Half Term Theme	Lower KS2	Upper KS2	KS3	KS4 Entry Level English and GCSE Language	Vocabulary progression
Procedural texts	K: Identify that instructions have a clear purpose and audience. Know that the features (titles, equipment lists and numbered steps) help readers follow a process. Know the layout and chronological order make instructions easy to follow. Know that readers retrieve explicit details. S: Follow sequences instructions, retrieve key details, write ordered steps with commands and use clear oracy to deliver.	K: Understand how instructional texts will use adapted layouts and vocabulary for different audiences and purposes. Understand how modal verbs and adverbs are used to express necessity and caution. Recognise cohesion through adverbials, pronouns, headings and logical sequencing. S: Compare instructions for clarity, identify missing information, plan and write instructions using headings, numbered stages, modal verbs and cohesive links. Deliver orally adapting pace and delivery to the audience.	K: Explain how purpose, audience and context can determine the formality, structure and language of procedural texts. Know why writers use sentence structures, technical vocabulary and organisational features to communicate complex information. S: Analyse how language, layout and visual	ELC: K: Know the purpose and typical features of procedural texts. Understand how structural features help readers follow a procedure. Recognise how audience and context affect the amount of detail, vocabulary and safety guidance needed. Know that steps must follow a logical sequence and use language features where relevant. S: Identify purpose, intended user and key information, analyse how structural changes can effect procedural writing. GCSE: K: Know that writing to instruct tells a reader what to do.	LKS2 instruction, sequence, command, step, order, explain UKS2 imperative, chronological, procedure, audience, purpose, importance KS3 cohesive, procedure, guidance, accuracy, clarification, precision ELC command, warning, clarity, accessibility, logical progression, instructional language GCSE: imperative mood, sequential structure, technical lexis, concision, unambiguity, procedural conventions

				Understand that it uses direct, unambiguous wording. Explain how a logical order is imperative. Understand how procedural writing is adapted based on purpose and reader. S: Identify the audience, purpose and form of a procedural text, explain how concise instructions are needed for a specific audience.	
Half Term Theme	**Lower KS2**	**Upper KS2**	**KS3**	**KS4 Entry Level English and GCSE Language**	**Vocabulary progression**
Information texts (Speech Writing)	K :Know that information texts communication facts through heading, paragraphs, captions and diagrams Know the different between facts and opinions. Know that a speech needs an opening, clear points and a closing. S: Research and record key facts, summarise	K: Understand how introductions, evidence and specialist vocabulary help to deliver information to listeners. Understand that information must be selected for a purpose. Understand how persuasive techniques can be used in speeches. Understand how rhetorical questions,	K: Build on understanding how purpose, selection and framing of information can affect reliability and audience response. Explain how speech structure creates authority. Recognise that counterarguments and balanced presentation strength communication.	ELC: K: Know the purpose and common features of reports, notices, webpages and speeches. Understand how features help readers locate and judge information. Recognise audience, purpose and appropriate formal or informal register. S:	LKS2: Fact, heading, caption, audience, speech, question UKS2: Source, evidence, summary, purpose, persuasion, confidence

	information in own words, write and deliver a short speech with audible voice and answer a question.	repetition and signposting engage listeners. Understand how eye contact, pace and active listening improve performance. S: Compare information from more than one source, select evidence relevant to a speech, structure paragraphs with clear transitions, present confidently, respond to questions.	Explain how gesture, pauses, intonation influence meaning. S: Evaluate the reliability and bias of information sources, synthesise evidence into a clear argument, compose and deliver a speech using appropriate register, controlled pace and emphasis, respond to challenge using reasoned evidence.	Scan texts to locate information and summarise main points accurately, distinguish fact from opinion, plan and write short speech with clear purpose and supporting reasons. GCSE: K: Understand how non-fiction writers select, frame and position information. Know how language features influence audiences. Understand the difference between assertion, evidence and persuasive reasoning. S: Compare viewpoints across non-fiction extracts with evidence, anaylse the effect of rhetorical devices on audiences, listen critically and answer questions with relevant justification.	KS3: Reliability, bias, synthesis, counterargument, influence, reasoned. ELC: purpose, audience, fact, opinion, speech, discussion. GCSE: rhetoric, register, emphasis, perspective, cohesion, influence

