





 S	 H	 A	 P	 E			
LO: _____							
Why?							
Non-negotiables:	↓ _____	ABC	abc	sat ...			.
Can you:	Name	Describe	Re-tell	Explain			

Pedagogy – recall, spiralling, teaching for memory

Jet - Year 7, 8, 9 Curriculum Steps 1/2 NC

Descriptive writing	SPaG
<ul style="list-style-type: none"> - Shopping - Differentiating important items - Finding items e.g. lost bag, warm coat - Describing self/ self-awareness - Safety - Hobbies 	<ul style="list-style-type: none"> - Using 'and' to join sentences 1.3 - Questions mark and exclamation 1.6 - Capital letters for person/ place (proper nouns) - Suffixes s, es, ing, ed, er 1.11/ 1.12 - Apostrophes for contracted form I'm, we'll we're 2.6 - Expanded noun phrases (adjectives for description) 2.12 - Writing narratives – personal experiences 2.1
Sequencing	SPaG
<ul style="list-style-type: none"> - Following timetables - Following/ giving instructions - Routine/ awareness of change - Order of events - Health and happiness - teeth - Cooking 	<ul style="list-style-type: none"> - Using 'and' to join sentences 1.3 - Capital letters for person/ place (proper nouns) - Commas for lists 2.5 - Statements, commands, questions 2.8/9/11 - Expanded noun phrases (adjectives for description) 2.12 - Past and present tense 2.13
Non-chronological report	SPaG
<ul style="list-style-type: none"> - Key information - Health and happiness – cleaning up - Read and understand information - Understanding facts 	<ul style="list-style-type: none"> - Using 'and' to join sentences 1.3 - Capital letters for person/ place (proper nouns) - Suffixes s, es, ing, ed, er 1.11/ 1.12 - Commas for lists 2.5 - Expanded noun phrases (adjectives for description) 2.12
Diary Entry	SPaG
<ul style="list-style-type: none"> - Recount events – share information about what's happened – fiction and non-fiction - Knowing of emotions/ PSHE - Safety - Achievement – reporting success 	<ul style="list-style-type: none"> - Using 'and' to join sentences 1.3 - Capital letters for person/ place (proper nouns) - Apostrophes for contracted form I'm, we'll we're 2.6 - Expanded noun phrases (adjectives for description) 2.12 - Past and present tense 2.13
Creative narrative	SPaG
<ul style="list-style-type: none"> - Imaginations - Enthusiasms - Understanding and developing their own likes and dislikes - Ability to relate - Choice 	<ul style="list-style-type: none"> - Questions mark and exclamation 1.6 - Using 'and' to join sentences 1.3 - Capital letters for person/ place (proper nouns) - Suffixes s, es, ing, ed, er 1.11/ 1.12 - Expanded noun phrases (adjectives for description) 2.12 - Writing narratives – personal experiences and of others - non-fiction

Ruby – Year 8/9 Curriculum Steps 3/4/5 NC

<p>Descriptive writing</p> <ul style="list-style-type: none"> - Shopping - Differentiating important items - Finding specific items or places - Describing self/ self-awareness and others - Safety procedures - Hobbies and lifestyle 	<p>SPaG</p> <ul style="list-style-type: none"> - Step 3 – Use conjunctions, adverbs and preposition in time and clause. - Step 3 – Using and punctuating direct speech. - Step 3 – Creating settings, characters and plots. - 3.6 Use a range of prefixes. - 3.8 Introduction to paragraphs - 4.1 Use appropriate nouns and pronouns. - 4.2/4.4 Using fronted adverbials - 4.3 Know the difference between plural and possessives. - 4.5 Use of paragraphs - 4.6 Apostrophes to mark plural possession - 4.7 Using commas after fronted adverbials - 4.1/4.3 Assessing the effectiveness of their own work and others. - 4.2/4.4 Suggest improvements for self and others. - 4.5 Changes to grammar and vocabulary to improve consistency, - 5.5 Word - Verb prefixes - 5.6 Sentences - Relative clauses - 5.7 Text - Linking ideas across paragraphs using adverbials of time, place, number or tense choices. - Step 5 – Use of brackets, dashes, commas, hyphens, semi-colons, colons and bullet points.
<p>Letter</p> <ul style="list-style-type: none"> - Job applications - Voice opinions - Develop communication skills - Understanding letter format (receiving) - Social interaction - Positive contribution – sharing support - Gaining/ sharing information 	<p>SPaG</p> <ul style="list-style-type: none"> - 3.6 Use a range of prefixes - 3.8 Introduction to paragraphs - 4.1/4.3 Assessing the effectiveness of their own work and others. - 4.2/4.4 Suggest improvements for self and others. - 4.5 Changes to grammar and vocabulary to improve consistency, - 4.6 Apostrophes to mark plural possession - 5.5 Word - Verb prefixes - Step 5 – Use of brackets, dashes, commas, hyphens, semi-colons, colons and bullet points.
<p>Instructions</p> <ul style="list-style-type: none"> - Following timetables/ sequences - Following/ giving directions - Routine/ awareness of change - Order of events - Health and happiness - brushing teeth etc. - Cooking - Safety – how to... 	<p>SPaG</p> <ul style="list-style-type: none"> - Step 3 – Use conjunctions, adverbs and preposition in time and clause. - 4.1 Use appropriate nouns and pronouns. - 4.1/4.3 Assessing the effectiveness of their own work and others. - 4.2/4.4 Suggest improvements for self and others. - 5.4 Using expanded noun phrases for complicated information. - 5.6 Sentences - Relative clauses - Step 5 – Use of brackets, dashes, commas, hyphens, semi-colons, colons and bullet points.
<p>Persuasive writing</p> <ul style="list-style-type: none"> - Application letters - Enterprise – sale - Social skills – learning to share opinion positively - 	<p>SPaG</p> <ul style="list-style-type: none"> - 3.8 Text - Introduction to paragraphs - 4.1 Use appropriate nouns and pronouns. - 4.3 Know the difference between plural and possessive s. - 4.5 Use of paragraphs - 4.6 Apostrophes to mark plural possession - 4.1/4.3 Assessing the effectiveness of their own work and others.

