the importance of quotations Character Presentation | Characters and setting Action and Atmosphere | Explanations and Insights | Opinion and Persuasion Experience and Advice | Arguments and Essays |
|        | Reading step 9-10<br>Writing step 9-10<br>Spoken language 9-10  |  |  |                           |  |                      |

## KS4

|                                      |   |   |   |   |               |                              |
|--------------------------------------|---|---|---|---|---------------|------------------------------|
| Year 10<br>Functional Skills English | Intro; SPaG;<br>Speaking & Listening,<br>including assessment | Reading:<br>Comprehension;<br>extracting information            | Reading: Text purpose;<br>Presentational features | Reading:<br>Revision                              | Writing: SPaG | Writing:<br>Different genres |
| Year 11<br>Functional Skills English | Writing:<br>Different genres continued                        | Writing: Text purpose (+ SPaG revisited)<br>Language techniques | Writing:<br>Language techniques                   | Writing:<br>Structure;<br>Presentational features | Revision      | What's next?                 |

# Detailed Curriculum Map

|                             | Term 1  | Term 2   | Term 3   | Term 4   | Term 5   | Term 6   |
|-----------------------------|---|--|--|--|--|--|
| Year 1                      | <p>Label Lists and Signs<br/>Not a Stick by Antoinette Portis and Billy's Bucket by Kes Gray and Garry Parsons</p> <p>Repeating Patterns<br/>Mrs Armitage on Wheels and Harvey<br/>Slumfenburger's Christmas Present</p>  | <p>Commands and Requests – What You Shouldn't Do At School by Joshua McManus</p> <p>I'm Mad About Pizza by Joshua McManus</p> <p>What you shouldn't do before school by Ruth Merttens</p> <p>Familiar Settings Jill Murphy's Five Minutes' Peace, Mo Willems' Knuffle Bunny and Group Reader Boris and Sid Make a Mess</p>   | <p>Humorous Poems A range of humorous poems</p> <p>Letters and Postcards writing letters in different contexts</p>   | <p>Repeating Patterns – We're Going on a Lion Hunt, Bringing the Rain to Kapiti Plain, and Handa's Hen</p> <p>Instructions and Explanations - Mo Willems books about Pigeon</p>  | <p>Poems on a Theme - Read, discuss and recite nature poems</p> <p>Information Texts Read books about tigers, whales, sharks and polar bears</p>   | <p>Classic Poems - traditional action rhymes, rounds, songs and nursery rhymes</p> <p>Traditional Tales Cinderella, Snow White and the Billy Goats Gruff, Snow White in New York by Fiona French.</p>  |
| Learning Objectives Covered | <p>Imagination &amp; mystery are the key to engaging chn in writing lists &amp; designing signs. Chn learn about the features of labels &amp; lists, descriptive writing &amp; designing Wanted Posters! Chn become detectives &amp; find information from other people's writing.</p> <p>Grammar focus:<br/>1. Write, leaving spaces between words.<br/>2. Use capital letters for the names of people, places, days of the week, etc.</p> <p>Imagination &amp; mystery are the key to engaging chn in writing lists &amp; designing signs. Chn learn about the features of labels &amp; lists, descriptive writing &amp; designing Wanted Posters! Chn become detectives &amp; find information from other people's writing.</p> <p>Grammar focus:<br/>1. Write, leaving spaces between words.<br/>2. Use capital letters for the names of people, places, days of the week, etc.</p> | <p>Imagination &amp; mystery are the key to engaging chn in writing lists &amp; designing signs. Chn learn about the features of labels &amp; lists, descriptive writing &amp; designing Wanted Posters! Chn become detectives &amp; find information from other people's writing .</p> <p>Grammar focus:<br/>1. Write, leaving spaces between words.<br/>2. Use capital letters for the names of people, places, days of the week, etc.</p> <p>Imagination &amp; mystery are the key to engaging chn in writing lists &amp; designing signs. Chn learn about the features of labels &amp; lists, descriptive writing &amp; designing Wanted Posters! Chn become detectives &amp; find information from other people's writing.</p> <p>Grammar focus:<br/>1. Write, leaving spaces between words.<br/>2. Use capital letters for the names of people, places, days of the week, etc.</p> | <p>This humorous Poetry unit gives children an opportunity to explore how capital letters are used at the beginning of people's names and the beginning of sentences. Children explore how and can be used to join ideas together and use sentences to express their ideas creatively.</p> <p>Grammar focus:<br/>1. Write proper names using capital letters.<br/>2. Use capital letters for the start of lines in a poem.</p> <p>Letters are fun to read and exciting to write. Children use Mr. Postmouse's Rounds by Yvette Ghione and Marianne Dubuc as the stimulus to improve their understanding of reading and writing letters. They explore questions, statements and exclamations. They understand how to read each sentence using the correct intonation, how to write each sentence using the correct punctuation and how to edit their sentences to ensure they make sense. They will understand that proper nouns and the personal pronoun 'I' are spelt with initial capital letters. Children also learn the effect and power of using descriptive vocabulary in their writing.</p> <p>Grammar focus:<br/>1. Begin to punctuate sentences using a full stop, question mark or exclamation mark.<br/>2. Use a capital letter for the names of people and places.<br/>3. Leave spaces between words.<br/>4. Use the grammatical terminology in Appendix 2 in discussing their writing.</p> | <p>Read a story with repeating patterns: Bringing the Rain to Kapiti Plain. Retell the story using flow charts, write describing words &amp; punctuate sentences. Read two counting stories Handa's Hen &amp; We All Went on Safari before guiding chn to write their own.</p> <p>Grammar focus:<br/>1. Begin to write in complete sentences.<br/>2. Begin to punctuate sentences.</p> <p>Chn learn about instructions and persuasion by exploring the fantastic Mo Willems books about Pigeon. They practise giving and receiving instructions about everyday activities and write and illustrate their own 'Don't let the Pigeon' story.