Half Term Theme	Lower KS2	Upper KS2	KS3	KS4 Entry Level English and GCSE Language	Vocabulary progression
Narrative (Sci-Fi/Horror)	K: Know that science fiction imagines the possibility of inventions, future worlds or scientific ideas. Know that setting and descriptive details help establish a believeable invented world. Know how a character react to a problem and how events build towards a resolution. Know that precise verbs and sensory description make narratives engaging. S: Identify science-fiction features in a text, retrieve details about settings, find how a character reacts, plan, write and edit a short sci-fi narrative with a clear problem using descriptive vocabulary.	K: Understand how sci-fi settings can create questions about technology and society. Understand how foreshadowing, viewpoint and pace build suspense. Recognise that world-building needs clear rules and convincing consequences. Understand how figurative language and varied sentence structure create atmosphere. S: Explain how writer builds suspense in sci-fi novels, compare two fictional words, design consisten rules for invented setting, plan, write and edit a structured narrative.	K: Explain how sci-fi conventions can explore ethical and social issues. Explain how imagery and symbolism communicate a text's underlying messages. Understand that sci-fi narratives balance imaginative concepts with coherent cause and effect. Understand how narrative perspective, withheld information and structural shifts affect readers expectations. S: Analyse how writers presents future societies, evaluate the impact of perspective and structure, interpret themes, compose and edit a world-building sci-fi narrative using coherence, tone and originality.	ELC: K: Know how atmosphere is created through setting, sensory detail and uncertainty. Recognise the different between what a narrator states and what is implied. Understand how events are ordered to create suspense. Know how varied sentence openings and punctuation can shape mood. S: Identify details that suggest fear or danger, explain how a setting affects the reader using a short quotation, plan a horror scene using a clear viewpoint and turning point, write coherent paragraphs using sensory description and accurate punctuation. GCSE:	LKS2: science-fiction, invention, setting, adventure, character, futuristic, UKS2: Speculative, narrative, society, suspense, figurative language KS3: ethics, dystopian, coherence, suspense, atmosphere, ambiguity ELC: interpret, narrator, sensory, climax, viewpoint, coherent. GCSE: gothic, juxtaposition, motif, narrative perspective, conventions, subvert

				K: Understand gothic/horror conventions and how writers subvert expectations. Know how ambiguity, narrative perspective and withheld information create unease. Recognise structural shifts, sentence patterns and imagery as deliberate choices. S: Analyse how language and structure create a disturbing atmosphere, evaluate a writer's methods using precise evidence and a developed judgement, build on inference, analysis and evaluation skills.	

Half Term Theme	Lower KS2	Upper KS2	KS3	KS4 Entry Level English and GCSE Language	Vocabulary progression
Non-fiction - Article Writing	K: Know that non-fiction texts can inform, explain or persuade. Recognise article features such as headlines, introductions, paragraphs and conclusions. Know the difference between facts and opinions. Know that topic sentences help organise information and vocabulary selection should suit the reader. S: Identify purpose and audience of a short article, find main points and supporting evidence, distinguish between facts and opinion, plan and write an article using organised paragraphs.	K: Identify that articles may use strategies to engage readers (statistics, quotations, examples) Understand how writers select information and organise ideas for impact. Understand that bias can be identified by word choices. Understand how features support the article's purpose (subheadings, cohesive devices, formal/informal) S: Compare the viewpoint of a range of articles, explain how quotations and statistics support a claim, plan and write an article using relevant evidence.	K: Explain how writers choices in evidence and language influence reader's interpretation. Explain how argument, counterpoint and credibility operate in articles. Recognise the differences between objective reporting and commentary. S: Critically compare writer's viewpoints and evidence, evaluate credibility, analyse language choices, plan and write a cohesive article with well-integrated evidence.	ELC: K: Know the features of informative and persuasive articles. Understand how a writer chooses detail for audience and purpose. Recognise the different between reliable information, unsupported claims and opinions. Know how paragraphs, topic sentences and linking phrases organise ideas. Understand the role of spelling, punctuation and tone in clear public writing. S: Identify the article's main message, compare information from texts on the same issue. GCSE: K: Know how journalists and commentators	LKS2: Article, headline, paragraph, topic, fact, reader UKS2: Quotation, statistic, viewpoint, bias, cohesion, quotations KS3: credibility, counterpoint, objectivity, rhetoric, audience, evidence ELC: reliable, tone, anecdote, counterargument, GCSE: provenance, bias, framing,

				frame issues through selection and emphasis. Understand bias, credibility, provenance and how claims are supported. Recognise rhetorical strategies in articles and the effects of structural organisation. Understand how tone, syntax and vocabulary position a reader. S: Compare how writers present viewpoints using integrated references, evaluate the credibility and effectiveness of selected details, analyse how linguistic choices shape tine and reader response, draft an article with a compelling opening and developed argument using cohesion, rhetorical control and technical accuracy.	synthesis, rhetorical strategy, syntax

