

Knowledge	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
1. Genre	Describe <u>Spring 1</u> Labelling – <u>Spring 1</u> Instructions <u>Spring 2</u> Story maps <u>Summer 1</u>	Writing to entertain <u>Autumn 1 and 2 and Summer 2</u> Story – new adventure Mini guidebook Poetry (lines of) Writing to inform <u>Spring 1 and 2, Summer 1:</u> Recount Fact files Instruction	Writing to entertain – <u>Autumn 1, Spring 1 and 2:</u> Story / narrative with a twist Narrative Poetry Writing to entertain – <u>Autumn 2, Spring 2, Summer 2</u> Poetry Report Instructions	Writing to entertain - <u>Autumn 1, Spring 2, Summer 1 and 2:</u> Newspaper report Diary Persuasive argument Poetry Writing to inform - <u>Spring 1 and Summer 1:</u> Dairy Recount of class trip Writing to persuade – <u>Autumn 1:</u> Stone Age fact file	Writing to entertain - <u>Autumn 1, Spring 2 and Summer 2:</u> Description Poetry Narrative Myth Writing to inform- <u>Autumn 2 and Summer 1:</u> Non chronological report Newspaper Interview Writing to persuade <u>Spring 1:</u> Advertising campaign Persuasion Debate Explanatory text	Writing to entertain <u>Autumn 1 and Summer 1:</u> Story / narrative Myth Writing to inform - <u>Spring 1 and 2:</u> Reports (formal and non-chronological) Writing to persuade – <u>Summer 2:</u> Persuasive letters Writing to discuss – <u>Autumn 2:</u> Discussion	Writing to entertain <u>Spring 1, Spring 2 and Summer 2:</u> Alternate endings Poetry Adventure story Playscript Character descriptions Writing to inform – <u>Autumn 1 and Summer 2:</u> Diary entry Recalls Letter from a passenger Reports- non chronological Newspaper Writing to persuade - <u>Autumn 2:</u> Persuasive writing to a character (Diary writing /Descriptive writing/ Write a letter to ... as a character) Writing to discuss - <u>Autumn 1</u> : Newspaper Headlines and captions	Know how to recognise and understand the genre conventions of horror writing <u>Spring 1</u> Know how to recognise the features of adventure writing <u>Summer 2</u> Know the conventions of a play script. know how to use physical theatre, soundscapes and role-play to improvise a short horror drama piece <u>Spring 1</u> Revise what they know about poetry from KS2. Know what makes a poem different to prose. Know that poems can take particular forms. Know some of the features of epic poetry <u>Summer 1</u> Revise the structure of a formal letter from KS2. Know the visual features of print and media advertisements. <u>Spring 2</u> Students revise the features of a news article from Y6 and learn the features of a magazine article <u>Spring 2</u> Students revise writing to instruct from Yr 2 to write recipes for a horror story. Students learn the <u>Spring 1</u> Features of a magazine article and revise writing to inform from KS2 <u>Spring 2</u>	Revise the conventions of horror. Know the conventions of gothic. Know how writers use gothic conventions. Know how to explain the effect of gothic techniques <u>Spring 1</u> Revise conventions of a play script and know how to identify some of the drama conventions in The Tempest and other Shakespeare texts. <u>Summer 2</u> Revise how to recognise features of poetic form from Yr7 and develop in more complex poetry. Know how to mirror or adapt the features in a poem (that they have studied) to write their own poem <u>Summer 1</u> Know how structure and form are connected to genre. Introduce PAFF to identify how writing takes different forms for different audiences and purposes <u>Spring 2</u> Know how to make effective notes for a review – <u>All Year</u> Know how to write a film review <u>Autumn 2</u> Revise argument from Yr6 and know how to structure more complex argument <u>Spring 2</u> Know how to structure a piece of travel writing. <u>Spring 2</u> Revise commenting from Yr6 – throughout the year. Know the structure of a formal debate <u>Spring 2</u>	Know the genre conventions for Science Fiction. Link to genre conventions year 7 and 8 Revise how structure is connected to genre and apply to dystopian fiction <u>Autumn 1</u> Know the conventions of Shakespeare plays. Know how to identify the features of a Shakespeare monologue and explain how they achieve their purpose. Know the conventions of tragedy and a tragic hero – how women are portrayed in Shakespeare. <u>Summer 2</u> Know how to use 321 to approach an interpretation of an unseen poem. Know how to mirror or adapt the features in a poem (that they have studied) to write their own poem <u>Summer 1</u> Know how to make relevant notes and useful annotations. Know the conventions of a radio script <u>Autumn 1</u> Know how to use notes to write an evaluation of a film <u>Autumn 1</u> Know how to recognise some of the features of speeches. Know the features of a sports commentary and explain the importance of voice. Know the features of an anecdote and where it may be used in writing. Know how to collate and graph data. Know how to write a summary. know how to plan, structure, write and evaluate a research study <u>Spring 2</u>	Know and understand the genre characteristics of more sophisticated texts and be able to use them in their own writing <u>Autumn 1, Spring 1,2</u> Know how to refer to the text as a whole and explain genre features. Know how to reproduce the style of writing <u>Spring 1,2</u> Know the more sophisticated techniques of poems of a range of forms <u>Start in Autumn 1 / Summer 1 and 2</u> Know how to respond to more sophisticated unseen poems using 321 <u>Summer 1 and 2</u>	Create revision resources, practice and mastery. Respond to texts from a wide range of genres. Confidently organise their writing of a range of forms and genres for different audiences and purposes (<u>Beginning late Autumn 2</u>) <u>Spring 1 and 2</u> Understand and interpret set modern text <u>Spring 1 and 2</u> Continued revision of poems – anthology and unseen. <u>Revise Yr 9 Summer 2</u> and know how to write about and explain dramatic methods in Macbeth <u>Autumn 1</u>
2. Character	Children explain their special qualities <u>Autumn 1</u>	New adventures for a character <u>Autumn 2</u> Write in role as an alien <u>Spring 1</u>	Writing in character from Vlad <u>Autumn 1</u> Describing a dragon <u>Autumn 2</u>	Writing in role <u>Autumn 1 and Spring 1</u>	Non chronological report including subheadings on different characters	Write a narrative from the perspective of the character – writing in role <u>Autumn 1</u>	Letters from a passenger – writing in role <u>Autumn 1 and 2</u>	Students learn how to identify the main methods by which writers create characters <u>Autumn 1</u>	Know the features of a gothic villain <u>Spring 1</u> Know how to evaluate the presentation of a	Know how to track the how women are presented in Shakespeare <u>Summer 2</u>	Know how to use a range of techniques to create their own, interesting and	Revision, practice and mastery Revise 19 th Century novel

