

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Reading:</p> <ul style="list-style-type: none"> -Extract main points and information by using a range of strategies - Use inference and deduction to recognise implicit meaning at sentence and text level - Make relevant notes when gathering ideas - Identify and understand the main ideas, viewpoints, themes or purpose - Make a personal response to text and provide some textual reference in support - Understanding different ways texts can reflect the social, cultural and historical context in which they were written - Identify and describe the effect of the writer’s use of specific literary, rhetorical and grammatical features - Explore the range of different ways writer’s use layout, form and presentation in a variety of texts - Explore the variety of ways content can be organised, structured and combined. 	<p>Reading:</p> <ul style="list-style-type: none"> - Use a range of strategies to retrieve information and distinguish between fact and opinion - Use inference and deduction to explore layers of meaning - make relevant notes when researching different sources -trace the development of a writer’s ideas, viewpoint and themes - respond to text by making precise points and relevant textual support -explore the concept of literary heritage, why certain texts are important and their influence -explore the range, variety and overall effect on readers of literary and non-literary texts -explain how specific choices of form, layout and presentation create effect -explain how specific structural and organisational choices create effect 	<p>Reading:</p> <ul style="list-style-type: none"> - Select from a strategies to locate, retrieve and compare information - use a repertoire of strategies to analyse and explore different layer of meaning -Make relevant notes using different formats and approaches -analyse and respond to differing viewpoints, purpose and themes -develop interpretation of texts with detailed textual evidence -develop an informed understanding of how experiences and values are portrayed in texts from different cultures -analyse in depth and detail writers’ use of literary, rhetorical and grammatical features on different readers -analyse how meaning is conveyed differently according to layout, form and presentation -analyse how meaning can be conveyed in different ways according to structural and organisational choices 	<p>Reading:</p> <ul style="list-style-type: none"> - analyse, compare and contrast information carefully taking into account origin and purpose (bias/opinion) - use a repertoire of strategies to analyse, compare and respond to layers of meaning, subtlety and allusion. -summarise and synthesis relevant information from a range of sources -analyse, compare and contrast ideas and viewpoints -build interpretation of a whole text and supporting with precise analysis, evidence and explanation -make informed connections and comparisons between texts that are different in time, culture and tradition -compare and contrast how writer’s use specific literary features to shape meaning -compare and contrast the effectiveness of different forms, layout and presentational choices -compare and contrast how writers shape texts through structure and organisation 	<p>Reading:</p> <ul style="list-style-type: none"> - Analyse, compare and contrast with insight into their context and content, evaluating validity and relevance - Select effectively and flexibly from a range of reading strategies to explain meaning, subtlety and allusion in increasingly challenging texts -synthesis and summarise relevant information succinctly -evaluate the ways ideas, viewpoints and themes may be interpreted according to perspective -develop and sustain independent interpretations making concise evaluative comments supported by the text -analyse the values and assumptions of writers by making links between texts and their social and historical context -analyse how literary features shape meaning in explicit and implicit ways to create impact -make informed, independent judgements about writers’ specific form, layout and presentational choices -make detailed analysis and comparison of the ways writer’s manipulate and shape meaning in a range of text
<p>Writing:</p> <ul style="list-style-type: none"> - develop different ways of generating organising and shaping ideas, using a range of planning format and methods to draw on the conventions of different forms - Develop character, voice and viewpoints in own fiction and non-fiction writing drawing on evidence and opinions -Use punctuation accurately to clarify meaning and create effects - Vary sentence length and structure to provide appropriate detail and create effects appropriate to purpose and reader - Use vocabulary precisely and imaginatively to extend meaning - Make ideas clear and sequenced by appropriate use of paragraphs and linking phrases - Shape overall sequence and organisation to convey ideas clearly - Make improvements as writing progresses by developing editing and proofreading. - Developing understanding of the conventions of SE and how to use them consistently in response to audience and purpose - Spell common words correctly - Increase knowledge of word families, roots and regular spelling patterns 	<p>Writing:</p> <ul style="list-style-type: none"> - explore, problem-solve, connect and shape ideas when planning writing - draw on techniques and devices to develop distinctive character and viewpoint in fiction and non-fiction -draw on a range of punctuation to clarify meaning and cohesion -draw on a range of punctuation to clarify meaning, aid cohesion and create effects -draw on knowledge of a variety of sentence lengths and structures to clarify ideas and create a range of effects -create considered and appropriate effects by drawing on their own vocabulary and by using strategies to extend those choices -use a range of cohesive devices to connect ideas within and between paragraphs -experiment with different ways of presenting texts, drawing on a range of formats -apply skills in editing and proofreading in a range of different contexts -understand the significance and importance of conventional SE in their own writing -spell most words correctly including some complex and polysyllabic words and unfamiliar words -apply knowledge of spelling skills and strategies with increasing independence 	<p>Writing:</p> <ul style="list-style-type: none"> -link ideas and planning choices explicitly to a clear sense of task, audience and purpose -sustain distinctive character voice and establish a clear and logical viewpoint through careful selection in