

## Year 7 Transition Map

Writing			
Year 5 and 6 programme of study)		Year 7	
Content	Technical Accuracy	Content	Technical Accuracy
<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own</li> <li>consider how authors have develop characters and settings</li> <li>select appropriate grammar and vocabulary</li> <li>describe settings, characters and atmosphere and integrating dialogue</li> <li>use a wide range of devices</li> <li>use further organisational and presentational devices to structure text</li> </ul>	<ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>use: passive verbs, perfect form of verbs, expanded noun phrases, modal verbs, relative clauses</li> <li>indicate grammatical and other features by use of commas, hyphens, brackets, commas, semi colons, dashes</li> </ul>	<ul style="list-style-type: none"> <li>use basic narrative structures</li> <li>use paragraphing for effect</li> <li>use language techniques for effect</li> <li>create narrative perspective</li> <li>create a character</li> <li>use verbs and nouns to convey character/ meaning (show not tell)</li> <li>create imagery</li> <li>establish a viewpoint</li> <li>use persuasive devices for effect</li> <li>create anadiplosis</li> <li>planning</li> <li>strcuture a text – including writing introductions and conclusions, linking paragraphs with connectives.</li> </ul>	continuing to work on technical accuracy built at KS2 in addition to: <ul style="list-style-type: none"> <li>sentence types/ structures – function, form and purpose</li> <li>conjunctions to link</li> <li>structuring an argument (incl. using subordinate clauses to develop an argument &amp; paragraph structures)</li> </ul>
Reading			
Year 5 and 6 programme of study)		Year 7	
Understanding, inference and use of evidence	Analysis of writer's use of language and structure methods and comparison of writers' ideas and perspectives	Understanding, inference and use of evidence	Analysis of writer's use of language and structure methods and comparison of writers' ideas and perspectives
<ul style="list-style-type: none"> <li>draw inferences and justify inferences with evidence</li> <li>predict what might happen from details stated and implied</li> <li>summarise the main ideas</li> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>identify how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>read and understand texts</li> <li>make accurate inferences and deductions</li> <li>identify and retrieves points and information</li> <li>support inferences with textual details/ quotations</li> <li>locate points and information</li> <li>understanding/ awareness of theme, plot, and character</li> <li>understanding/ awareness of the writer's intentions</li> <li>understanding/awareness of purpose and register</li> </ul>	<ul style="list-style-type: none"> <li>close language analysis of singular quotations within an extract</li> <li>analyse what ideas/concepts a quotation suggests</li> <li>identify and analyse language/techniques</li> <li>comment on the effect of the writer's choice of language</li> <li>use subject terminology summarise/ synthesise/ evaluate/ compare</li> </ul>

Oracy	
Year 5 and 6 programme of study)	Year 7
Speech, ideas and presenting skills.	Speech, ideas and presenting skills.
<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>prepare formal presentations individually or in groups.</li> <li>spek audibly and clearly</li> <li>mainly use Standard English</li> <li>use notes to support presentation of information.</li> <li>respond to questions generated by a presentation.</li> <li>participate in debates on issues related to reading (fiction/non-fiction).</li> </ul>
Spelling	
Year 5 and 6 programme of study)	Year 7
<ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>encourage creativity and the use of ambitious vocabulary in writing and speech</li> <li>distinguish between homophones and other words that are often confused</li> <li>develop an understanding of morphemes and how these form units of meaning within words</li> <li>identify root words, derivations and spelling patterns as a support for spelling</li> <li>be secure with all spelling rules previously taught</li> <li>use several different strategies interactively in order to spell correctly</li> </ul>