	<p>Describing animals <u>Spring 1</u></p> <p>Descriptive sentences about characters <u>Spring 2</u></p>		<p>Retelling of a story from a character's perspective <u>Summer 2</u></p>		<p>(and settings) <u>Autumn 2</u></p> <p>Interview Arthur <u>Spring 2</u></p>	<p>Write a discussion about a dilemma one of the characters are faced with (letter) <u>Autumn 2</u></p> <p>A non-chronological report based on refugees <u>Spring 2</u></p> <p>Developing a character <u>Summer 1</u></p> <p>Writing a series of narratives from characters' perspectives <u>Summer 2</u></p>		<p>Students apply their knowledge to create an exaggerated character.</p> <p>Students know how to create a stereotypical hero <u>Autumn 1</u></p> <p>Know how to identify the features of a stereotypical villain and create one in their own writing <u>Autumn 1</u></p> <p>Build on character work through more challenging 19th century texts and link to writers' intentions <u>Spring 2</u></p> <p>Know how to use still images to interpret a character's motivation <u>Spring 2</u></p> <p>Know how to use thought-tracking to interpret a character's feelings and motivation <u>Autumn 1 and 2</u></p> <p>Know how writers create character in adventure writing <u>Summer 2</u></p> <p>Know how to track the development of a character through a novel <u>Autumn 2</u></p>	<p>character and link to context and the writer's intentions <u>Autumn 2</u></p> <p>Know how to track the development of a more complex character in a novel and link to the writer's intentions. <u>Autumn 2</u></p>	<p>Know how writers use drama conventions especially related to characterisation <u>Summer 2</u></p> <p>Know how to link the development of a character to the themes in a novel. Know how to write a clear response to a character question. <u>Autumn 2</u></p> <p>Know how to create a dystopian character <u>Autumn 1</u></p>	<p>developed character <u>Spring 1,2</u></p> <p>Know how complex characters are presented in a 19th century text <u>Spring 1 / Summer 2</u></p> <p>Know how to structure a thoughtful response to a character / extract question <u>Autumn 1,2 Summer 1</u></p>	<p>Know how complex characters are presented in a modern text. (<u>Beginning Autumn 2</u>) <u>Spring 1</u></p> <p>Know how Shakespeare uses different methods for characterisation in Macbeth <u>Autumn 1 and 2</u></p> <p>Revise how Shakespeare uses different methods for characterisation in Macbeth <u>Spring 2 / Summer 1</u></p> <p>Revise how to structure a thoughtful response to a character/ extract question <u>Autumn 1 and 2 (Language Spring 1 and 2)</u></p>
<p>3. Perspective / Voice</p>	<p>Students' voice – <u>Autumn 1</u></p> <p>Sentences inspired by visitors <u>Autumn 2</u></p>	<p>Recount – <u>Spring 1</u></p> <p>Attempts third person – <u>Autumn 2 / Spring 2 / Summer 2</u></p>	<p>Write a diary in role – <u>Autumn 1</u></p> <p>Non-chronological report – <u>Spring 2</u></p> <p>Retelling a story from character's viewpoint</p> <p>Write own story from character's viewpoint – <u>Summer 2</u></p> <p>Simple present tense - <u>Spring 2</u></p> <p>Use past continuous tense – <u>Summer 2</u></p>	<p>Write a story from another character's perspective – <u>Autumn 1</u></p> <p>Diary entry</p> <p>Retelling – <u>Spring 1</u></p> <p>Recount – <u>Summer 2</u></p> <p>Third person – <u>Autumn 2</u></p> <p>First person – <u>Spring 1 / Summer 2</u></p> <p>Past tense – <u>Spring 1 and 2</u></p> <p>Present perfect form – <u>Summer 2</u></p>	<p>Report – <u>Autumn 2</u></p> <p>First person – <u>Autumn 2 / Spring 1 / Summer 2</u></p> <p>Past tense – <u>Autumn 2 / Summer 1</u></p> <p>Third person- <u>Summer 1 and 2</u></p> <p>First person – <u>Autumn 2 / Spring 1 / Summer 1 and 2</u></p> <p>Present perfect tense – <u>Summer 2</u></p>	<p>Past tense – <u>Spring 1 / Summer 1</u></p> <p>Present perfect <u>Autumn 2</u></p> <p>Past perfect tense – <u>Spring 1</u></p>	<p>Letters <u>Autumn 1</u></p> <p>Writing from a personal viewpoint – argument</p> <p>Past tense and past perfect - <u>Autumn 2</u></p> <p>Recount – <u>Spring 1</u></p> <p>Formal voice - <u>Spring 2 and Summer 2</u></p>	<p>Students revise narrative perspectives from KS2 and are introduced to tone. They learn how to identify perspective and voice in a text and to use this in their own writing to create characters <u>Autumn 1</u></p> <p>Know how the narrator's voice shows viewpoint in 19th century texts <u>Spring 2</u></p> <p>Revise from Yr5 (autobiography) how to use first person narrative perspective and know how to adapt it to create a biased viewpoint in a magazine article <u>Spring 2</u></p> <p>Know how different narrative perspectives are used by the writer to create tension <u>Autumn 1 and 2</u></p>	<p>Know how time and narrative perspective are used by the writer <u>Autumn 2, Spring 1 and 2</u></p> <p>Know how to identify an unreliable narrator. Know how to use a graph to track an unreliable narrator <u>Spring 1</u></p> <p>Revise how to recognise the voice in a poem and apply to more complex poems <u>Summer 1</u></p>	<p>Know how time and narrative perspective are used by the writer to manipulate the reader <u>Autumn 1,2</u></p> <p>Know that camera angles and framing create narrative perspective <u>Autumn 1</u></p> <p>Know how Narrative voice is created and used E.g., focalisation, stream of consciousness, free indirect speech <u>Autumn 2</u></p> <p>Know how soliloquy, aside and monologue are used to express viewpoint and to affect the viewpoint of the audience <u>Summer 2</u></p> <p>Know how to recognise and explain the voice(s) and viewpoint in a poem <u>Summer 1</u></p>	<p>Know how to use a range of features to create clear viewpoint in their writing <u>Spring 1 and 2</u></p> <p>Know how to adapt their writing to a range of viewpoints <u>Autumn 1</u></p> <p>Know how to recognise and explain humour and irony and use this in their own writing – <u>Spring 1 and 2</u></p> <p>Know how to understand viewpoint in the context of writing – <u>Autumn 1 Spring 1,2 / Summer 1</u></p> <p>Know how poets create different voices to convey ideas and feelings. <u>Autumn 2 / Summer 1 and 2</u></p>	<p>Revision, practice and mastery. Revise how to use a range of features to create clear viewpoint in their writing <u>Spring 2 Language paper 2.</u></p> <p>Revise poetry <u>Spring 2 / Summer 1</u></p>

								Students show that they know how to write in different narrative perspectives for effect <u>Autumn 1 and 2 / Summer 1 and 2</u>				
								Know how writers can swap between multiple narrative perspectives. Know how to recognise the voice in a poem <u>Summer 1</u>				
4. Form and Structure	<p>Ordering events – <u>Autumn 1</u></p> <p>Letter formation – <u>Autumn 1 and 2</u></p> <p>Finger spaces – <u>Autumn 2 / Spring 1 and 2 / Summer 1 and 2</u></p>	<p>Signalling beginning or end of narrative – <u>Autumn 2 / Summer 1</u></p> <p>Ideas grouped together for similarity - <u>Summer 2</u></p>	<p>Adverbials of time - <u>Autumn 1</u></p> <p>Co ordinating conjunctions – <u>Autumn 1 and 2 / Summer 1</u></p> <p>Subordinate conjunctions – <u>Spring 1</u></p>	<p>Headings – <u>Autumn 2</u></p> <p>Catchy headlines – <u>Spring 2</u></p> <p>Paragraphs - <u>Spring 1 / Summer 1 and 2</u></p> <p>Time conjunctions – <u>Spring 1 / Summer 2</u></p> <p>Fronted adverbials – <u>Spring 1</u></p> <p>Speech – <u>Spring 1 and 2</u></p> <p>Chronological order - <u>Spring 2</u></p> <p>Expanded noun phrases – <u>Spring 2 / Summer 2</u></p> <p>Subordinate conjunctions - <u>Spring 2</u></p>	<p>Fronted adverbials with comma - <u>Autumn 1 / Spring 1 / Summer 2</u></p> <p>Headings and subheadings – <u>Spring 2 and Summer 1</u></p> <p>Noun phrases expanded by modification – <u>Autumn 1</u></p> <p>Organising paragraphs around a theme – <u>Autumn 1</u></p> <p>Paragraphs – <u>Autumn 2 / Spring 1</u></p> <p>Time conjunctions – <u>Autumn 2 / Summer 1</u></p> <p>Subordinate conjunctions – <u>Summer 1</u></p> <p>Stage directions – <u>Spring 2</u></p>	<p>Structure of a narrative and story sequencing – <u>Autumn 1</u></p> <p>Expanded noun phrases – <u>Autumn 1</u></p> <p>Organisational features: subheadings, headings, captions, quotations – <u>Spring 1</u> – and bullet points – <u>Spring 2</u></p> <p>Introductions and conclusions – <u>Spring 2</u></p> <p>Expanded noun phrases and Fronted adverbials – <u>Summer 1</u></p> <p>Dialogue to advance the actions – <u>Summer 1</u></p> <p>Adverbials of time – <u>Summer 2</u></p>	<p>Conjunctions / Adverbials / bullet points – <u>Autumn 2</u></p>	<p>Students revise the structure of a basic linear plot from KS2 and make predictions in LTIE <u>Autumn 2</u></p> <p>Know how to structure a magazine article <u>Spring 2</u></p> <p>Students revise commenting from Yr6 Students learn how to articulate a structured response in discussions – all year.