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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* |
| **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* |
| **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* |