

TERM 1 (AUTUMN 1-2)	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
	<u>Literacy and Narrative Writing</u>	<u>Power and Ambition- Animal Farm and Transactional Writing</u>	<u>The Gothic – Jekyll and Hyde, Gothic Poetry and Creative Writing</u>
	<p>Writing Skills (N/C KS3):</p> <ul style="list-style-type: none"> • Write fluently, accurately, effectively and at length • Well-structure narratives • Stories and other imaginative writing • Applying growing vocabulary, grammar and text structure • Literary and rhetorical devices • Plan, draft, edit and proof-read • Amend vocab, grammar and structure to improve coherence • Accurate grammar, punctuation and spelling • Use Standard English confidently <p>Mid- Assessment: Creative Writing- Short story</p> <p>End-Assessment: Creative Writing- Short story</p> <p>Literacy:</p> <p>Parts of Speech Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection</p> <p>Sentences Simple, compound, complex & minor</p> <p>Spelling</p> <p>Tenses</p>	<p>Language Comp 2 Reading: Find and Retrieve, Writer’s Craft, Evaluation, Synthesis and Comparison</p> <p>Transactional Writing: Speech/Article/ Leaflet</p> <p>S+L: Argue</p> <p>Reading Skills (N/C- KS3):</p> <ul style="list-style-type: none"> • Setting, plot, characterisation, figurative language, vocabulary choice, grammar, text structure • In-depth study of an author’s work • New vocabulary • Make inferences • Refer to evidence in the text • Knowing purpose, audience and context • Comprehension <p>Writing Skills (N/C- KS3):</p> <ul style="list-style-type: none"> • Write accurately, fluently and effectively at length • Non-narrative texts including arguments, personal and formal letters • Summarising and organising material • Supporting ideas and arguments with factual detail • Consider how writing reflects the audiences and purposes for which it is intended • Pay attention to grammar, punctuation and spelling • Amend vocab, grammar and structure to improve overall effectiveness • Notes and polished scripts for talks and presentations 	<p>Lit Reading: PEEZL, essay writing- intro/conclusion</p> <p>Creative Writing: Gothic short story- focus on description/setting</p> <p>S + L: Interview skills</p> <p>Reading skills (N/C- KS3):</p> <ul style="list-style-type: none"> • Setting, plot, characterisation, figurative language, vocabulary choice, grammar, text structure • Recognising a range of poetic conventions and understanding how these have been used • In-depth study of an author’s work • New vocabulary • Make inferences • Refer to evidence in the text • Knowing purpose, audience and context • Comprehension <p>Writing Skills (N/C- KS3):</p> <ul style="list-style-type: none"> • Write fluently, accurately, effectively and at length • Well-structure narratives • Stories and other imaginative writing# • Applying growing vocabulary, grammar and text structure • Literary and rhetorical devices • Plan, draft, edit and proof-read

Past, present and future

Vocabulary

Punctuation

Full stop, capital letters, speech marks question mark, exclamation mark, comma, semicolon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis

Autumn 2- Wonderscape- and Transactional Writing

Reading: Component 2 Reading Skills- Find and Retrieve, Writer’s Craft, Evaluation, Synthesis, Comparison

Writing: Transactional Writing- Speech, Leaflet, Review, Report, letter

Speaking and Listening- Interview Skills

Reading Skills (N/C KS3):

- Setting, plot, characterisation, figurative language, vocabulary choice, grammar, text structure
- In-depth study of an author’s work
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

Writing Skills (N/C KS3):

- Write accurately, fluently and effectively at length
- Non-narrative texts including arguments, personal and formal letters

- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Express own ideas and keep to the point
- Participate in formal debates ad structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

(writing for change- bicycle helmets, pollution, public transport, homework, junk food, veganism, monarchies, smoking)

Mid- Assessment:

Language Comp 2 Reading: Find and Retrieve, Writer’s Craft, Evaluation, Synthesis and Comparison

Transactional Writing: Speech as a character

S+L: Argue in favour or against issue from text

Mid- Assessment:

Language Comp 2 Reading: Find and Retrieve, Writer’s Craft, Evaluation, Synthesis and Comparison

Transactional Writing: Speech as a character

S+L: Argue in favour or against issue from text

Experience:

Signing e-petition/ local MP/ Parliament resources?