</p> <p>Students learn how to structure a Head, Heart and Hands paragraph. Students learn how to structure an extended response <u>Autumn 1 and 2 / Spring 1 and 2, Summer 1, Summer 2</u></p> <p>Students start to include a comment on context in their response <u>Autumn 1</u></p> <p>Know how structural features are used to build tension and create a tension graph. Students use a tension graph to create tension in their own writing <u>Autumn 2 / Spring 1</u></p> <p>Students learn how to use a storyboard to explore the structure of a text/development of plot in a novel, <u>Autumn 2</u></p> <p>Know how to write a plan of action – all year.</p> <p>Develop HHH (know the difference between comment and explanation) <u>Autumn 2 / Summer 1</u></p>	<p>Know how writers use different beginnings to hook the reader. Know how writers use different endings for effect. Know some of the different ways in which a narrative can be plotted other than linear. Know how to adapt the structure of a well-known story for different effects <u>Autumn 1</u></p> <p>Know how to track the development of a more complex plot. Know that paragraphs have a job in the story and how to use them <u>Autumn 2</u></p> <p>Know how to recognise some internal structural features. E.g., panning and zooming <u>Autumn 1</u></p> <p>Know how writer's structure texts to create tension and relief, anti-climax etc. and to make it exciting <u>Autumn 1 and 2</u></p> <p>Know how to use still images and physical theatre to explore the use of tension in The Woman in Black and The Red Room <u>Autumn 1</u></p> <p>Know that poems can take particular forms e.g., sonnets, free verse. Know how to identify syllables, rhythm and rhyme patterns <u>Summer 1</u></p>	<p>Revise plot from Yr 8. Know some more sophisticated ways in which a narrative can be plotted <u>Autumn 1, 2</u></p> <p>Know the effect of different internal structural features and be able to explain how they manipulate the reader/ create tension, relief <u>Autumn 1, 2</u></p> <p>Know how writers structure longer sections of text to make it exciting and create links – <u>Autumn 1 and 2</u></p> <p>Know how to evaluate the writer's choice of structural features <u>Autumn 1, 2 / Summer 1</u></p> <p>Know how to use connectives effectively, especially in speech. <u>Spring 2</u></p> <p>Know how to complete detailed annotation of the structural features of an extract – <u>all year</u>.</p> <p>Know how to make useful notes and use them in planning - <u>All year revisited</u>.</p> <p>Know how to write PEEL / WHW / HHH paragraphs as relevant to the tested skill <u>Autumn 1 and 2 / Spring 1 / Summer 1 and 2</u></p> <p>Know how to plan and structure an extended response to a question on Shakespeare – <u>Summer 2</u></p>	<p>Know and understand complex plots and how they are structured <u>Autumn 1 and 2</u></p> <p>Know the difference between plot and discourse. Be able to explain the writer's choices in structuring the plot <u>Spring 1, 2</u></p> <p>Know how to independently annotate an extract for more sophisticated structural devices and to make links <u>All SOW</u></p> <p>Know how to independently produce an extended response <u>All SOW</u></p> <p>Know how to embed references to texts in their response <u>Autumn 1 and 2, Spring 1 and 2, Summer 1 and 2</u></p> <p>Know how to structure a response to an unseen poem <u>Summer 2 (and throughout the terms)</u></p> <p>Master writing PEEL / WHW / HHH paragraphs as relevant to the tested skill <u>Spring 1, 2</u></p> <p>Know how to time their responses (ALL SOW)</p> <p>Know how to structure a narrative task effectively for the time allowed <u>Spring 1 and 2</u></p> <p>Know how to structure a descriptive task for the time allowed <u>Spring 1 and 2</u></p> <p>Know how to structure different kinds of non-fiction texts <u>Spring 1, 2 Mock Summer 1</u></p>	<p>Revision, practice and mastery. Modern text <u>Beginning the end of Autumn 2 / Spring 1 and some 2.</u></p> <p><u>Revise 19th Century texts Autumn 2 / Spring 2</u></p> <p><u>Revise language paper 1 and 2 Spring 1 and 2 paper 1 mock Spring 2</u></p> <p>Revise how to structure a response to an unseen poem <u>Summer 1</u></p>

										<p>Know how to summarise/paraphrase sections of the play/novel as evidence – <u>Autumn 2 / Summer 2</u></p> <p>Know how to embed quotations <u>Autumn 1 and 2 / Spring 1 / Summer 1 and 2</u></p> <p>Know how to structure a clear response to a character question <u>Autumn 2 and Summer 2</u></p> <p>Know how to structure a clear response to a thematic question <u>Autumn 2 / Summer 1 and 2</u></p> <p>Know how to structure a speech – <u>Spring 2</u></p> <p>Know the structure of a formal debate - <u>Spring 2</u></p>	<p>Know the structures and timing of the different exam papers <u>All SOW</u></p>	
<p>5. Sentence Structures / phrases and clauses</p>	<p>Simple sentences - Writing full simple sentences – short sequence <u>Summer 1 and 2</u></p>	<p>Write a sentence beginning with a capital letter., have finger spaces and end punctuation. <u>Autumn 2, Spring 1 and 2</u></p> <p>Ideas grouped in sentences and time sequence simple sentences <u>Summer 2</u></p> <p>Simple conjunctions used to construct simple sentences - To use the joining word (conjunction) 'and' to link ideas and sentences. (compound) <u>Summer 1</u></p>	<p>To use the present and the past tense correctly and consistently. - <u>Autumn 1, 2,</u></p> <p>To form sentences with different forms: statement, question, exclamation, command. <u>Spring 2</u></p> <p>To using co-ordination (or/and/but). <u>Autumn ½ and Summer 1</u></p> <p>To use some subordination (when/if/that/because). <u>Spring 1</u></p> <p>To use expanded noun phrases to describe and specify (e.g., the blue</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. <u>Spring 1 and 2, and Summer 2</u></p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. <u>Summer 1</u></p> <p>To use a range of conjunctions, adverbial phrases, adverbs and</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>Short sentences – <u>Spring 2</u></p> <p>To always use Standard English verb inflections accurately, e.g., 'we were' rather than 'we were and 'I did' rather than 'I done'. <u>Autumn 1 / Spring 1</u></p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g., surely, perhaps, should, might, etc. <u>Autumn 2, Summer 2</u></p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use a wide range of linking words/phrases and paragraphs to build cohesion, including time – fronted adverbials (e.g., later), place adverbials (e.g., nearby) and number (e.g., secondly). <u>Summer 2</u></p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. <u>Spring 1</u></p> <p>To use question tags in informal writing.