</p> <p>Grammar focus:<br/>1. Begin to punctuate sentences using a full stop, question mark or exclamation mark.<br/>2. Use a capital letter for the names of people and places.<br/>3. Leave spaces between words.<br/>4. Use the grammatical terminology in Appendix 2 in discussing their writing.</p> <p>Grammar focus:<br/>1. Begin to write complete sentences<br/>2. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</p> | <p>In this plan chn investigate poems about nature. They read, discuss, recite verses from poems, 'Daffodils' and 'Who? This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p> <p>Grammar focus:<br/>1. Begin to punctuate sentences correctly.<br/>2. Use capital letters for the start of lines in poems.</p> <p>Fierce animals will excite &amp; motivate chn to write their own pages for a group book. Chn explore difference between fiction &amp; non-fiction texts, in context of Tigers, Polar Bears &amp; Sharks. They learn how to write questions, statements &amp; exclamations.</p> <p>Grammar focus:<br/>1. Write, leaving spaces between words<br/>2. Punctuate questions with question marks and sentences with full stops and exclamation marks.<br/>3. Use grammatical terminology</p> | <p>Learn some traditional finger games, rounds, singing games and nursery rhymes. Have fun playing the rhymes and exploring ideas. Improvise and perform simple dramas based on nursery rhymes. Explore rhyming words and exclamation marks.</p> <p>Grammar focus:<br/>1. Write proper names using capital letters.<br/>2. Use capital letters for the start of lines in a poem.<br/>3. Punctuate sentences using full stops, question and exclamation marks</p> <p>Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites. Use story maps to retell tales. Chn write a story based on a traditional tale using adjectives and compound sentences.</p> <p>Grammar focus:<br/>1. Join words and join clauses using 'and'.<br/>2. Leave spaces between words.<br/>3. Punctuate sentences with a capital letter &amp; full stop</p> |

|                             | Term 1  | Term 2  | Term 3   | Term 4  | Term 5  | Term 6   |
|-----------------------------|---|---|--|---|---|--|
| Year 2                      | <p>Traditional Tales and Fables<br/>Frog and Scorpion, Ant and Grasshopper, etc.</p> <p>Instructions Children's Step-by-Step Cookbook</p>   | <p>Songs and repetitive poems<br/>The Works</p> <p>Stories in Familiar settings<br/>A Lion in the Meadow by Margaret Mahy<br/>You Choose by Nick Sharratt and Pippa Goodhart</p>  | <p>Recounts<br/>Diary of a Wombat by Jackie French</p> <p>Stories about the Wild<br/>Fox, The Tin Forest, Whales' Song</p>   | <p>Instructions<br/>Instructions by Neil Gaiman</p> <p>Poems on a theme<br/>Poems about Monsters,</p>   | <p>Stories by the same author - Anthony Browne's books</p> <p>Information text Harry and the Bucketful of Dinosaurs</p>   | <p>Fantasy Lost and Found and The Way Back Home, by Oliver Jeffers</p> <p>Poetry On a theme McGough's Happy Poems</p>  |
| Learning Objectives Covered | <p>Explore the brilliant fables: The Frog and the Scorpion and The Ant and the Grasshopper. Write a dialogue between grasshopper's indignant sister and the cruel ant! Look at compound sentences and storytelling skills. Write a fable.</p> <p>Grammar focus:<br/>1. Co-ordination: use conjunctions (and, or, but) to join simple sentences.<br/>2. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.<br/>3. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Be prepared to do some cooking in this unit as children are introduced to instructional writing using My First Book of Baking book. They will explore different recipes by reading and trying some out before using inventing their own, using commas to list ingredients and apostrophes to name their masterpieces.</p> <p>Grammar focus:<br/>1. Understand how to use familiar and new punctuation – commas, apostrophes.<br/>2. Learn how to use sentences with different forms: statement, question, command.</p> | <p>Read and enjoy poems with repeating patterns. Then write some of your own about what you see when walking to school, focussing on using fantastic adjectives. Look at patterns in songs by learning, singing, writing and performing rounds.</p> <p>Grammar focus:<br/>1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.<br/>2. Use and understand grammar terminology.</p> <p>Explore familiar settings through Margaret Mahy's story A Lion in the Meadow. Chn generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation and story problems and solutions.</p> <p>Grammar focus:<br/>1. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.<br/>2. Learn how to use sentences with different forms: statement, question, exclamation, command.</p> | <p>This plan is a unique twist of a recount plan. Based on the lovely story Diary of a Wombat, chn use conjunctions to expand sentences before writing their own recounts in a diary form about an English animal.<br/>Grammar focus:<br/>1. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks.<br/>2. Use conjunctions 'and', 'or', 'but' to join sentences<br/>3. Use 'when', 'because', 'if', 'where' etc. to create subordinate clauses.</p> <p>Using Fox by Margaret Wild and Ron Brooks, The Tin Forest by Helen Ward and Wayne Anderson and The Whales' Song by Dyan Sheldon and Gary Blythe, children will explore stories set in wild places. Through role-play and group discussion they will think carefully about characterisation and closely investigate how characters' feelings influence their behaviour. They will compare and contrast stories and work collaboratively to share and justify their opinions and ideas. They will explore how authors use description to enhance the information they present to readers and will include descriptive vocabulary in their own writing. Children discover how conjunctions add additional clauses to a sentence and how varying the sentences they write makes their writing interesting to read. Children learn to sequence familiar stories and to adapt the plot of well-known stories to plan and write their own.