

<b>Year 7 Term Focus</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Term 1: Word class & word reading.	Nouns: common, proper, concrete, abstract and collective.	Verbs: infinitive, changes when used in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person and tense changes.	Verbs: auxiliary and modal.	Adverbs and adverbials: time, place, manner (how) and degree (how much/how well).	Root words – prefix patterns and meanings.	Root words – suffix patterns and meanings.
Term 2: Reading understanding	Motivations for Reading Questionnaire <a href="http://www.cori.umd.edu/measures/MRO.pdf">http://www.cori.umd.edu/measures/MRO.pdf</a>	Word recognition and using root words.	Visualising (Promote comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.)	Sorting ideas using a concept map (See the relationships among ideas, and distinguish between main ideas and supporting details.)	Summarising reading using 3,2,1. 3 essential points to consider, connect and remember. 2 key vocabulary terms to know, use and remember. 1 big idea to understand, explain and remember.	Contextualising unfamiliar words using surrounding sentence.
Term 3: Spelling and self-correcting.	Homophones: there, their and they're.	Homophones – other common errors (are/our, too/to etc).	Silent letter spellings	Commonly misspelled words: methods – spell-speak, rules, repetition, picture, and mnemonics.	Using a dictionary and thesaurus.	Proof reading and editing skills.
Term 4: Reading Inferences	Local inferences: coherent links between and across sentences and paragraphs.	Global inferences: boarder links between the main theme or point of a text across the whole text.	Cohesive inferences: maintaining coherence between sentences (understanding conjunction and discourse marker functions).	Elaborative inferences: applying our wider knowledge of the subject to reading.	Predictive inferences: using clues to make appropriate predictions.	Evaluative inferences: after reading, without prompting pupils evaluate/compare to linked topics.
Term 5: sentences.	Simple sentences and verbs	Compound sentences and co-ordinating conjunctions.	Complex sentences	Complex sentences starting with subordinate clauses.	Multiple subordinate clause sentences.	Starting sentences with adverbs.
Term 6:	Skimming	Scanning	Evaluating most/least	Making Judgements ( Readers increase their understanding by	Drawing Conclusions	

Reading technique and evaluations			important idea(s) and information.	reviewing what they have read, reflecting on what they have learned, and asking questions about the significance.)		
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<b>Year 8</b> <b>Term Focus</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Term 1: grammar: 'helping words'.	Articles: definite and indefinite	Prepositions	Quantifiers	Conjunctions	Noun phrases	Verb phrases
Term 2: Reading understanding	Motivations for Reading Questionnaire	Word recognition and using root words.	Visualising (Promote comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.)	Sorting ideas using a concept map (See the relationships among ideas, and distinguish between main ideas and supporting details.)	Summarising reading using 3,2,1. 3 essential points to consider, connect and remember. 2 key vocabulary terms to know, use and remember. 1 big idea to understand, explain and remember.	Contextualising unfamiliar words using surrounding sentence.
Term 3: Tier 2 vocabulary	Topic: School Words: analyse, create, define and interpret.	Topic: Business Words: authority, assess, estimate and income.	Topic: Lifestyle Words: approach, environment, role and significant.	Topic: Law Words: contract, policy, legal and structure.	Topic: Arguing Words: assert, defend, justify, specify and verify.	Topic: seeking information Words: compile, evoke, elicit, acquire and observe.
Term 4: Reading Inferences	Local inferences: coherent links between and across sentences and paragraphs.	Global inferences: boarder links between the main theme or point of a text across the whole text.	Cohesive inferences: maintaining coherence between sentences (understanding conjunction and discourse marker functions).	Elaborative inferences: applying our wider knowledge of the subject to reading.	Predictive inferences: using clues to make appropriate predictions.	Evaluative inferences: after reading, without prompting pupils evaluate/compare to linked topics.
Term 5: punctuation	Apostrophes	Commas	Hyphens, dashes and brackets	Semi-colons	Colons	Varying punctuation (demonstrating learning of term).
Term 6: Reading technique and evaluations	Skimming	Scanning	Evaluating most/least important idea(s) and information.	Making Judgements ( Readers increase their understanding by reviewing what they have read,	Drawing Conclusions	

				reflecting on what they have learned, and asking questions about the significance.)		
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**Year 8 Term 3 notes:** aim of term is to secure pupils' recognition and understanding of certain 'tier 2' vocabulary. Each week should focus on listed words and move through: recognition, pronunciation and definition (including the variants of these root words with pre/suffixes). For each word listed, pupils need to complete a 'vocabulary laboratory' sheet to demonstrate understanding. By the end of the lesson pupils need to write about the topic using the words.

<b>Year 9</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Term Focus</b>						
Term 1: Words	Nouns (narrative Wuthering Heights resources).	Nouns (Pronouns in discursive writing – Lawyer speech).	Verbs (Narrative - A Monster Calls)	Verbs (Anaphora – Churchill)	Adjectives	Adverbs
Term 2: Reading understanding	Motivations for Reading Questionnaire	Word recognition and using root words.	Visualising (Promote comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.)	Sorting ideas using a concept map (See the relationships among ideas, and distinguish between main ideas and supporting details.)	Summarising reading using 3,2,1. 3 essential points to consider, connect and remember. 2 key vocabulary terms to know, use and remember. 1 big idea to understand, explain and remember.	Contextualising unfamiliar words using surrounding sentence.
Term 3: Sentences	Identifying clauses and sentence structures.	Imperatives	Active and passive voice	Participle phrases	Prepositional phrases	Relative clauses
Term 4: Reading Inferences	Local inferences: coherent links between and across sentences and paragraphs.	Global inferences: boarder links between the main theme or point of a text across the whole text.	Cohesive inferences: maintaining coherence between sentences (understanding conjunction and discourse marker functions).	Elaborative inferences: applying our wider knowledge of the subject to reading.	Predictive inferences: using clues to make appropriate predictions.	Evaluative inferences: after reading, without prompting pupils evaluate/compare to linked topics.
Term 5:	Writing to argue/persuade: introduction formula	Writing to argue/persuade: ethos, pathos and logos.	PETAL – analysing words.	PETALETAL - comparing	Writing to describe/narrate: SCENE	Writing to describe/narrate SCENE
Term 6: Reading technique and evaluations	Skimming	Scanning	Evaluating most/least important idea(s) and information.	Making Judgements ( Readers increase their understanding by reviewing what	Drawing Conclusions	

				they have read, reflecting on what they have learned, and asking questions about the significance.)		
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