</p> <p>Passive / Active verbs – <u>Autumn 1, Spring 1</u></p>	<p>Students revise sentence structures from KS2 and learn to identify sentence structures in texts and explain the effect. <u>All year</u></p> <p>Know how to use more sophisticated vocabulary and sentence structures. Know how to start sentences in different ways - <u>Autumn 1, 2, Spring 2</u></p> <p>Know how to use a range of sentences correctly/for effect – <u>Autumn 1 / Spring 1 / Summer 1</u></p>	<p>Revise sentence structures and introduce irregular sentences. <u>Autumn 1 / Spring 1 and 2, Summer 1 (working on SPAG booklets, too, all year)</u></p> <p>Know how authors use more sophisticated sentence structures for effect – <u>Autumn 2 / Spring 2</u></p> <p>Know how writers use the full range of sentence structures for effect – <u>Autumn 1 / Summer 1 (working on SPAG booklets, too, all year and weekly sessions)</u></p>	<p>Master the use of the full range of sentence structures correctly and effectively – <u>Spring 1 and 2 (some completed in all units)</u></p> <p>Master recognising and explaining the effect of sentences.</p> <p>Know how writers use the full range of sentence structures for effect. <u>Autumn 1 and 2, Spring 1, 2, Summer 1 and 2</u></p>	<p>Revise all sentence structures, practice and mastery. - <u>All year</u></p>	

			butterfly). <u>Autumn 2, Spring 2</u> Prepositional phrases <u>Summer 1</u>	prepositions to show time, place and cause. <u>Autumn 1, Spring 1 and 2, Summer 1 and 2</u> To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - <u>Autumn 1</u> To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g., he, she, they, it. <u>Autumn 2</u>	varied positions within sentences. <u>Autumn 1, Summer 1 and 2</u> To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), <u>Autumn 1 / Summer 1</u>							
6. Language including spoken	Rhyming words <u>Autumn 1</u> CVC words <u>Autumn 1/2/Spring 1</u> CVCC and CVVC words <u>Autumn 1 and Spring 1</u> Describe events in well thought out sentences using a range of connectives <u>Summer 1 and 2</u>	To discuss word meaning and link new meanings to those already known. <u>All year</u> Adverbials of time - <u>Spring 1</u> Pronoun and verb – <u>Autumn 2</u> Suffix – ‘s’, ‘es’, ‘ed’ - <u>Spring 1</u> Suffix – ‘est’, <u>Spring 2</u> ‘er’, ‘ing’ <u>Autumn 2 Spring 2/ Summer 2</u> Suffix – ‘er’, ‘est’ – <u>Summer 1</u> Time connectives – Once upon a time ... <u>Summer 2</u>	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. Adverbials of time <u>Autumn 1</u> Co-ordinating conjunctions (or, and, but) <u>Autumn 1/ Summer 1</u> Subordinate conjunctions (when, if, that, because) – <u>Spring 2</u> Suffix – ‘-ness, ‘-full’, ‘-less’, ‘-ly’, <u>Spring 1</u> ‘ Expanded noun phrases / prepositional phrases adverbs adding ‘ly’ <u>Summer 1</u> -	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors’ choice of words and phrases for effect. Commands, conjunctions, adverbs – <u>Autumn 1</u> Prepositions – <u>Autumn 1 and Summer 2</u> Time conjunctions – <u>Spring 1/Summer 1 and 2</u> Fronted adverbials – <u>Spring 1</u> Adverbs and modal verbs for persuasion – <u>Summer 1</u>	Discuss vocabulary used to capture readers’ interest and imagination. Verbs and adverbs – <u>Autumn 1</u> Fronted adverbials <u>Autumn 1/ Spring 1/ Summer 2</u> Creative vocabulary – <u>Autumn 1</u> Power verbs – <u>Autumn 1</u> Adverbs and modal verbs / Emotive language / verbs- modal – could, should and would – <u>Spring 1</u> Formal language – <u>Summer 1</u> Time conjunctions – <u>Autumn 2 / Summer 1</u> Subordinate conjunctions - <u>Summer 1</u>	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors’ language and explain how it has created an impact on the reader. Expanded noun phrases - <u>Autumn 1 / Summer 1</u> Word Class Revision – <u>Autumn 1</u> Active and Passive Voice – <u>Autumn 1 / Spring 2/ Summer 1</u> Pronouns for the doer of the action – <u>Autumn 1</u> Relative Clauses <u>Autumn 1 / Summer 1</u> Modal verbs - <u>Autumn 2/ Summer 2</u> Subordinating conjunctions – <u>Spring 1</u> Adverbials – fronted <u>Summer 1</u> / degrees of time <u>Summer 2</u> Adverbs to indicate degrees of possibility – <u>Summer 1</u> Alliteration / onomatopoeia – <u>Autumn 1</u> Personification, Simile, Metaphor – <u>Spring 2</u>	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Passive/active verbs <u>Autumn 1 / Spring 1 / Summer 1</u> Prepositions - <u>Autumn 2 / Spring 2 / Summer 1</u> Conjunctions / cohesive devices / adverbials – <u>Autumn 2 / Summer 1</u> Noun phrases – <u>Spring 2/ Summer 1</u> Subjunctive form – <u>Spring 1 / Summer 1</u>	Students revise word classes from KS2 and apply them to character. Students revise figurative language from Yr 6 and develop the use of metaphors, similes and personification <u>Autumn 1 and 2, Spring 1, Summer 1</u> Students continue to use Accelerated Reader from Yrs 5 and 6 to develop vocabulary and from class reading. Students learn how to use a thesaurus to find synonyms and antonyms and to use them in their writing. Students are introduced to the origins of the English language and why language changes <u>Autumn 1</u> Students revise from Yr 5/6 some basic persuasive techniques and apply them to chocolate advertisements. Know how to use language to create a positive viewpoint <u>Spring 2</u> Students learn new, formal vocabulary from 19th century texts <u>Spring 2, Summer 1</u> Know how to use more formal and sophisticated vocabulary in their writing for nuances of meaning <u>Autumn 1, Spring 1</u> Students learn some specialised vocabulary associated with sailing and film <u>Summer 2</u>	Students continue to use Accelerated Reader from Yr 7 to develop vocabulary and from class reading – all year. Know how to recognise, bias, irony, tone and language features (introduce acronym FOREST AID) <u>Spring 2</u> Know how to use some of the features of FOREST AID to fit audience and purpose <u>Spring 2</u> Know how to support their argument through voice, pace, rhythm, body, face, gestures and movement <u>Summer 1</u> Know how author’s use more sophisticated language features for different effects <u>Autumn 1, Autumn 2, Spring 1/ Spring 2, Summer 1</u> Know how to use language to work in a group to solve problems <u>Summer 2</u> Use more sophisticated language in their own writing – <u>Autumn 1 / Spring 1 and 2, Summer 1</u> Know - revise how writers create a pathetic fallacy and learn to explain the effect <u>Autumn 2 and Spring 1</u> Learn how to annotate a poem for a range of language features <u>Summer 1</u>	Know how to complete detailed annotation of the language features of an extract <u>Autumn 1,2 / Spring 1 / Summer 1 and 2</u> Know the specific techniques associated with rhythm in a Shakespeare play – <u>Summer 1</u> Know how to use the correct drama terminology – <u>Summer 1</u> Know how to use still images and physical theatre to explore the metaphors and imagery in Shakespeare <u>Summer 1</u> Know the features of multi-modal language – speech, senses, images, etc. <u>Autumn 