</p> <p>Grammar focus:<br/>1. Use expanded noun phrases to describe and specify.<br/>2. Learn how to use co-ordination.<br/>3. Learn how to use subordination.</p> | <p>Use Instructions by Neil Gaiman to introduce chn to writing instructions. Explore features of instructions including bossy verbs. Identify exciting tricky words &amp; discuss how to decode them. Chn write instructions using stimulus of map of Fairy-tale Land.</p> <p>Grammar focus:<br/>1. Demarcate sentences using capital letters, full stops, question or exclamation marks.</p> <p>Using Monster Poems and Dinosaur Poems by Korky Paul and John Foster children will enjoy identifying, reading and writing questions, statements, exclamations and commands. They will understand how to combine sentences to write short poems and how to edit and improve their writing. They will use decoding strategies to read a selection of unfamiliar poetry. They share their thoughts and justify their ideas to adults and their peers. Children enjoy working collaboratively to perform poetry to an audience.</p> <p>Grammar focus:<br/>1. Learn how to use both familiar and new punctuation correctly, including capital letters and exclamation marks.<br/>2. Learn how to use sentences with different formats: statements, exclamations and commands.</p> | <p>Chn read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on The Night Shimmy.</p> <p>Grammar focus:<br/>1. Use past tense consistently<br/>2. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses<br/>3. Use expanded noun phrases<br/>4. Use familiar and new punctuation correctly</p> <p>Chn learn about the different dinosaurs in Harry and the Bucketful of Dinosaurs. They explore the features of information texts and write a fact file about a dinosaur. They write questions, design a quiz and use past and present verb tenses.</p> <p>Grammar focus:<br/>1. Learn how to use past and present tense correctly including the progressive form<br/>2. Learn how to use familiar and new punctuation</p> | <p>Chn read a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Chn write their own extended stories, concluding by performing their writing to a younger child.</p> <p>Grammar focus:<br/>1. Identify and use sentences with different forms<br/>2. Use and distinguish past and present tense<br/>3. Learn how to use familiar and new punctuation</p> <p>Chn listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Chn recite their favourite poem from home.</p> <p>Grammar focus:<br/>1. Use a variety of end of sentence punctuation.<br/>2. Use capital letters for the start of lines in poems.<br/>3. Begin to use commas correctly.</p> |

|                             | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
|-----------------------------|---|---|--|--|--|--|
| Year 3                      | Myths and Legends<br>Marcia Williams' The Romans: Gods, Emperors & Dormice<br><br>Newspaper Reports Escape to Pompeii by Christina Balit & The Roman Record by Paul Dowswell  | Poetic Language poems, exploring images created through language<br><br>Humorous Poems humorous poems about teachers and school life  | Myths and Legends<br>Marcia Williams's King Arthur and the Knights of the Round Table<br><br>Poetic Forms - performance poems  | Reports reports about Harry Potter studio tours  | Stories on a Theme Michael Morpurgo's sea stories Dolphin Boy and The Sandman and the Turtles<br><br>Poetic Forms calligrams, poetic portraits and shape poems   | Reports non-chronological reports about video games  |
| Learning Objectives Covered | <p>Orchard Book of Roman Myths by Geraldine McCaughrean Romulus and Remus – Hamilton Group Reader Description: Using The Orchard Book of Roman Myths and Hamilton Group Reader: Romulus &amp; Remus, children read, explore and discuss myths; role-play being Roman gods and retell myths from different perspectives. They research and write their own myths, presenting them to an audience.</p> <p>Grammar includes: punctuating speech; conjunctions for time and cause; using grammatical terminology.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology in Appendix 2</li> <li>2. Use and punctuate direct speech</li> <li>3. Express meaning using adverbs</li> <li>4. Using conjunctions to express time and cause</li> </ol> <p>All about the Romans and Pompeii, children will be immersed in what life was like in Roman times by research, role-play, Escape to Pompeii and The Roman Record. They will then write a variety of recounts to create a Roman newspaper.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use the present form of verbs in contrast to the past tense</li> <li>2. Use adverbs to express time and cause</li> <li>3. Use and punctuate direct speech</li> </ol> | <p>Use a selection of poems to explore how to create images using words, Daddy Fell into the Pond by Alfred Noyes, The Bug Chant by Tony Mitton, and I Like this Poem by Kaye Webb. Children find and use adjectives and adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance and compose poems using the themes of animals and weather.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Choose nouns appropriately</li> <li>2. Use and understand the grammatical terminology in Appendix 2</li> <li>3. Use adverbs appropriately</li> </ol> <p>Children will enjoy these humorous poems about teachers which will inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Children use the poems they read as models for writing their own verses and poems.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Identify and use verbs correctly</li> <li>2. Use adverbs appropriately</li> <li>3. Use and understand the grammatical terminology in Appendix 2</li> </ol> | <p>Explore Arthurian legends through Marcia Williams book King Arthur and the Knights of the Round Table. Read about The Sword in the Stone, Excalibur and The Round Table. Write a collaborative story, an imaginative recount and a story in the style of a comic book.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use and punctuate direct speech.</li> <li>2. Learn the grammar for yrs 3 and 4 in Eng Appendix 2.</li> <li>3. Choose nouns or pronouns appropriately.