- Amend vocab, grammar and structure to improve coherence
- Accurate grammar, punctuation and spelling
- Use Standard English confidently
- Notes and polished scripts for talks and presentations
- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates ad structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Lit Reading: Exploration of theme over time

Creative Writing: Gothic short story- focus on description/setting

S + L: Interviewee/ interviewer as character from novella

End- Assessment:

Lit Reading: Exploration of theme over time

- Summarising and organising material
- Supporting ideas and arguments with factual detail
- Consider how writing reflects the audiences and purposes for which it is intended
- Pay attention to grammar, punctuation and spelling
- Amend vocab, grammar and structure to improve overall effectiveness

Speaking and Listening Skills (N/S- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates and structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Reading- Find and retrieve from extract, Writer's craft and Evaluation question on character from extract

Transactional Writing-

Leaflet/ Speech

Speaking and Listening-

Interviewer/ Interviewee as character from text

End- Assessment:

Reading- Find and retrieve from extract, Writer's craft and Evaluation question on character from extract

Links to National Curriculum-

Reading:

20th Century fiction- range of genre- satire/allegory

Literacy:

Parts of Speech

Adjectives, verbs, noun, pronoun

Sentences- simple, compound and complex

Punctuation

N/N- Full stop, capital letters

Question mark, exclamation mark, comma

Tenses

Past tense

Vocabulary

Spelling

Creative Writing: Gothic short story- focus on description/setting

S + L: Interviewee/ interviewer as character from novella

Experience:

Gothic story/poetry-telling evening- near to Halloween?

Links to National Curriculum-

Reading:

Genre- gothic- fiction and poetry- 19th century

Literacy:

Parts of Speech

Noun, pronoun, adjective, verb, adverb

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, brackets, ellipsis, speech marks

	<p>Transactional Writing- Leaflet/ Speech</p> <p>Speaking and Listening- Interviewer/ Interviewee as character from text</p> <p>Experience:</p> <p>Links to National Curriculum-</p> <p>Reading: Contemporary fiction</p> <p>Literacy:</p> <p>Parts of Speech Adjectives & verbs</p> <p>Sentences- simple and compound</p> <p>Punctuation Full stop, capital letters, question mark, exclamation mark</p> <p>Vocabulary</p> <p>Spelling</p>		
TERM 2 (SPRING 1-	<p>Poetry and Short Stories Across the Ages & Creative Writing</p> <p>Cultural, romantics, contemporary, types of poem, gender</p> <p>Lit- Reading: SMILE? PEEZL</p> <p>Creative Writing- poetic techniques</p> <p>S+L- Presentation skills</p>	<p>Love and Relationships- Romeo and Juliet & Transactional Writing</p> <p>Literature reading skills - (PEEZL)</p> <p>Writing- letter, report, article</p> <p>S+L- Interview Skills</p> <p>Reading Skills (N/C- KS3):</p>	<p>English Language Component 1 and 2- Reading and Writing</p> <p>Reading: Find and Retrieve, Writer’s Craft, Evaluation, Synthesis, Comparison</p> <p>Writing- Creative- Plot, character, organisation, structure, grammar, sentences, punctuation, spelling, tenses, vocabulary</p>

Reading Skills (N/C- KS3):

- recognising a range of poetic conventions and understanding how these have been used
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

Writing Skills (N/C – KS3):