1 and 2 / Spring 2 / Summer 1 and 2</u> Know the issues and arguments related to standard spoken and written English <u>Spring 2</u> Know how to support their speaking through voice, pace, rhythm, body, face, gestures and movement <u>Spring 2 / Summer 1 and 2</u> Know how to use modals to include alternative interpretations <u>Spring 2</u> Know how to recognise, bias, irony, tone and language features (FOREST AID) in 19 th Century texts. <u>Spring 1 / Spring 2</u>	Know how to independently annotate an extract for language techniques <u>All SOW</u> Know how and why sophisticated language techniques and symbolism are used for effect <u>Autumn 1 and 2</u> Know how to write about the language in an extract. <u>All SOW</u> Know how to express themselves clearly and succinctly using more sophisticated, formal vocabulary <u>All SOW</u> Know how to evaluate the writer’s choice of vocabulary <u>ALL SOW</u> Know how to use sophisticated language techniques to describe a scene <u>Summer 1 and 2</u> Know how to use vocabulary to influence readers and for effect. <u>Spring 2/ Summer 1 and 2</u> Know how to use sophisticated poetry terminology <u>Autumn 1,2/ Summer 1 and 2</u>	Revision, practice and mastery. Know how to research, plan and deliver a speech for the spoken language component <u>Spring 1/2</u> Revision language p1 and 2 <u>Spring 1 and 2</u> <u>Mock language paper Spring 2</u> Confidently use correct and more sophisticated poetry terminology- Lead up to <u>Summer 1</u> Master annotating an unseen poem -Lead up to <u>Summer 1</u>

								<p>Revise from Yr 6 how writers use language to create atmosphere through description <u>Autumn 1, Spring 1, Summer 2</u></p> <p>Students learn what pathetic fallacy is and how to identify one in horror texts Autumn 2, Spring 1</p> <p>Know how to use appropriate language features for autobiography <u>Spring 2</u></p> <p>Learn how poets use language to create images <u>Summer 1</u></p>		<p>Know how to use correct technical terms <u>All SOW</u></p> <p>Know how to express themselves clearly in speech– <u>Spring 2</u></p> <p>Know how to use proxemics and voice to explore status and relationships in the duologues/dialogues <u>Summer 1</u></p> <p>Know how to evaluate the writer’s choice of vocabulary grammatical and structural features <u>ALL SOW</u></p> <p>Independently be able to apply connotations to language features in poetry <u>Summer 1</u></p>		
7. Including Visual Language	Video recording of children – <u>Autumn 1</u>		Catchy headlines <u>Spring 1</u>	Descriptive language Advertising <u>Spring 1</u> Headings and subheadings <u>Spring 2</u>	Similes / metaphors – <u>Autumn 1</u> Organisational features of a text – headings, subheadings, bullet points - <u>Spring 2</u>	Alliteration and onomatopoeia – <u>Autumn 2</u> Personification, simile and metaphor – <u>Spring 1</u>	Headlines / captions – <u>Autumn 1</u>	<p>Introduce the ways in which visual features are used in advertisements – <u>Spring 2</u></p> <p>Know how to use images, font, colour and layout to create advertisements and packaging <u>Spring 2</u></p>	Know how film makers use basic camera angles <u>Spring 1</u>	<p>Know that camera angles create narrative perspective <u>Autumn 1</u></p> <p>Know how gestures, posture and facial expression and other non-verbal features create meaning <u>Autumn 1 Spring 2 Summer 2</u></p> <p>Knowing how visual images enhance written text for propaganda purposes <u>Summer 1</u></p>	Know how text is shown in the media – 19 century novel <u>Autumn 1 and 2</u>	Know how to recognise the effective use of non-verbal features in a speech and be able to use them in their own speech <u>end Spring 1 for Spoken language endorsement.</u>
8. Inference	Know that print carries meaning <u>Autumn 2 onwards</u>	<p>To begin to make simple inferences. <u>Autumn 2, Spring 1 and 2, Summer 1 and 2</u></p> <p>To predict what might happen on the basis of what has been read so far. <u>ALL SOW</u></p>	<p>To make inferences on the basis of what is being said and done. <u>ALL SOW</u></p> <p>To predict what might happen on the basis of what has been read so far in a text. <u>ALL SOW</u></p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p> <p>Draw inferences <u>ALL SOW</u></p> <p>Ask questions to improve understanding <u>ALL SOW</u></p> <p>To justify predictions using evidence from the text – retrieve and record information <u>ALL SOW</u></p>	<p>To draw inferences <u>ALL SOW</u></p> <p>To justify predictions from details stated and implied. <u>ALL SOW</u></p> <p>Discuss words and phrases that capture imagination <u>ALL SOW</u></p> <p>Ask questions to improve understanding <u>ALL SOW</u></p>	<p>To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. <u>ALL SOW</u></p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text. <u>ALL SOW</u></p> <p>Discuss words and phrases that capture imagination <u>ALL SOW</u></p> <p>Ask questions to improve understanding <u>ALL SOW</u></p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To draw inferences from characters’ feelings, thoughts and motives that justifies their actions - justifying views with evidence from the text. <u>ALL SOW</u></p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To predict what might happen from details stated or implied <u>ALL SOW</u></p>	<p>Showing and telling revised from KS2 inference <u>Autumn 1</u></p> <p>Students learn how to use Head, Heart and Hands to infer meaning <u>Autumn 1 and 2/ Spring 2 / Summer 1</u></p> <p>Know how to use still images to interpret a character’s motivation <u>Autumn 1 / Autumn 2</u></p> <p>Know how to use thought-tracking to interpret a character’s feelings and motivation <u>Autumn 1 and 2</u></p> <p>Know how to use role-play and acting to explore Treasure Island play text. <u>Summer 2</u></p>	<p>Students learn how to select both explicit and implicit information <u>Autumn 1 and 2 / Spring 1 and 2 / Summer 1</u></p> <p>Know how to skim and scan a text and make notes - <u>Autumn 1 and 2 / Spring 1 and 2 / Summer 1 and 2</u></p> <p>Know how to select relevant information <u>Autumn 1 and 2 / Spring and 2 / Summer 1 and 2</u></p> <p>Know how to interpret and perform poetry through voice, pace, rhythm, body, face, gestures and movement <u>Summer 1</u></p>	<p>Know how to show a relevant critical approach – <u>Autumn 1 and 2 / Spring 1 / Summer 1 and 2</u></p> <p>Know how to offer alternative interpretations <u>Autumn 1 and 2 / Spring 1 / Summer 1 and 2</u></p> <p>Know how directors interpret the play of Shakespeare in different ways <u>Summer 2</u></p> <p>Know how to select relevant information and summarise it <u>ALL SOW</u></p> <p>Know how to show a relevant, conceptualised critical and evaluative approach <u>All SOW</u></p> <p>Know when and how to offer alternative interpretations <u>All SOW</u></p>	<p>Be able to identify the difference between literal and inferential interpretation and explain it based on evidence <u>All SOW</u></p> <p>Master how to skim and scan a text <u>All SOW</u></p> <p>Know how to select relevant information and summarise it <u>ALL SOW</u></p> <p>Know how to show a relevant, conceptualised critical and evaluative approach <u>All SOW</u></p> <p>Know when and how to offer alternative interpretations <u>All SOW</u></p>	<p>Revision, practice and mastery.</p> <p>Improving speed and accuracy <u>throughout the final terms</u></p> <p>English language mock <u>Autumn 2 / Spring 2</u></p> <p>Modern text <u>Autumn 1 and 2 (mock Spring 1)</u></p> <p>19th Century and Shakespeare mock <u>Autumn 2</u></p>