</li> </ol> <p>Listen to a range of performance poems &amp; explore the features that poets use. Chn identify &amp; use conjunctions that indicate time &amp; cause. Investigate negative prefixes, informal language &amp; rhymes. Chn write extra lines to one of poems &amp; then a rap.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use and recognise nouns, adjectives and adjectival phrases.</li> <li>2. Use conjunctions to express time or cause.</li> <li>3. Use possessive apostrophe with singular and plural nouns.</li> </ol> | <p>Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Chn design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Extend the range of sentences with more than one clause: compound and complex sentences.</li> <li>2. Use commas after or before phrases and clauses.</li> <li>3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</li> </ol> | <p>Read Michael Morpurgo's Dolphin Boy and write an imaginative recount about riding a dolphin. Explore characterisation and dilemmas in his book The Sandman and the Turtles and write an alternative ending which includes dialogue. Explore word classes and the perfect tense.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Revise use of adjectives in extended noun phrases.</li> <li>2. Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>3. Use the present perfect form of verbs in contrast to the past tense.</li> </ol> <p>During this unit chn will be immersed in shape poems. They read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Indicate possession by using the possessive apostrophe with singular and plural nouns.</li> <li>2. Extend the range of sentences with more than one clause by using a wider range of connectives.</li> </ol> | <p>Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews, play games and will be itching to write their own game reports! Grammar activities include work on prepositions, adverbs and conjunctions.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Express time, place and cause using conjunctions and prepositions and adverbs.</li> <li>2. Identify and use past and present tense correctly.</li> <li>3. Extend the range of sentences with more than 1 clause.</li> </ol> |

|                             | Term 1  | Term 2  | Term 3   | Term 4  | Term 5   | Term 6  |
|-----------------------------|---|---|--|---|--|---|
| Year 4                      | Fantasy<br>How to Train Your Dragon   | Traditional Tales and Fables - Rosen's Aesop's Fables<br><br>Poems on a Theme<br>Explore poems about dogs and cats.   | Reports<br>Read Wolves in the Walls (Gaiman) and Wolves (Gravett)  | Narrative Poetry<br>a variety of narrative poetry.  | Persuasive Writing<br>Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo<br><br>Stories on a Theme<br>Mufaro's Beautiful Daughters, The Pot of Wisdom and African Tales  | Reports<br>Henry's Freedom Box and the story of Rosa Parks' life  |
| Learning Objectives Covered | Children use How to Train Your Dragon to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. They use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs.<br><br>Grammar focus:<br>1. Choose appropriate nouns and pronouns to aid cohesion and avoid repetition<br>2. Use apostrophes correctly to indicate possession<br>3. Use and punctuate direct speech<br>4. Understand and use adverbials to indicate time<br>5. Understand the difference between plural and possessive | Reading a wide range of fables, including Rosen's Aesop's Fables, children explore dialogue through drama, debate moral messages and write letters in role. Children write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews?<br><br>Grammar focus:<br>1. Use and punctuate direct speech<br>2. Extend the range of sentences with more than one clause<br>3. Use conjunctions to express time or cause<br><br>It's Raining Cats and Dogs! Children explore lots of poems about dogs, cats and other pets. They investigate the form and language of a poem and make comparisons. Children write and perform poems from the point of view of one of their pets.<br><br>Grammar focus:<br>1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.<br>2. Indicate possession by using possessive apostrophe with plural nouns | By reading The Wolves in the Walls (Dave McKean and Neil Gaiman), Wolves (Emily Gravett), and Top Gun of the Sky (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.<br><br>Grammar focus:<br>1. Present tense of verbs.<br>2. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause.<br>3. Use present perfect forms instead of simple past. | Explore a variety of narrative poetry including Michael Rosen's You Wait Till I'm Older Than You, Willow Pattern, How the Tortoise got Its Shell, Wolf's Wife Speaks, Maggie and the Dinosaur and The Last Dinosaur, then identify features that poets use then learn, recite and write their own poems that tell a story.<br><br>Grammar focus:<br>1. Use adverbs and prepositions to express cause.<br>2. Use fronted adverbials.<br>3. Learn the grammar for Y4 from Eng Appendix 2. | Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos!<br><br>Grammar focus:<br>1. Use and punctuate direct speech.<br>2. Use the present perfect form of verbs in contrast to the past tense.<br><br>Immerse yourselves in some wonderful stories from the great and diverse continent of Africa. Read Africa is not a Country by Margy Burns Knight, Mufaro's Beautiful Daughters retold by John Steptoe and The Pot of Wisdom – Ananse stories retold by Adwoa Badoe. Write an Ananse story using extended sentences.<br><br>Grammar focus:<br>1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.<br>2. Recognise and use fronted adverbials.<br>3. Use commas after fronted adverbials. | Children explore chronological reports through reading and discussing the inspirational true life texts: Henry's Freedom Box and Who Was Rosa Parks? They create story maps, write letters and newspaper reports; and explore dialogue through drama. The unit ends with investigation and games exploring prefixes.<br><br>Grammar focus:<br>1. Introduce the idea of tense in verbs.<br>2. Use the perfect form of verbs to mark relationships of time and cause.<br>3. Use conjunctions, adverbs and prepositions to express time and cause.<br>4. Extend the range of sentences with more than one clause by using a wider range of conjunctions. |