- Write fluently, accurately, effectively and at length
- Well-structure narratives
- Stories and other imaginative writing#
- Applying growing vocabulary, grammar and text structure
- Literary and rhetorical devices
- Plan, draft, edit and proof-read
- Amend vocab, grammar and structure to improve coherence
- Accurate grammar, punctuation and spelling
- Use Standard English confidently
- Notes and polished scripts for talks and presentations
- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates ad structured discussions

- Understand how plays are communicated through performance, alternative staging, different interpretations
- Make critical comparisons across texts (The Tempest- Yr7)
- In-depth study of an author’s work
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

Writing Skills (N/C- KS3):

- Write accurately, fluently and effectively at length
- Non-narrative texts including arguments, personal and formal letters
- Summarising and organising material
- Supporting ideas and arguments with factual detail
- Consider how writing reflects the audiences and purposes for which it is intended
- Pay attention to grammar, punctuation and spelling
- Amend vocab, grammar and structure to improve overall effectiveness
- Notes and polished scripts for talks and presentations
- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates ad structured discussions

Writing- Transactional-

Purpose, Audience, Form, Register, Developing Content, Structure, Sentences, Punctuation, Spelling, Tenses, Vocabulary

FORMS: Speech, article, review, report, leaflet, letter

Reading Skills (N/C-KS3):

- Setting, characterisation, figurative language, vocabulary choice, grammar, text structure
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

KS4 Reading Skills to Introduce (N/C- KS4):

- Summarise and synthesis ideas and information
- Evaluate texts for their usefulness for particular purposes
- Identify and interpret themes, ideas and information
- Seek evidence in the text to support a point of view
- Distinguish between statements that are supported by evidence and those that are not
- Identify bias and misuse of evidence
- Analyse writer’s choice of vocabulary, form, grammar and structure- evaluate their effectiveness and impact
- Make critical comparisons

Writing Skills (N/C- KS3):

- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Lit- Reading: Discussion of ideas in one poem from anthology

Creative Writing: Writing of own poem using inspiration anthology reading

S+L- Presentation: Analysis of one poem studied from anthology presented to class

End- Assessment:

Lit- Reading: Discussion of ideas in one poem from anthology

Creative Writing: Writing of own poem using inspiration anthology reading

S+L- Presentation

Analysis of one poem studied from anthology presented to class

Experience: Telford Park School short story and poetry anthology/ presentation evening for students with work included?

Links to National Curriculum-

Reading:

Poetry – coverage of historical periods, authors and forms

Literacy:

Parts of Speech

Noun, pronoun

- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Lit Reading: Exploration of theme in extract

Transactional Writing- Letter

S+L: Interviewee/ interviewer as characters from play

End- Assessment:

Lit Reading: Exploration of theme in extract

Transactional Writing- Letter

S+L: Interviewee/ interviewer as characters from play

Experience:

Theatre trip/ production?

Links to National Curriculum-

Reading:

Range of genres- play (Shakespeare)

Literacy:

Parts of Speech

Determiners, adverb, prepositions

Sentences- complex and minor

Punctuation

N/N- Full stop, capital letters

Semi-colon, colon

Tenses

Present tense

- Write fluently, accurately, effectively and at length
- Well-structure narratives
- Stories and other imaginative writing#
- Applying growing vocabulary, grammar and text structure
- Literary and rhetorical devices
- Plan, draft, edit and proof-read
- Amend vocab, grammar and structure to improve coherence
- Accurate grammar, punctuation and spelling
- Use Standard English confidently
- Non-narrative texts including arguments, personal and formal letters
- Summarising and organising material
- Supporting ideas and arguments with factual detail
- Consider how writing reflects the audiences and purposes for which it is intended
- Pay attention to grammar, punctuation and spelling
- Amend vocab, grammar and structure to improve overall effectiveness

KS4 Writing Skills to Introduce (N/C- KS4):

- Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue
- Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis
- Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context
- Use Standard English where appropriate