9. Context	<p>Marvellous Me <u>Autumn 1</u></p> <p>Our Heroes <u>Autumn 2</u></p> <p>Wildlife Watchers <u>Spring 1</u></p>	<p>The Great Outdoors <u>Autumn 1</u></p> <p>Toys <u>Autumn 2</u></p> <p>Space <u>Spring 1</u></p>	<p>Great Fire of London <u>Autumn 1 and 2</u></p> <p>Explorers <u>Spring 1 and 2</u></p>	<p>Stone Age to Iron Age <u>Autumn 1 and 2</u></p> <p>The Ancient Egyptians <u>Spring 1 and 2</u></p>	<p>Contrasting Countries <u>Autumn 1</u></p> <p>Inventors <u>Autumn 2</u></p>	<p>Tourism <u>Autumn 1</u></p> <p>Mountains and Volcanoes <u>Autumn 2</u></p> <p>World War 1 <u>Spring 1</u></p>	<p>Titanic and the Americas <u>Autumn 1</u></p> <p>Mayan Civilization and the Americas <u>Autumn 2</u></p>	<p>Students learn about the context of Medieval and Victorian texts <u>Autumn 1/ Spring 1 and Summer 1</u></p>	<p>Know some of the context of production of gothic texts Eg time period, authors <u>Spring 1</u></p>	<p>Know some of the context of production Romeo and Juliet, Macbeth and Othello and how it affects meaning <u>Summer 2</u></p>	<p>Know and understand how the context of production influences content and style and how the context of reception influences</p>	<p>Create revision resources, practice and mastery. <u>ALL Year</u></p> <p>Know and understand how the context of production in a</p>

	<p>Amazing Animals <u>Spring 2</u></p> <p>Once Upon a Time <u>Summer 1</u></p> <p>Let's Go on an Adventure <u>Summer 2</u></p>	<p>My World <u>Spring 2</u></p> <p>Castles <u>Summer 1</u></p> <p>The UK <u>Summer 2</u></p>	<p>Seaside <u>Summer 1</u></p> <p>Heroes and Villains <u>Summer 2</u></p>	<p>Rainforests <u>Summer 1 and 2</u></p>	<p>Our Changing World <u>Spring 1 and 2</u></p> <p>Anglo Saxons and Vikings <u>Summer 1 and 2</u></p>	<p>Eastern Europe <u>Spring 2</u></p> <p>Ancient Greece <u>Summer 1</u></p> <p>Self-directed History <u>Summer 2</u></p>	<p>Crime and Punishment <u>Spring 1 and 2</u></p> <p>Our World <u>Summer 1 and 2</u></p>	<p>Know about the author Charles Dickens. Introducing context as informing the message of A Christmas Carol and how he creates characters <u>Autumn 1 / Spring 2</u></p> <p>Know how the author's life and times inform a text – <u>Spring 2</u></p> <p>Know how to link the relationship between text and context <u>Autumn 2 / Summer 1</u></p> <p>Know that the life and times of a poet may influence its content and meaning <u>Summer 1</u></p> <p>Looking at different cultures / diversity <u>Autumn 2 / Summer 1</u> (but integrated in all SOW)</p>	<p>Know that the life and times of a poet may influence its content and meaning <u>Summer 2</u></p> <p>Know when and how to explain the relationship between text and context <u>Autumn 2 / Spring 2, Summer 1</u></p> <p>Different cultures / diversity <u>Autumn 2 / Summer 1</u> / (but integrated through all SOW, especially as extension)</p>	<p>Know the significance of the supernatural, natural order and regicide, and linked to how women are presented in Shakespeare <u>Summer 2</u></p> <p>Know how the life and times of a poet may influence its content and meaning – diversity and culture <u>Summer 1</u></p> <p>Know how to explain the relationship between text, viewpoint and context in a range of texts <u>Autumn 2 / Summer 1, 2</u></p> <p>Different cultures / diversity <u>Autumn 1 / Spring 2 / Summer 1</u> (but integrated through all SOW)</p>	<p>meaning <u>Autumn 1, 2 Summer 1, 2</u></p> <p>Know how to add contextual detail to explain features of a text (19th Century and poetry anthology) and how they convey meaning and link with the writer's intentions <u>Autumn 1, 2 Summer 1, 2</u></p> <p>Know how to explain the relationship between text, viewpoint and context in a range of texts <u>Autumn 2 / Summer 1, 2</u></p> <p>Different cultures / diversity <u>Autumn 1 / Spring 2 / Summer 1</u> (but integrated through all SOW)</p>	<p>modern text influences content and style and how the context of reception influences meaning <u>Beginning in Autumn 2 / Spring 1</u></p> <p>Know how to add contextual detail to explain features of a text (Shakespeare) and how it can convey meaning and link with the writer's intentions <u>Autumn 1 and 2</u></p> <p>Revise 19th Century and Macbeth <u>Autumn 1 and 2 / Paper 1 mocks</u></p> <p>Know how to add contextual detail to explain features of a modern text and how they convey meaning and link with the writer's intentions <u>End of Autumn 2 / Spring 1</u></p>
<p>10. Compare and Contrast</p>	<p>Demonstrate understanding when talking to others about what they have read – <u>Summer 1</u></p> <p>Listen to and talk about non-fiction texts using new vocabulary <u>Summer 1 and 2.</u></p> <p>Describe the main events of simple stories they have read <u>Summer 2</u></p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences. <u>ALL SOW</u></p> <p>To retell familiar stories in increasing detail. To ask and answer questions about texts <u>ALL SOW</u></p> <p>To join in with discussions about a text, taking turns and listening to what others say. <u>ALL SOW</u></p> <p>To discuss the significance of titles and events. <u>ALL SOW</u></p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To link what they have read or have read to them to their own experiences. To make links between the text they are reading and other texts they have read (in texts that they can read independently) <u>ALL SOW</u></p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. <u>ALL SOW</u></p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text. <u>ALL SOW</u></p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To discuss the sequence of events in books and how items of information are related. To recall and summarise main ideas <u>ALL SOW</u></p> <p>Identify recurring themes and elements of difference stories. <u>Spring 1 and 2</u></p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes - Identify recurring themes and elements of difference in stories. <u>Spring 1 and 2</u></p> <p>Ask questions to improve understanding <u>ALL SOW</u></p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice. <u>ALL SOW</u></p> <p>Ask questions to improve understanding <u>ALL SOW</u></p>	<p>To read for pleasure, discussing, comparing, and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements</p>	<p>The skills of comparison are developed from KS2 and applied. <u>Autumn / Spring 1 and 2, Summer 1</u></p> <p>Comparative/contrasting connectives revised. <u>Autumn 1 and 2 / Spring 1 and 2 / Summer 1</u></p> <p>Know how to compare the content of texts. <u>Autumn 1 / Spring 1 and 2 / Summer 1</u></p>	<p>Know how to write a response that compares the structure of two texts <u>Autumn 1 / Spring 1 / Summer 1</u></p> <p>Know how to compare the content ideas, features of poems <u>Summer 1</u></p> <p>Know how to write an extended response comparing two poems <u>Summer 1</u></p>	<p>Know how to identify relevant similarities and differences - <u>Spring 1 and 2 / Summer 2</u></p> <p>Know how to complete a compare/contrast grid – <u>Spring 2 / Summer 1, 2</u></p> <p>Know how to compare the content ideas, features of poems <u>Summer 1</u></p> <p>Know how to plan a comparative answer using appropriate connectives <u>Spring 1 / Summer 2</u></p>	<p>Know how to compare/contrast the methods, ideas and viewpoints in the poems <u>Autumn 1, 2 Summer 2</u></p> <p>Know how to compare the methods, ideas and viewpoints in texts from different time periods and explain <u>Autumn 1 and 2 / Spring 1 and 2</u></p> <p>Compare change in characters in 19th Century / Shakespeare texts <u>Autumn 1 and 2 / Summer 1 and 2</u></p> <p>Know how to write a comparative response <u>ALL SOW</u></p>	<p>Create revision resources, practice and mastery.</p> <p>Continued revision of poetry</p> <p>Compare change in characters in Modern text <u>Autumn 1 and 2</u></p> <p>Know how to compare the methods, ideas and viewpoints in texts from different time periods and explain. English language paper 2 mock <u>Spring 1 or 2</u></p> <p>Compare change in characters in Shakespeare texts <u>Autumn 1 and 2</u></p>