|                             | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |
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| Year 5                      | Classic Fiction<br><i>The Jungle Book</i> by Rudyard Kipling<br><br>Recounts<br><i>UFOs and Aliens: Investigating Extra-terrestrial Visitors - Extreme!</i> by Paul Mason, <i>UFO Diary</i> by Satoshi Kitamura   | Observational poetry<br>a selection of modern and classic poems, exploring apt word choices and imagery<br><br>Biographies and Autobiographies<br>biographies of Roald Dahl and Michael Morpurgo  | Arguments and debate<br>argument texts<br><br>Short stories – Spooky<br><i>Short!</i> by Kevin Crossley-Holland   | Reports and journalistic writing<br><i>Tuesday</i> by David Wiesner<br><br>Poetic style<br><i>You Wait Till I'm Older Than You</i> by Michael Rosen and <i>Collected Poems</i> by Roger McGough  | Short stories – Fantasy<br><i>Tales of Outer Suburbia</i> by Shaun Tan<br><br>Non-chronological reports<br>texts about iPads and iPhones   | Poems on a theme verse by Langston Hughes and Maya Angelou   |
| Learning Objectives Covered | <p>Chn explore the charm and challenge of classic fiction. Chn write a modern-day Jungle Book story, Just So Stories diary entries, and tell outrageous lies, courtesy of conjunctions. The unit ends with chn performing their own Just So Story in Kipling's style.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences.</li> <li>Use relative clauses.</li> <li>Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.</li> <li>Use correct punctuation to indicate speech.</li> </ol> <p>Using the context of UFOs, chn explore recounts: investigating genuine documents; discussing famous sightings &amp; researching notorious hoaxes. Chn write a diary entry and create their own hoax UFO photo and report. A presentation to parents completes the unit.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn the grammar in App.2 specifically using adverbials of time, space and number</li> <li>Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ol> | <p>This unit encourages children to think about how poetry can make the ordinary extraordinary. They enjoy a selection of modern and classic poems, exploring apt word choices and imagery (simile, metaphor &amp; personification). Children make careful observations, imagine winter as a person, examine observational art and produce paintings to inspire them to write their own poetry. Grammar includes expanded noun phrases and relative clauses.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Use relative clauses.</li> </ol> <p>Use biographies of Roald Dahl &amp; Michael Morpurgo (both books &amp; online) &amp; their autobiographical writing to identify features of biographies &amp; autobiographies. Use the texts to study dialogue, noun phrases &amp; complex sentences. Write autobiographies online.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ol> | <p>Identify features of argument texts and discuss differences between facts and opinions. Find out how to present opinions as if they were facts. Study formal and informal speech. Research for and hold a class debate. Children then write and edit their own argument text.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Indicate grammatical features by using semi-colons or colons, using a colon to introduce a list, punctuate bullet points.</li> <li>Learn the grammar in Appendix 2.</li> </ol> <p>Look at the genre of short stories using <i>Short!</i> by Kevin Crossley-Holland. Children investigate the use of adverbials to link sentences or paragraphs together. Children plan and write short mystery stories elaborating by use of descriptive words and further details.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Learn the grammar in Appendix 2.</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</li> <li>Use semi-colons to mark boundaries between main clauses.</li> </ol> | <p>Use <i>Tuesday</i> by David Wiesner to study report writing. Look at different ways of writing speech, playscripts, speech bubbles, direct and reported speech. Compare formal and informal writing including use of passive voice. Children write newspaper reports.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use modal verbs to indicate degrees of possibility.</li> <li>Indicate grammatical features by using semi-colons and dashes to mark boundaries between independent clauses.</li> <li>Use and punctuate direct speech.</li> </ol> <p>Children hear and respond to a range of poems from two well-known poets. Explore the use of language and how the writers imply deeper meanings and research the poets on the internet. Finally children write their own free-verse poems inspired by those they have read. The plan uses <i>You Wait Till I'm Older Than You</i> by Michael Rosen and <i>Collected Poems</i> by Roger McGough.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> <li>Use devices to link ideas between paragraphs using adverbials of time, place and number.</li> <li>Use and understand the grammatical terminology in Appendix 2: linking ideas across paragraphs.</li> </ol> | <p>Read and analyse a selection of short stories from <i>Tales of Outer Suburbia</i> by Shaun Tan. Explore the structure of short stories and the use of modal verbs and dialogue. Children write a drama based on one they have heard and then a new story in the Shaun Tan-style.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Use dialogue, recognise differences between spoken and written speech.</li> <li>Use speech punctuation to indicate direct speech.</li> <li>Understand and use modal verbs.</li> </ol> <p>Use texts about iPads &amp; iPhones to introduce features of non-chronological reports. Chn create a new section for a BBC online activity about reports using BOS/QUAD techniques. Then chn research information about another electronic device &amp; write reports.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> <li>Use devices to link ideas between paragraphs using adverbials of time, place and number.</li> <li>Use and understand the grammatical terminology in Appendix 2: linking ideas across paragraphs.</li> </ol> | <p>Children watch <i>What Do You Want To Be?</i> and then plan, write and perform their own poem about hopes for future careers. They incorporate metaphors and other imagery from poems they have read, including from verse by Langston Hughes and Maya Angelou.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>Identify, define and use metaphors.</li> <li>Revision of adverbs of possibility.</li> <li>Use brackets for parenthesis.</li> </ol> |