Sentences- compound and complex

Punctuation

N/N- capitals and full stops

Comma, semi-colon, colon, speech marks

Tenses

Past tense

Vocabulary

Spelling

Full stop, capital letters, question mark, exclamation mark

Vocabulary

Spelling

Spring 2- Words are Power! with Creative Writing

Reading: Lit reading skills- PEEZL

Writing- creative writing

S+L- Discussion

Reading Skills (N/C- KS3):

- Setting, plot, characterisation, figurative language, vocabulary choice, grammar, text structure
- In-depth study of an author's work
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

Writing Skills- (N/C- KS3):

- Write fluently, accurately, effectively and at length
- Well-structure narratives
- Stories and other imaginative writing#
- Applying growing vocabulary, grammar and text structure
- Literary and rhetorical devices
- Plan, draft, edit and proof-read
- Amend vocab, grammar and structure to improve coherence
- Accurate grammar, punctuation and spelling
- Use Standard English confidently

- Make notes, draft and write using information provided by others
- Revise, edit and proof-read
- Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness
- Accuracy and effectiveness of grammar, punctuation and spelling

Ongoing Assessment:

Component 1-

Ruby Lennox

Component 2-

America's Toughest Prisons
Speech/letter

End-Assessment

Component 1- Pat and Bruce paper

Creative Writing

Component 2-

Whales Under Threat (Autumn 2017)

Links to National Curriculum-

Reading:

Contemporary fiction, 21st century and 19th century non-fiction

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates and structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Lit Reading- PEEZL- Character over time

Writing- Short story based upon extract from novel

S+L- Discussion of issues/character from novel

End- Assessment:

Lit Reading- PEEZL- Character over time

Writing- Short story based upon extract from novel

S+L- Discussion of issues/character from novel

Experience:

Links to National Curriculum-

Reading:

Contemporary fiction

Literacy:

Parts of Speech

Conjunctions, interjections

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis, speech marks

		<p><u>Sentences</u>- compound & complex</p> <p><u>Punctuation</u> N/N- Full stop, capital letters Apostrophes, hyphens, dashes, speech marks</p> <p><u>Tenses</u> Future tense</p> <p><u>Vocabulary</u> <u>Spelling</u></p>	
TERM 3 (SUMMER 1-2)	<p><u>Men vs. Monsters – The Tempest & Transactional Writing</u></p> <p><u>Lit Reading:</u> PEEZL</p> <p><u>Transactional Writing-</u> Travel Writing, email, review, letter, blog</p> <p><u>Speaking and Listening-</u> Discussion skills</p> <p><u>Reading Skills- (N/C- KS3):</u></p> <ul style="list-style-type: none"> • Understand how plays are communicated through performance, alternative staging, different interpretations • In-depth study of an author’s work • New vocabulary • Make inferences • Refer to evidence in the text • Knowing purpose, audience and context • Comprehension <p><u>Writing Skills (N/C- KS3):</u></p>	<p><u>Oliver Twist & Creative Writing (all DI students)/ Non-DI- The 19th Century</u></p> <p><u>Lang Reading-</u> Find and Retrieve, Writer’s Craft, Evaluation, Synthesis and Comparison</p> <p><u>Creative Writing-</u> Short story based on extract for inspiration</p> <p><u>S+L-</u> Presentation skills</p> <p><u>Reading Skills (N/C- KS3):</u></p> <ul style="list-style-type: none"> • New vocabulary • Make inferences • Refer to evidence in the text • Knowing purpose, audience and context • Comprehension • Recognising a range of poetic conventions and understanding how these have been used • Make critical comparisons between texts (poetry- Yr 7) • Setting, plot, characterisation, figurative language, vocabulary choice, grammar, text structure 	<p><u>Macbeth (1st Reading) & Transactional Writing</u></p> <p><u>Lit Reading:</u> PEEZL, <u>essay writing skills</u></p> <p><u>Writing: Article, speech, letter</u></p> <p><u>S+L: Discussion skills</u></p> <p><u>Reading Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • Summarise, synthesis ideas and information • Draw on knowledge of the purpose, audience and context of the writing • Identify and interpret themes, ideas and information • Explore aspects of plot, character, events, setting • Seek evidence in the text to support a point of view • Analyse writer’s choice of vocab, form, grammar and structural features- evaluate effectiveness and impact