							of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. Ask questions to improve understanding <u>ALL SOW</u>					
11. Writer's intentions	<p>Know that print carries meaning <u>Autumn 2 onwards.</u></p> <p>To engage in story times, re-telling and understanding simple stories. <u>Autumn 1 onwards</u></p> <p>To describe events in detail, using a range of connectives. <u>Autumn 2 onwards.</u></p>	<p>To say out but what they are going to write about</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils. To discuss favourite words and phrases <u>ALL SOW</u></p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g., to check that the ends of sentences are punctuated correctly).</p> <p>Discuss favourite words and phrases. <u>ALL SOW</u></p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme. <u>Spring 1 and 2</u></p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To explain and discuss understanding of reading <u>Summer 1 and 2</u></p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To identify how language, structure and presentation contribute to meaning of words in a context <u>Spring 1 and 2</u></p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>Introduce USP and Target Audience to be used in explanations <u>Spring 2</u></p> <p>Students learn that there is an implicit message in texts and link to Charles Dickens/Victorian context. <u>Spring 2</u></p> <p>Students begin to understand themes and writer's message <u>Autumn 2 / Spring 1 Summer 1</u></p>	<p>Know how to identify audience and purpose – <u>Autumn 1 and 2 / Spring 1 and 2, Summer 1 and 2</u></p> <p>Know how to link audience and purpose to explanations about language and structure <u>Autumn 1 and 2 / Spring 1 and 2 / Summer 1</u></p> <p>Know how to track a theme through a novel <u>Autumn 2</u></p> <p>Know how to link characterisation, plot, structure and language with theme and the writer's intentions in an essay <u>Autumn 2, Spring 1 Summer 2</u></p> <p>Know how to link characters, ideas and language to the theme of power in Shakespeare. <u>Summer 2</u></p> <p>Know how to use drama conventions to explore status and power <u>Summer 2 (although Drama will be a constant feature of each SOW)</u></p>	<p>Know how to adapt the structure, style and language of writing for different purposes (<u>Each SOW</u>)</p> <p>Know how to select relevant information and summarise it <u>Autumn 1 / Summer 1</u></p> <p>Know how to link audience and purpose to explanations about language and structure <u>Autumn 1 and 2, Spring 1, Summer 2</u></p> <p>Know how directors interpret the play in different ways and how this is conveyed <u>Summer 2</u></p> <p>Know that 19th Century writing takes different forms for different audiences and purposes and that the intentions of writers were different to modern writers <u>Spring 1</u></p> <p>Know that poems can be used for protest and propaganda – linking to diaspora and apartheid <u>Summer 1</u></p> <p>Know how to link characters, ideas and language to the theme of diversity and empowerment <u>Summer 1</u></p>	<p>Know and understand themes in set literature texts and how they relate to the writer's intention. Know how to structure a clear response to a thematic question <u>Autumn 1, 2 Summer 1, 2</u></p> <p>Know how to link comparisons to the writer's intentions <u>Spring 1, 2</u></p> <p>Know how to link the writer's intentions to detailed contextual information <u>Autumn 1, 2 Summer 1, 2</u></p> <p>Revise knowledge that 19th Century writing takes different forms for different audiences and purposes and that the intentions of writers were different to modern writers and apply to a range of extracts <u>Spring 1 and 2 Autumn 1 and 2</u></p> <p>Know how to link characters, ideas and language in poems to the theme of power and conflict in the AQA anthology and a range of language texts <u>Autumn 1 and 2, Summer 1 and 2</u></p>	<p>Create revision resources, practice, and mastery.</p> <p>Know and understand themes in a modern text and how they relate to the writer's intentions <u>Autumn 1 and 2</u></p> <p>Know how to link comparisons to the writer's intentions <u>Paper 2 mock Spring 1 or 2.</u></p> <p>Know how to link the writer's intentions to detailed contextual information - Literature mock <u>Autumn 2</u></p> <p>Know how to link characters, ideas and language in poems to the theme of power and conflict in the AQA anthology and a range of language texts <u>Autumn 1 and 2, Spring 1 and 2</u></p>
12. Phonics and Spelling	<p>Hearing initial sounds in words <u>Autumn 1</u></p> <p>Phase 1 early listening skills <u>Autumn 1</u></p> <p>Phase 2 – <u>Autumn 1 and 2 and Summer 1</u></p> <p>Phase 3 – <u>Autumn 2 / Spring 2 / Summer 1</u></p> <p>Phase 4 – <u>Spring 1, 2 and Summer 1</u></p> <p>Applying phonics knowledge to write</p>	<p>To apply phonic knowledge and skills as the route to decode words and spell words <u>Autumn 1 /</u></p> <p>Suffix – 's', 'es', 'ed' - <u>Spring 1</u></p> <p>Suffix – 'est', <u>Spring 2</u> 'er', 'ing' <u>Autumn 2 Spring 2 / Summer 2</u></p> <p>Suffix – 'er', 'est' – <u>Summer 1</u></p>	<p>Longer spellings - Suffix – '-ness', '-full', '-less', '-ly', <u>Spring 1</u></p> <p>Adverbs adding 'ly' <u>Summer 1</u></p> <p>Form simple past tense by adding 'ed' <u>Autumn 1</u></p> <p>To continue to apply phonic knowledge and skills as the route to decode words until</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-,</p>	<p>Proofreading for spelling errors – <u>Spring 2</u></p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. (All Year)</p> <p>To apply their knowledge of root words, prefixes and</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>Spelling rules (phonics) are revised from KS2 within lessons and through starters <u>ALL SOW – introduction of KS3 SPAG books.</u></p> <p>Students use phonics to spell new words. Students learn to spell some 19th Century vocabulary <u>Spring 1 and 2, Summer 1</u></p>	<p>Revise spelling rules from Y7 through starters <u>ALL SOW – introduction of KS3 SPAG books</u></p> <p>Spell more sophisticated vocabulary correctly <u>ALL SOW – introduction of KS3 SPAG books</u></p>	<p>Revision, of spelling rules and common spelling errors, practice and mastery. <u>ALL SOW Language Workbooks</u></p>	<p>Revision, practice and mastery – Mainly <u>Spring 1, 2 but throughout the terms. Language Workbooks</u></p>	

