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| **Subject: Curriculum Key Knowledge(K) & Skills(S)** | | | | |
| **Focus** |  | **Year 6** | **Year 7** | **Year 8** |
| Knowledge | | Various Classic Poems in the story ‘Love that Dog’  Information texts  A modern classic / classic novel in full & contextual details  Reading News reports & poems on a theme  Time Slip Stories (Short story genre)  Grammatical structures | Autobiography ‘Boy’ (Roald Dahl)  Pre 20th Century Ballads (Sea Ballads)  Shakespearean Theatre & Times  A Midsummer Night’s Dream  Travel articles & persuasive texts  Survival skills & true survival stories  Survival in fiction | World War 1 poets & context  Social & historical details to support novel  Famous Speeches & Writing to Influence  Poetry from other cultures and social & historical context  Fairy Tale conventions  Horror genre (including gothic) |
| Spoken Language | | Speak audibly and fluently in front of an audience of peers.  Organise talk in a logical order so the listener will understand it.  Use spoken language to answer and present arguments and opinions.  Perform poetry and use role-play in order to discuss language and meaning.  Use speech, gesture and movement to present clear ideas about characters and situations. | Structure talk using a suitable opening and ending, to interest a listener and support a purpose.  Use intonation, volume, mood, silence and stillness to add impact.  Participate in group discussions of more complex issues and use evidence to justify opinions.  Improvise, rehearse and perform play scripts and poetry in order to discuss language use and meaning.  Use gesture and movement to develop the role of a character. | Structure talk effectively to hold a listener’s attention and express complex ideas and feelings clearly.  Know and understand the differences between spoken and written language, including differences associated with formal and informal registers.  Understand and use the conventions for discussion and debate.  Take part in discussions of complex issues and learn techniques to oppose counter arguments.  Use gesture and movement to develop the role of a character and show empathy. |
| Reading  Skills | Select and Infer | Describe most of what is read, showing accurate understanding of the text, themes and writer’s purpose.  Understand and respond to explicit and implicit information.  Make inferences to show understanding of the writer’s hidden meaning and word choices.  Begin to use some quotations as evidence to support points and opinions. | Interpret the writer’s purpose, characters’ feelings thoughts and motives from their actions and information the writer gives.  Select short and precise embedded references to support inferences and opinions made about the text.  Identify the effect the text has on the reader.  Use PEE structure to organise interpretations. | Offer greater insight into the writer’s purpose, characters’ feelings, thoughts and motives and consistently use relevant quotations.  Confidently embed quotations into sentences and analyse the connotations and effect of individual word choices in detail.  Make perceptive inferences, some of which offer alternative interpretations.  Use the PEEAE / PEEL structure to organise responses. |
| Structure | Begin to explain why a text has been organised in a particular way and make comments about it.  Identify topic sentences and the purpose of paragraphs. | Discuss and explain how a writer has used structure to make the text effective.  Identify cohesive links within and between paragraphs in order to show awareness of the text’s purpose. | Analyse and justify how a writer has used structure to make the text effective given its purpose.  Identify the cohesive links between paragraphs or chapters and evaluate the effectiveness. |
| Language | Select some effective words and sentences used by writers, and explain these using synonyms.  Explain the impact of words and phrases used for effect.  Identify some examples of figurative language used in a text – similes and metaphors.  Identify formal and informal language.  Distinguish between fact and opinion. | Analyse the effect of a variety of words, sentences and stylistic features in more challenging texts.  Identify figurative language used by poets/authors and explain their effect on the reader.  Understand how word choice affects tone and precise meaning.  Comment on how authors use short sentences for dramatic effect, and how longer ones are structured.  Comment on formal and informal register in dialogue. | Analyse specific words, phrases and grammatical choices made by the writer and explore the effects of these in detail, identifying a range of techniques.  Evaluate the impact of particular words/phrases within a piece of textual evidence.  Compare how different words change the tone to contribute to the overall mood of a text.  Appreciate how authors use naturalistic, yet effective dramatic dialogue to create character and show relationship between characters. |
| Context | Begin to identify older texts by examining word choices, characterisation, setting and dialogue. | Identify how social and historical context and conventions are reflected in texts.  Explain how context affects the way texts are written. | Begin to analyse how texts are influenced by their literary tradition and the context in which they were written.  Begin to analyse how a text is interpreted in relation to its society, culture and time. |
| Writing | Purpose and Organisation | Identify and select the appropriate form to suit the audience and purpose and use its main features.  Use organisation and presentational devices to guide the reader (headings, bullet points etc).  Write in paragraphs that have topic sentences and supporting details.  Use paragraph openers that are beginning to shape the direction of the writing (time adverbials/prepositional phrases).  Write appropriate conclusions. | Developing greater insight into the structure and language devices used for different purposes.  Create paragraphs that are organised with a greater variety of cohesive links within and between them.  Order paragraphs in fiction and non-fiction by theme.  Link endings back to openings.  Adapt information from one form and use it to create writing in another for a different purpose. | Continue to develop greater insight into the structure and language devices used for different purposes in order to write skilfully and sustain the reader’s engagement.  Write opening paragraphs that introduce themes clearly.  Rearrange paragraphs (that vary in length, structure and subject) for emphasis, clarity and effect.  Give clear signals to the reader about the direction of the writing and paragraphs. |
| Sentence structure | Use a competent range of sentence types and structures including relative clauses, subordinate clauses and adverbials.  Apply the forms and tenses of verbs.  Integrate dialogue into narratives to convey character and advance the action.  Consolidate previously taught punctuation. Introduce an increasingly more complex range of punctuation e.g. semi-colons and colons for clauses.  Use commas to clarify meaning, punctuation for parenthesis and hyphens to avoid ambiguity.  Begin to see common errors of grammar and correct them. | Use a wide range of different clause structures (subordinate, relative, embedded) and position them for a specific effect.  Avoid common mistakes of grammar and syntax.  Use more complicated written speech.  Revision of complex punctuation to add clarity and effect to more varied sentence structures.  Develop more independence when proof reading. | Choose sentence structures for their effect on the reader (long and short sentences), clarity and emphasis.  Use more complicated written speech accurately.  Use a full range of punctuation to clarify meaning and create impact.  Independently proof read and self-edit grammatical structures. |
| Spelling and Vocabulary | Spell most words from the statutory word lists and understand the rules for applying prefixes and suffixes.  Spell some words with silent letters and continue to distinguish between homophones.  Use dictionaries and spellcheckers to check accuracy (use the first 3 or 4 letters).  Recognise and use vocabulary that is appropriate for formal situations.  Use a thesaurus to develop an increasingly ambitious vocabulary and knowledge of synonyms. | Build on individual knowledge and understanding of the rules for applying prefixes and suffixes.  Develop proof reading skills in order to recognise and correct errors.  Use a thesaurus to develop an ambitious vocabulary to keep work varied and interesting. | Build on individual knowledge and understanding of the rules for applying prefixes and suffixes.  Further develop proof reading skills in order to recognise and correct errors.  Choose vocabulary to match the needs of the subject and audience.  Work towards selecting vocabulary with subtlety and originality. |