- Write accurately, fluently and effectively at length
- Non-narrative texts including arguments, personal and formal letters
- Summarising and organising material
- Supporting ideas and arguments with factual detail
- Consider how writing reflects the audiences and purposes for which it is intended
- Pay attention to grammar, punctuation and spelling
- Amend vocab, grammar and structure to improve overall effectiveness
- Notes and polished scripts for talks and presentations
- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C- KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates and structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Lit Reading - Exploration of character from extract
Transactional Writing - Letter as character

Writing Skills (N/C- KS3):

- Write fluently, accurately, effectively and at length
- Well-structure narratives
- Stories and other imaginative writing#
- Applying growing vocabulary, grammar and text structure
- Literary and rhetorical devices
- Plan, draft, edit and proof-read
- Amend vocab, grammar and structure to improve coherence
- Accurate grammar, punctuation and spelling
- Use Standard English confidently
- Notes and polished scripts for talks and presentations
- Knowing and understanding the differences between spoken and written language- formal and informal registers

Speaking and Listening Skills (N/C-KS3):

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates and structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

- Make critical comparisons- refer to contexts, themes, characterisation, style
- Draw upon skills from wider reading

Writing Skills (N/C- KS4):

- Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue
- Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis
- Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read
- Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness
- Accuracy and effectiveness of grammar, punctuation and spelling

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise

S+L- Discussion of character based on scene from the play

End- Assessment:

Lit Reading- Exploration of character from extract
Transactional Writing -Letter as character
S+L- Discussion of character based on scene from the play

Experience:

Re-writing of scene into modern scenario-record/perform?

Links to National Curriculum-

Reading:

Range of genres- play (Shakespeare)

Literacy:

Parts of Speech

Determiner, adverb

Sentences- complex

Punctuation

N/N- capitals and full stops
Apostrophe, hyphen, dash

Tenses

Present tense

Vocabulary

Spelling

**Summer 2- Read all About It! and
Transactional Writing**

Lang Reading- Find and Retrieve, Writer's Craft, Evaluation, Synthesis and Comparison

Creative Writing- Short story based on extract for inspiration
S+L- Presentation about extract/ poem for inspiration

End- Assessment:

Lang Reading- Find and Retrieve, Writer's Craft, Evaluation, Synthesis and Comparison
Creative Writing- Short story based on extract for inspiration
S+L- Presentation about extract/ poem for inspiration

Experience:

Blists Hill trip?

Links to National Curriculum-

Reading:

Range of fiction/non-fiction/ authors from 19th Century

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

Mid-Assessment:

Reading- Exploration of character/theme over time
Transactional Writing- Article
S+L- Discussion of character/ theme using extract/scene as inspiration

End- Assessment:

Reading- Exploration of character/theme over time
Transactional Writing- Article
S+L- Discussion of character/ theme using extract/scene as inspiration

Experience:

Theatre trip/ production?

Links to National Curriculum-

Reading:

Range of genres- play (Shakespeare)

Literacy:

News reports from the last year (non-fiction)

Reading- Comp 2 Skills-

Find and retrieve, writer's craft, evaluation, synthesis

Writing-

Articles

Speaking and Listening- To argue

Reading Skills (N/C- KS3):

- Characterisation, figurative language, vocabulary choice, grammar, text structure
- New vocabulary
- Make inferences
- Refer to evidence in the text
- Knowing purpose, audience and context
- Comprehension

Writing Skills (N/C- KS3):

- Write accurately, fluently and effectively at length
- Non-narrative texts including arguments, personal and formal letters
- Summarising and organising material
- Supporting ideas and arguments with factual detail
- Consider how writing reflects the audiences and purposes for which it is intended
- Pay attention to grammar, punctuation and spelling
- Amend vocab, grammar and structure to improve overall effectiveness