	<p>CVC, CVCCC and CVVC words – Autumn 1 and 2, Spring 1 and 2/Summer 1 and 2.</p> <p>Read and spell some common exception words. Spring 1 onwards.</p> <p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>automatic decoding has become embedded and reading is fluent. Spring 1</p> <p>To begin to spell common exception words correctly Spring 1</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes. *</p> <p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p> <p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>suffixes/word endings to read aloud fluently.</p> <p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>	<p>Read, Write, Inc Phonics Programme with fully decodable texts.</p>					
13. Punctuation and Grammar	<p>Full stops - Autumn 2, Spring 1 and 2, Summer 1 and 2</p> <p>Capital letters Spring 2, Summer 1 and 2</p> <p>Finger spaces All terms</p>	<p>Write in a sentence beginning with a capital letter, fingers spaces and ending with a full stop Autumn 1 or exclamation, question Autumn 2, Spring 1 and 2, Summer 1 and 2</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I' - Spring 1</p> <p>To use finger spaces. ALL</p>	<p>Write a statement beginning with a capital letter, fingers spaces and ending with a full stop Autumn 1</p> <p>Write in sentence beginning with a capital letter and ending with a full stop Autumn 2</p> <p>Write an exclamation sentence ending with an exclamation Spring 1</p> <p>Use commas to separate lists - Summer 1</p> <p>Apostrophes to make singular possession and contractions. (omission) Summer 2</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>Recap on basic punctuation – Autumn 1</p> <p>To punctuate direct speech accurately, including the use of inverted commas. Speech – Spring 1 and 2</p> <p>Inverted commas Spring 2 / Summer 1</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas – Summer 2</p> <p>Fronted adverbials with a comma – Autumn 1</p> <p>To consistently use apostrophes for singular and plural possession – Spring 2.</p> <p>Proofread for spelling and punctuation errors – Spring 2</p> <p>Exclamation sentences with exclamation marks – Spring 2</p> <p>Quotations and using inverted commas and colons - Summer 1</p>	<p>To use brackets, dashes or commas to indicate parenthesis – to separate clauses Autumn 2</p> <p>Commas to clarify meaning or avoid ambiguity – Spring 2 and Summer 2</p> <p>Colon to introduce a list Spring 1</p> <p>Semi colons, colons and dashes – Spring 2 and Summer 2</p> <p>Bullet points</p> <p>Inverted commas for direct speech Summer 1</p> <p>Dialogue to advance the actions Summer 1</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Direct Speech Autumn 1</p> <p>Apostrophes Autumn 1</p> <p>Inserting missing punctuation Spring 2</p>	<p>Revised from KS2 through starter tasks and personal targets (ALL SOW) ALL SOW – introduction of KS3 SPAG books.</p> <p>Know how authors use punctuation for effect Autumn 1 / Spring 1, Summer 1</p>	<p>Know how writers use more sophisticated punctuation for effect Autumn 1 / Spring 2</p> <p>ALL SOW – introduction of KS3 SPAG books</p>	<p>Know the correct and formal uses of punctuation (ALL SOW) ALL SOW – introduction of KS3 SPAG books – weekly sessions.</p> <p>Know how to use the full range of punctuation accurately and for effect (ALL SOW) ALL SOW – introduction of KS3 SPAG books weekly sessions.</p> <p>Know how to recognise and explain the writer's choice of vocabulary grammatical and structural features All SOW - ALL SOW – introduction of KS3 SPAG books – weekly sessions.</p>	<p>Complete SPAG worksheets to thoroughly revise spelling rules. Language / Spelling Workbooks</p> <p>Confidently use the full range of punctuation accurately and for effect Language / Spelling Workbooks</p> <p>Know how to evaluate the writer's choice of vocabulary grammatical and structural features. Spring 1,2 Language / Spelling Workbooks</p>	<p>Revision, practice and mastery. (ALL SOW)</p>
14. Terminology / Key vocabulary	<p>Phonics - All Year</p> <p>Rhyming words – Autumn 1</p> <p>Simple sentences - Autumn 1 / Spring 1 and 2 / Summer 1 and 2</p> <p>Finger spacing - Autumn 1 / Spring 1 and 2 / Summer 1 and 2</p> <p>Full stops – Autumn 1 / Spring 1 and 2 / Summer 1 and 2</p> <p>Capital letters - Autumn 1 / Spring 1</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark and noun phrases.</p> <p>Simple sentences / capitals, full stops - Autumn 1 then exclamation / question mark / Spring 1 and 2 / Summer 1 and 2</p> <p>Suffix Autumn 2 / Spring 1 and 2 / Summer 1 and 2</p> <p>Phonics – Spring 1</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>Adverbials of time Autumn 1</p> <p>Co-ordinating conjunctions (or, and, but) Autumn 1 / Summer 1</p> <p>Subordinate conjunctions (when, if, that, because) – Spring 2</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>Commands, conjunctions, adverbs – Autumn 1</p> <p>Prepositions – Autumn 1 and Summer 2</p> <p>Time conjunctions – Spring 1 / Summer 1 and 2</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p> <p>Verbs and adverbs – Autumn 1</p> <p>Fronted adverbials Autumn 1 / Spring 1 / Summer 2</p> <p>Creative vocabulary – Autumn 1</p> <p>Power verbs – Autumn 1</p> <p>Adverbs and modal verbs / Emotive</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity..</p> <p>Expanded noun phrases - Autumn 1 / Summer 1</p> <p>Word Class Revision – Autumn 1</p> <p>Active and Passive Voice – Autumn 1 / Spring 2 / Summer 1</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity..</p> <p>Passive/active verbs Autumn 1 / Spring 1 / Summer 1</p> <p>Prepositions - Autumn 2 / Spring 2 / Summer 1</p> <p>Conjunctions / cohesive devices / adverbials – Autumn 2 / Summer 1</p>	<p>Head, Hands, Heart (ALL) Autumn 1</p> <p>Characterisation Autumn 1</p> <p>Caricature</p> <p>Exaggeration</p> <p>Hyperbole/litotes</p> <p>Simile</p> <p>Metaphor</p> <p>Hook</p> <p>Narrator</p> <p>Narrative voice</p> <p>Narrative perspective Autumn 2</p> <p>Character tracking</p> <p>Narrative voice</p> <p>Narrative perspective</p> <p>Skimming/scanning</p> <p>Hook</p> <p>Language devices</p> <p>Structure Spring 1</p>	<p>Head, Hands and Heart ALL SOW</p> <p>Autumn 1</p> <p>Hook (Y7)</p> <p>Beginnings and endings</p> <p>Narrative perspective</p> <p>Structure (Y7)</p> <p>Internal structure</p> <p>Characterisation (Y7)</p> <p>Character tracking (Y7)</p> <p>Skim and scan (Y7)</p> <p>Tension</p> <p>Rising/falling action</p> <p>Suspense</p> <p>Climax</p> <p>Relief Autumn 2</p> <p>Characterisation (Y7)</p> <p>Character tracking (Y7)</p> <p>Narrative voice (Y7)</p>	<p>Head, Hands and Heart (Y7/8) ALL – but focused on Autumn 1 and 2 SOW</p> <p>What, How, Why ALL SOW</p> <p>Autumn 1</p> <p>Characterisation (Y7/8)</p> <p>Dystopian</p> <p>Utopian</p> <p>Science Fiction</p> <p>Mise-en-scene</p> <p>Camera angles</p> <p>Shot types.</p> <p>Diegetic sound</p> <p>Non-diegetic sound</p>	<p>Autumn 1 and 2</p> <p>As well as specific key words for 19 Century What, How, Why (Y9) Characterisation (KS3) Context (KS3) Duologue (KS3) Monologue (KS3) Soliloquy (KS3) Aside (KS3) Tragedy (KS3) Iambic pentameter (KS3) Trochaic tetrameter (KS3) Protagonist (KS3) Dramatic irony (KS3) Divine Right of Kings (KS3) Regicide (KS3) Natural Order (KS3) Globe Theatre (KS3) William Shakespeare (KS3)</p> <p>Spring 1</p> <p>What, How, Why (Y9) Characterisation (KS3) Language devices (KS3) Select and retrieve (KS3) Structure (KS3) Evaluate</p>	

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