fiction and non-fiction writing -deploy a range of punctuation accurately to enhance and emphasis meaning and clarity -deploy sentence structures to enhance, emphasis meaning and aid cohesion -select words carefully from within and beyond their own vocabulary, considering how choices will create meaning -shape and craft language within individual paragraphs, and structure ideas between the,, to achieve particular effects -select most appropriate format and layout -evaluate the effectiveness and likely impact on reader by using editing, proofreading and reviewing processes -write fluently and sustain SE in a wide and varied texts and contexts, and for a range of purposes and audiences -spell correctly throughout substantial texts including ambitious or complex polysyllabic words 	<p>Writing:</p> <ul style="list-style-type: none"> -draw efficiently on and adapt a range of possible ways to generate, plan and shape ideas for impact -develop and deploy a range of techniques to establish character/voice or to sustain a clear logical viewpoint -shape and craft writing which draws on their understanding of how writers use punctuation with clear consideration of effect -select from a wide range of structures to shape, craft and adapt their own writing for meaning - shape reader’s response through conscious choices and in planned ways by selecting vocabulary ambitiously -draw on a range of paragraph structures, links and combinations to convey ideas and effects Shape, craft and adapt form, layout and organisation in ways that have clear purpose and effect Review and revise writing successfully and independently based on the careful consideration of the potential impact on readers -write fluent and sustained SE in a range of familiar and unfamiliar contexts -review and revise spelling strategies for dealing with words in unfamiliar and familiar contexts or under time or other constraints 	<p>Writing:</p> <ul style="list-style-type: none"> -respond flexibly and imaginatively to a range of tasks by selecting and adapting appropriate forms of planning methods -engage a reader in a range of ways through inventive use of voice, point of view or character and establish and sustain clear, credible viewpoints on complex subjects. -shape, craft and adapt sentences and punctuation from a wide repertoire of styles and types deployed by writer -exploit the full range, forms and combinations of vocabulary to create levels of meaning from subtle to more explicit -exploit the full range of structures, style and links between paragraphs to achieve specific effects -exploit full range of potential forms, types of organisations in creative and appropriate ways -review and revise work with insight and independence and make considered choices about content and structure write fluent and sustained SE in a range of familiar and unfamiliar contexts -review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts, or when imaginative and ambitious choices are made, or under time or other constraints
<p>Speaking and Listening</p> <ul style="list-style-type: none"> - Identify key features of speech in a variety of contexts - Identify, sift and summarise the most important points of key ideas - Tailor and structure vocabulary of talk to clarify ideas and guide a listener with verbal and non-verbal techniques - Recognise different conventions and forms in speech - Use main conventions of standard English - Make clear, relevant contributions to group discussion and acknowledge and respond to others - Take different roles in discussions - Explore ideas through a variety of dramatic approaches - Work on and develop dramatic performances and comment on the work of others 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> -explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement -explain speakers’ intentions from a variety of contexts -select the most appropriate way to structure speech for clarity and effect -use a range of verbal and non-verbal techniques -adapt SE for the level of formality and situations -make sustained contributions to group discussion and explain ideas and ask pertinent questions/suggestions -develop and evaluate dramatic performances and roles through a range of dramatic conventions, techniques and styles 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> -respond to speakers and give constructive feedback on skills, subject matters and intended listeners -analyse the underlying themes or issues in a range of different contexts -select from a wide repertoire to organise and structure speech to present information appropriately and persuasively -develop and choose from a range of verbal and non-verbal techniques to actively involve listeners -use SE with the degree of formality suited to listeners, context and purpose -recognise strengths and identify areas for improvement by drawing on ideas collaboratively -sustain a range of performance and roles through selections, adaptations and views of others. 	<p>Speaking and listening:</p> <ul style="list-style-type: none"> -analyse, compare and contrast features of speech in a range of contexts and relate them to their own speech -compare, contrast and synthesis what they hear in different contexts and distinguish between meaning -present or contribute to talk in clear, effective and flexible ways when exploring challenging content -sustain interest of listeners and influence their responses by selecting effective verbal and non-verbal techniques -use fluent and sustained SE in a range of familiar and unfamiliar contexts -compare and take account of different points of view and make judgements about when to lead discussions -sustain a variety of challenging and complex processes, narratives and performances through selection of appropriate conventions and styles 	<p>Speaking and listening:</p> <p>Make detailed and informed judgements about the effects of features of speech and apply this knowledge in a range of contexts</p> <ul style="list-style-type: none"> -draw out speakers’ intentions, implicit meaning and nuances, make perceptive analysis and evaluate their own interpretations of spoken texts -deploy a wider and sophisticated repertoire to create clear, effective and powerful presentations or contributions to discussions -appeal to listeners, challenge their views and assumptions by selecting and deploying a repertoire of verbal and non-verbal techniques -make judicious, flexible and confident use of SE for purpose -negotiate, challenge and build on the views of others by suggesting alternative interpretations -plan, develop and sustain a rich and varied range of dramatic roles, performance and narratives