|                             | Term 1   | Term 2   | Term 3   | Term 4  | Term 5  | Term 6   |
|-----------------------------|--|--|--|---|---|--|
| Year 6                      | Historical stories<br>War Horse by Michael Morpurgo<br><br>Instructions  | Narrative poems<br>The Highwayman<br><br>Significant authors<br>Philip Pullman's Northern Lights   | Harry Potter and the Philosopher's Stone – Revision unit   |   | Classic fiction<br>Just William texts<br><br>Information texts<br>The First Drawing; The Secrets of Stonehenge; and Stone Age Boy   | Dialogue poems<br>The Rat and the Ship's Captain |
| Learning Objectives Covered | <p>Read historical fiction War Horse by Michael Morpurgo. Compare with play and film versions. Children write dialogue, letter, play script and descriptions of characters and settings. They use relevant vocabulary and relative clauses. Compare with other World War 1 fiction.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use and understand the grammatical terminology in Appendix 2 [clauses and conjunctions].</li> <li>2. Indicate grammatical and other features by:           <ol style="list-style-type: none"> <li>a. using commas to clarify meaning or avoid ambiguity</li> <li>b. using commas to indicate parenthesis</li> <li>c. using commas to mark boundaries between independent clauses</li> <li>d. use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>e. use a colon to introduce a list</li> <li>f. punctuate bullet points consistently.</li> </ol> </li> <li>3. Develop their understanding by:           <ol style="list-style-type: none"> <li>a. using commas to clarify meaning or avoid ambiguity</li> <li>b. using commas to indicate parenthesis</li> <li>c. using commas to mark boundaries between independent clauses</li> <li>d. use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>e. use a colon to introduce a list</li> <li>f. punctuate bullet points consistently.</li> </ol> </li> <li>4. Learning the grammar for years 5 and 6 in English Appendix 2.</li> </ol> <p>Time to get competitive! Children read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. The unit ends with writing based on the children's interests, be they football, Strictly or competitive baking.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Indicate grammatical features by:           <ol style="list-style-type: none"> <li>a. using commas to clarify meaning or avoid ambiguity</li> <li>b. using commas to indicate parenthesis</li> <li>c. using commas to mark boundaries between independent clauses</li> <li>d. use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>e. use a colon to introduce a list</li> <li>f. punctuate bullet points consistently.</li> </ol> </li> </ol> | <p>Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Children learn part of the poem by heart, compare it to other poems and write a new ending.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Indicate grammatical and other features by:           <ol style="list-style-type: none"> <li>a. using commas to clarify meaning or avoid ambiguity in writing.</li> <li>b. using commas to indicate parenthesis</li> <li>c. using the perfect form of verbs to mark relationships of time and cause</li> <li>d. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ol> </li> <li>2. Develop understanding by:           <ol style="list-style-type: none"> <li>a. using commas to clarify meaning or avoid ambiguity</li> <li>b. using commas to indicate parenthesis</li> <li>c. using commas to mark boundaries between independent clauses</li> <li>d. use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>e. use a colon to introduce a list</li> <li>f. punctuate bullet points consistently.</li> </ol> </li> </ol> <p>Use Philip Pullman's Northern Lights to study different types of sentences &amp; expanded noun phrases. Children design a daemon for a friend and compare the book and film openings. Clockwork by Philip Pullman then inspires children to write both graphic novel and film script versions.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Develop understanding by:           <ol style="list-style-type: none"> <li>a. using expanded noun phrases to convey information concisely.</li> <li>b. using punctuation marks correctly</li> <li>c. use brackets, dashes or commas to indicate parenthesis</li> <li>d. use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>e. use a colon to introduce a list</li> <li>f. punctuate bullet points consistently.</li> </ol> </li> <li>2. Use and understand the grammatical terminology in Appendix 2 (subordinating/co-ordinating conjunctions, main/subordinate clauses).</li> </ol> | <p>This unit covers all necessary revision, including the grammar, punctuation and spelling objectives for the KS2 SPAG tests as well as reading, comprehension and writing.</p> <p>Coverage of all year 6 objectives.</p> | <p>Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use commas to clarify meaning</li> <li>2. Use brackets, dashes or commas to indicate parenthesis</li> <li>3. Use dashes to mark boundaries between independent clauses</li> <li>4. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ol> <p>Use Just William texts, audio and TV programmes to discuss the story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use commas to clarify meaning</li> <li>2. Use brackets, dashes or commas to indicate parenthesis</li> <li>3. Use dashes to mark boundaries between independent clauses</li> <li>4. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ol> | <p>Read a dialogue poem from Bahrain – The Rat and the Ship's Captain, and investigate idioms and pronouns. Compare with the poem The Lion and Albert and study the perfect form of verbs. Finally look at modern conversation poems by Michael Rosen and write a similar one.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> <li>1. Use the perfect form of verbs to mark relationships of time and cause</li> <li>2. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ol> <p>LKS2 revision</p> <p>1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4)</p> <p>2. Indicate possession by using the possessive apostrophe (Y3/4)</p> |  |

