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|  | **Year 7**Timeline - Free business and finance icons | **Year 8**Critical thinking Special Lineal color icon | **Year 9**Protest Icons - Free SVG & PNG Protest Images - Noun Project | **Year 10**Methods, plan, policy, procedure, scheme icon - Download on Iconfinder | **Year 11**Exam Multiple-Choice" Icon - Download for free – Iconduck |
| **Reading** | * *Structure of writing and processes behind analysing and conveying the meanings behind an author’s craft.*
* *Crafting a precise point in response to a question on the writer’s methods*
* *Use of PETAL in considering how methods shape meanings*
* *Relate social, historical*

 *and literary contexts to texts** *Promotion of reading for pleasure*
* *Using source materials as a stimulus for discussion*
 | * *Building your argument, effective*

*annotations and embedding quotations.** *The use of PETAL and the role of individual words and patterns across a piece in enhancing meanings and creating themes within a text*
* *The nuances and connotations of vocabulary and its impact.*
* *Reading examples of a range of texts from a range of writers with different backgrounds and cultures.*
* *Consider the creation of ‘voice’ as well as the ways in which a writer might adapt their writing to impose their opinion on a place or subject upon their reader​*
 | * *Using social, historical and political context to frame and understand texts and a writer’s intentions*
* *Developing use of PETAL to support connections between characters, themes, settings and ideas*
* *Individual interpretations and debate when considering a writer’s purpose and the effects created*
* *Reading non-fiction and synthesising a writer’s ideas and intentions*
* *Evaluate and critique a whole novel and consider feelings as a modern audience about its construction, meanings and message*
* *Literature as a form of protest*
 | * *Focus on an extract from a text to stimulate discussion about the whole play/novel*
* *Conceptualised response to a text and comparison of texts*
* *Use of a thesis statement to engage ideas*
* Recognition of independent language and literature skills and responding to a mark scheme
* Engaging cultural capital to understand and respond to unseen texts, including the way author’s shape meaning in Victorian literature and non-fiction
* *Critical and conceptualised response to a poetry anthology*
 | * *Summarise and synthesise information or ideas from texts*
* *Use knowledge gained from wide reading to inform and improve understanding and interpretations*
* *Comparing and evaluating the usefulness, relevance and*

*presentation of content for inferred purposes** *Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact*
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| **Writing** | * *Application of simple sentence structures and grammatical knowledge gained from the study of English over time.*
* *Planning and composition of writing to a stimulus*
* *Appraising model ideas and model writing as a model for success*
* *Matching a piece of writing to a given genre, purpose and audience*
* *Effective use of paragraphs to organise ideas*
 | * *The ways in which our writing can be adapted appropriately to meet requirements of genre*
* *Using specific vocabulary related to genre*
* *Use of different discourse markers and structural features to suit the purpose, audience and form of a piece of writing*
* *Effectively organising writing to demonstrate fluency and coherence*
* *Developed use of stimulus to include personal interpretation, feelings and ideas*
 | * *Transactional writing skills*
* *Conscious crafting of writing which includes a range of highly effective language and structural devices*
* *Guiding the reader through a range of highly developed ideas that contain an increasingly sophisticated and consistent sense of voice, purpose and audience*
* *Using structural features such as tense and chronology to engage the reader*
* *Use of a written stimulus to provoke personalised writing and discussion*
 | * *Tone, style and purpose assuredly match to stimulus, audience and mark scheme*
* *Sustained crafting of structural and linguistic devices, incorporating more innovative and complex vocabulary and grammatical choices*
* *Creating emotional impact through language; using language creatively, imaginatively and persuasively, including rhetorical devices used for a specific purpose and effect*
 | * *Writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience*
* *Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text*
* *Acquisition and application of a wide vocabulary, alongside a knowledge and understanding of ambitious and diverse grammatical forms*
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| **Oracy** | * *Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.*
* *Verbalising ideas critically and cohesively in response to a task.*
* *Confidence in managing interactions*
 | * *Listening to and responding appropriately to any questions and feedback*
* *Consideration of a diverse range of ideas and cultures when critiquing texts and authors*
* *Using key vocabulary specific terminology related to grammar and the building blocks of language*
 | * *Using key vocabulary specific terminology related to literary theory and concepts*
* *Choice of content and language to convey meaning and emotion*
* *Rhetorical techniques*
* *Liveliness and flair, considering audience, content and purpose*
 | * *Giving research and evidential reasoning to support critical views and ideas*
* *Use of humour, irony and register in meeting the needs of task and audience*
* *Responding to a marking criterion*
* *Use of technology to support oracy skills*
 | * *Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations*
* *Planning effectively for different purposes and audiences; making presentations and speeches.*
* *Physical, linguistic, cognitive and social/emotional requirements of oracy in English*
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