Speaking and Listening Skills (N/C- KS3):

N/N- Full stop, capital letters, brackets, quotation marks, ellipsis, speech marks

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets

- Use Standard English confidently in range of formal and informal contexts
- Give short speeches and presentations
- Express own ideas and keep to the point
- Participate in formal debates and structured discussions
- Summarise and/ or build on what has been said
- Improve, rehearse and perform
- Intonation, tone, volume, mood, silence, stillness and action

Mid- Assessment:

Reading- Comp 2 Skills-

Find and retrieve, writer's craft, evaluation, synthesis

Writing-

Article

Speaking and Listening- Arguing in favour or against topic

End- Assessment:

Reading-

Find and retrieve, writer's craft, evaluation, synthesis

Writing-

Article

Speaking and Listening- Arguing in favour or against topic

Experience:

Literacy:

Parts of Speech

Preposition, conjunction, interjection <u>Sentences</u> - minor <u>Punctuation</u> N/N- capitals and full stops Brackets, quotation marks, ellipsis <u>Tenses</u> Future tense <u>Vocabulary</u> <u>Spelling</u>		
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KEY THEMES/ TIME PERIODS KS4 LITERATURE

<u>A CHRISTMAS CAROL</u>	<u>MACBETH</u>	<u>AN INSPECTOR CALLS</u>	<u>POETRY</u>
The Christmas Spirit Redemption Poverty Social responsibility Family/ relationships The supernatural	The supernatural Loyalty Guilt Ambition Reality vs. appearance Fate Kingship/ politics	Equality Social responsibility Family/ Relationships Gender Social class Age	War Relationships Nature Childhood memories Sense of place/other cultures Power
Victorian England (19 th Century)	Elizabethan England (1606- 17 th Century)	20 th Century England (pre/post WWs)	17 th - 21 st Century

Tier 2 Vocabulary- English Language					
Reading				Writing	
AO1	AO2	AO3	AO4	AO5	AO6
Identify List	Explain How does the writer...?	Compare	To what extent do you agree?	Communicate Select	Range Clarity

Select Summarise Synthesise	Analyse What impressions...?	Identify similarities and differences	Evaluate How effective is? What do you think and feel?	Adapt Organise	Purpose Accurate
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Tier 3 Vocabulary – From National Curriculum (non-statutory) Glossary

Active voice	Adjective	Adverb	Adverbial	Antonym
Apostrophe	Article	Auxiliary verb	Clause	Cohesion
Cohesive device	Complement	Compound, compounding	Conjunction	Consonant
Co-ordinate/ co-ordination	Determiner	Digraph	Ellipsis	Etymology
Finite verb	Fronting, fronted	Future	Grapheme	Homonym
Homophone	Infinitive	Inflection	Intransitive verb	Main clause
Modal verb	Modify/ modifier	Morphology	Noun	Noun phrase
Object	Participle	Passive	Past tense	Perfect
Phoneme	Phrase	Plural	Possessive	Prefix
Preposition	Present tense	Progressive	Pronoun	Punctuation
Received pronunciation	Register	Relative clause	Root word	Schwa
Sentence	Standard English	Stress	Subject	Subjunctive
Subordinate, subordination	Subordinate clause	Suffix	Syllable	Synonym
Tense	Transitive verb	Trigraph	Unstressed	Verb
Vowel	Word	Word class	Word family	

Literacy Skills

Noun	Pronoun	Adjective	Determiner	Verb
Adverb	Preposition	Conjunction	Interjection	
Full stop	Capital letter	Question mark	Exclamation mark	Comma
Semicolon	Colon	Apostrophe	Hyphen/dash	Brackets
Quotation marks	Ellipsis	Simple sentence	Compound sentences	Complex sentences
Minor sentences	Past tense	Present tense	Future tense	Spelling
Vocabulary				