|                             | Term 1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6  |
|-----------------------------|---|---|---|---|--|---|
| Year 7                      | The Gothic<br>Genre Dracula - Bram Stoker<br>Frankenstein - Mary Shelley<br>The Red Room - HG Wells<br>Writing own fiction and nonfiction work<br>Use of themes and characters  | A Christmas Carol - Charles Dickens<br>Historical context<br>Writing in the first-person Text<br>Comparison<br>Impact Persuasive<br>Writing Spoken English Inference and evidence the importance of quotations<br>Character Presentation  | Characters and setting<br>Action and Atmosphere   | Explanations and Insights   | Opinion and Persuasion<br>Experience and Advice  | Arguments and Essays  |
| Learning Objectives Covered | <ul style="list-style-type: none"> <li>• develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>• reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and author, challenge, interest and enjoyment.</li> <li>• understand increasingly challenging texts through:</li> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>• read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognising a range of poetic conventions and understanding how these have been used</li> <li>• making critical comparisons across texts</li> <li>• Write accurately, fluently, effectively and at length for pleasure and information.</li> <li>• plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>• paying attention to accurate grammar, punctuation and spelling.</li> <li>• consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul> | <ul style="list-style-type: none"> <li>• develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>• reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and author, challenge, interest and enjoyment.</li> <li>• understand increasingly challenging texts through:</li> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>• making inferences and referring to evidence in the text</li> <li>• knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>• read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognising a range of poetic conventions and understanding how these have been used</li> <li>• making critical comparisons across texts</li> <li>• Write accurately, fluently, effectively and at length for pleasure and information.</li> <li>• plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</li> <li>• amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>• paying attention to accurate grammar, punctuation and spelling.</li> <li>• consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul> | <ul style="list-style-type: none"> <li>• Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</li> <li>• Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</li> <li>• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</li> <li>• Making inferences and referring to evidence in the text.</li> <li>• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</li> <li>• Checking their understanding to make sure that what they have read makes sense.</li> <li>• Knowing how language including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</li> <li>• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support 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|  | <p>coherence and overall effectiveness</p> <ul style="list-style-type: none"> <li>• paying attention to accurate grammar, punctuation and spelling.</li> <li>• consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul> |  |  |  |  |
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|                             | Term 1   | Term 2   | Term 3  | Term 4  | Term 5   | Term 6  |
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| Year 8                      | The Gothic<br>Genre Dracula - Bram Stoker<br>Frankenstein - Mary Shelley<br>The Red Room - HG Wells<br>Writing own fiction and nonfiction work<br>Use of themes and characters   | A Christmas Carol - Charles Dickens<br>Historical context<br>Writing in the first-person Text<br>Comparison<br>Impact Persuasive Writing Spoken English Inference and evidence the importance of quotations Character Presentation   | Characters and setting<br>Action and Atmosphere   | Explanations and Insights   | Opinion and Persuasion<br>Experience and Advice  | Arguments and Essays  |
| Learning Objectives Covered | <ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and author, challenge, interest and enjoyment.</li> <li>understand increasingly challenging texts through:</li> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> <li>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>recognising 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|                             | Term 1   | Term 2   | Term 3  | Term 4  | Term 5   | Term 6  |
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| Year 9                      | The Gothic<br>Genre Dracula - Bram Stoker<br>Frankenstein - Mary Shelley<br>The Red Room - HG Wells<br>Writing own fiction and nonfiction work<br>Use of themes and characters   | A Christmas Carol - Charles Dickens<br>Historical context<br>Writing in the first-person Text<br>Comparison<br>Impact Persuasive Writing Spoken English Inference and evidence the importance of quotations<br>Character Presentation  | Characters and setting<br>Action and Atmosphere   | Explanations and Insights   | Opinion and Persuasion<br>Experience and Advice  | Arguments and Essays  |