	<ul style="list-style-type: none"> - 4.2/4.4 Suggest improvements for self and others. - 4.5 Changes to grammar and vocabulary to improve consistency, - 5.4 Using expanded noun phrases for complicated information. - Step 5 – Use of brackets, dashes, commas, hyphens, semi-colons, colons and bullet points.
Creative narrative	SPaG
<ul style="list-style-type: none"> - Imaginations - Enthusiasms - Understanding and developing their own likes and dislikes - Ability to relate - Choice 	<ul style="list-style-type: none"> - Step 3 – Use conjunctions, adverbs and preposition in time and clause. - Step 3 – Using and punctuating direct speech. - Step 3 – Creating settings, characters and plots. - 3.6 Use a range of prefixes - 3.8 Introduction to paragraphs - 4.1 Use appropriate nouns and pronouns. - 4.2/4.4 Using fronted adverbials - 4.3 Know the difference between plural and possessive s. - 4.5 Use of paragraphs - 4.6 Apostrophes to mark plural possession - 4.7 Using commas after fronted adverbials - 4.1/4.3 Assessing the effectiveness of their own work and others. - 4.2/4.4 Suggest improvements for self and others. - 5.5 Word - Verb prefixes - 5.7 Text - Linking ideas across paragraphs using adverbials of time, place, number or tense choices. - Step 5 – Use of brackets, dashes, commas, hyphens, semi-colons, colons and bullet points. - 5.6/5.7 Consider how authors have developed characters and settings.

Crystal – KS3 Age Related Expectation

To write accurately, fluently, effectively and at length for pleasure and information.	Objective
<ul style="list-style-type: none"> - Job applications - Further education qualifications - Report writing - Access every day work environments - Communicate effectively and fluently - To communicate ideas and emotions to others. - To participate fully as a member of every day society. - 	<ul style="list-style-type: none"> - 7.1.1 writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> - 7.1.1a well-structured formal expository and narrative essays - 7.1.1b stories scripts, poetry and other imaginative writing - 7.1.1c notes and polished scripts for talks and presentations - 7.1.1d a range of other narrative and non-narrative texts, including arguments and personal and formal letters - 7.1.2 summarising and organising material, and supporting ideas and arguments with any factual detail - 7.1.3 applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - 7.1.4 drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
To plan, draft, edit and proofread work.	Objectives
<ul style="list-style-type: none"> - Job applications - Further education qualifications - Report writing - Access every day work environments - Communicate effectively and fluently - To communicate ideas and emotions to others. - To participate fully as a member of every day society. - 	<ul style="list-style-type: none"> - 7.2.1 considering how their writing reflects the audiences and purposes for which it was intended - 7.2.2 amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - 7.2.3 paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appx (KS1&2)
To consolidate and build on their knowledge of grammar and vocabulary.	Objectives
<ul style="list-style-type: none"> - Job applications - Further education qualifications - Report writing - Access every day work environments - Communicate effectively and fluently - To communicate ideas and emotions to others. - To participate fully as a member of every day society. - 	<ul style="list-style-type: none"> - 7.3.1 extending and applying the grammatical knowledge set out in English App2 (KS1/2) to analyse more challenging texts - 7.3.2 studying the effectiveness and impact of the grammatical features of the text they read - 7.3.3 drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - 7.3.4 knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - 7.3.5 using Standard English confidently in their own writing and speech - 7.3.6 discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology
Spoken English	SPaG

<ul style="list-style-type: none">- Job applications- Further education qualifications- Report writing- Access every day work environments- Communicate effectively and fluently- To communicate ideas and emotions to others.- To participate fully as a member of every day society.-	<p>7.3.1 using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>7.3.2 giving short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>7.3.3 participating in formal debates and structured discussions, summarising and/or building on what has been said</p> <p>7.3.4 improvising, rehearsing and performing play scripts and poetry in order to generate and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>
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