Half Term Theme	Lower KS2	Upper KS2	KS3	KS4 Entry Level Science and GCSE Biology	Vocabulary progression
Poetry	K: Know the structure of a poem (lines, stanza, rhythm, rhyme) Recognise imagery and simple comparisons (similes) Know that poets choose vocabulary to create pictures, sounds and feelings. Know that reading aloud can reveal rhythm and emphasis. S: Identify structure features, describe the feeling of a poem, experiment with sound and imagery, plan, write, improve and read aloud an original poem.	K: Understand poets use figurative language for meaning and effect (metaphors, personification, alliteration, line breaks). Understand that form and speaker can influence a poem's message. Recognise how rhythm and repetition contribute to the tone of the poem. Know that interpretations should be supported with evidence from the poem. S: Compare how poems present a theme, explain the effects of imagery, identify the poetic speaker and tone, plan and write a poem using figurative language and purposeful vocabulary choice and perform with expression.	K: Explain how poetic form, voice, imagery and sound patterns create layered meanings. Explain that ambiguity can support multiple interpretations. Recognise how features add to shifts in tone. Explain how purpose is portrayed through language choice. S: Analyse the relationship between form and meaning, compare contrasting poetic voices, plan and write a poem with intentional structure and sound choices. Perform aloud planning for impact.	ELC: K: Know the poems use structure to communicate feelings, experiences or ideas. Understand how a poet's choice of words, repetition and sensory detail can shape meaning and mood. S: Identify the main idea and relevant details in a poem and explaining a personal response, recognise examples of poetic devices and explain their effect. GCSE: Understand how poets construct voice, tone and perspective through imagery, sound patterns and structural choices. Know how poetic devices influences a reader's interpretation. Recognise that interpretations of poetry should be	LKS2: poem, stanza, rhyme, rhythm, simile, imagery UKS2: figurative language, speaker, tone, interpretations, expression, message KS3: ambiguity, form, layered meaning, intentional structure, connotation, contrasting ELC: form, interpretation, structural choices, organised GCSE: poetic devices, pathetic fallacy, oxymoron, onomatopoeia,

				supported by precise evidence. S: Analyse how a poet's language and structure convey a viewpoint or emotion using short quotations, compare poetic methods and develop a justified personal interpretation.	enjambment, power, conflict

Half Term Theme	Lower KS2	Upper KS2	KS3	KS4 Entry Level Science and GCSE Biology	Vocabulary progression
Letter Writing	**K: Know that letters have a purpose, reader and structure.** **Know that formal and informal letters use different vocabulary and tone.** **Know that transitions involve explaining needs, asking questions and communication clearly.** **Recognise that non-fiction sources can supply information for a letter.** **S: Retrieve relevant facts from a non-fiction text, identify audience and purpose, plan and write a suitable letter using short paragraphs to organise points.**	**K: Understand how formal letters use appropriate vocabulary, clear requests and evidence.** **Understand how linking phrases and paragraphs build a logical case.** **Understand how content and tone effect the reader's needs.** **S: Identify clarity and tone, select supporting information from a reliable source, plan and write a formal letter with cohesion, accuracy and questions.**	**K: Explain how letters use register, argument and rhetorical choices to achieve a specific outcome.** **Build on previous knowledge of how accurate sources strength credibility.** **Recognise how to adapt language for personal and formal audiences.** **S: Analyse the effectiveness of formal letters, synthesise reliable evidence from non-fiction, plan and write a purposeful letter with a planned specific outcome.**	**ELC:** **K: Recognise the purposes and conventions of formal and informal letters.** **Know how audience determine tone, relevant information and appropriate requests in a letter.** **Understand how recipient, audience and purpose affect tone and word choice.** **S: Identify the purpose intended reader and main message of a letter, distinguish formal from informal language.** **GCSE:** **K: Understand how audience, purpose and context determine register, tone and rhetorical choices in transactional letters.** **Know how structure develops a clear and coherent line of argument.**	LKS2: letter, greeting, address, purpose, formal, informal UKS2: recipient, evidence, register, logical, cohesion, accuracy KS3: correspondence, formality, justification, credibility, synthesis, purposeful **ELC: opening, salutation, modifying, discourse markers, conventions** **GCSE: register, syntax, rhetoric, counterargument, cohesion, valediction**

				Recognise how language choices can persuade a recipient. **Understand how syntax, punctuation and vocabulary choices create authority, urgency or empathy.** **Know how accurate and deliberate technical choices support credibility and reader engagement.** **S: Compare persuasive strategies, analyse how language and structure position a reader and shape their response.**	