| Learning Objectives Covered | <ul style="list-style-type: none"> <li>develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and author, challenge, interest and enjoyment.</li> <li>understand increasingly challenging texts through:</li> <li>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>making inferences and referring to evidence in the text</li> <li>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>recognising 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|                              | Term 1  | Term 2   | Term 3   | Term 4            | Term 5        | Term 6                    |
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| Year 10 Functional Skills L1 | Intro; SPaG; Speaking & Listening, including assessment   | Reading: Comprehension; extracting information | Reading: Text purpose; Presentational features | Reading: Revision | Writing: SPaG | Writing: Different genres |
| Learning Objectives Covered  | <p><b>Component 1: Speaking, listening and communicating</b></p> <ul style="list-style-type: none"> <li>Identify relevant information and lines of argument in explanations or presentations</li> <li>Make requests and ask relevant questions to obtain specific information in different contexts</li> <li>Respond effectively to detailed questions</li> <li>Communicate information, ideas and opinions clearly and accurately on a range of topics</li> <li>Express opinions and arguments and support them with evidence</li> <li>Follow and understand discussions and make contributions relevant to the situation and the subject</li> <li>Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</li> <li>Respect the turn-taking rights of others during discussions, using appropriate language for interjection</li> </ul> <p><b>Component 2: Reading</b></p> <ul style="list-style-type: none"> <li>Identify and understand the main points, ideas and details in texts</li> <li>Compare information, ideas and opinions in different texts</li> <li>Identify meanings in texts and distinguish between fact and opinion</li> <li>Recognise that language and other textual features can be varied to suit different audiences and purposes</li> <li>Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</li> <li>Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</li> <li>Infer from images meanings not explicit in the accompanying text</li> <li>Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</li> <li>Read and understand a range of specialist words in context</li> <li>Use knowledge of punctuation to aid understanding of straightforward texts</li> </ul> <p><b>Component 3: Writing</b></p> <p>Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> <li>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</li> <li>Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</li> <li>Spell words used most often in work, study and daily life, including specialist words</li> </ul> <p>Writing composition</p> <ul style="list-style-type: none"> <li>Communicate information, ideas and opinions clearly, coherently and accurately</li> <li>Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</li> <li>Use format, structure and language appropriate for audience and purpose</li> <li>Write consistently and accurately in complex sentences, using paragraphs where appropriate</li> </ul> |  |  |                   |               |                           |

|                              | Term 1   | Term 2  | Term 3                       | Term 4                                      | Term 5   | Term 6       |
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| Year 11 Functional Skills L2 | Writing: Different genres continued  | Writing: Text purpose (+ SPaG revisited)<br>Language techniques | Writing: Language techniques | Writing: Structure; Presentational features | Revision | What's next? |
| Learning Objectives Covered  | <p>Component 1: Speaking, listening and communicating</p> <ul style="list-style-type: none"> <li>• Identify relevant information from extended explanations or presentations</li> <li>• Follow narratives and lines of argument</li> <li>• Respond effectively to detailed or extended questions and feedback</li> <li>• Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</li> <li>• Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</li> <li>• Express opinions and arguments and support them with relevant and persuasive evidence</li> <li>• Use language that is effective, accurate and appropriate to context and situation</li> <li>• Make relevant and constructive contributions to move discussion forward</li> <li>• Adapt contributions to discussions to suit audience, purpose and medium</li> <li>• Interject and redirect discussion using appropriate language and register</li> </ul> <p>Component 2: Reading</p> <ul style="list-style-type: none"> <li>• Identify the different situations when the main points are sufficient and when it is important to have specific details</li> <li>• Compare information, ideas and opinions in different texts, including how they are conveyed</li> <li>• Identify implicit and inferred meaning in texts</li> <li>• Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</li> <li>• Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) 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</li> <li>• Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</li> <li>• Follow an argument, identifying different points of view and distinguishing fact from opinion</li> <li>• Identify different styles of writing and writer's voice</li> </ul> <p>Component 3: Writing</p> <p>Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> <li>• Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</li> <li>• Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)</li> <li>• Spell words used in work, study and daily life, including a range of specialist words</li> </ul> <p>Writing composition</p> <ul style="list-style-type: none"> <li>• Communicate information, ideas and opinions clearly, coherently and effectively</li> <li>• Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</li> <li>• Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</li> <li>• Convey clear meaning and establish cohesion using organisational markers effectively</li> <li>• Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</li> </ul> <p>Construct complex sentences consistently and accurately, using paragraphs where appropriate</p> |   |                              |   |          |              |