



English Long Term Curriculum Map

The knowledge and skills described in the National Curriculum have been mapped out across year groups and then divided in to the academic year.

A pupil working through the plan below from Autumn 1 in year 1 to Summer 2 in year 9 would have covered all aspects of the National Curriculum in a sequential, logical way.

Some of the individual objectives are started in one half term but then are ongoing through all of the rest of the year.

They are revisited through the various topics / concepts being taught

Teachers take this map and then use it to devise a sequence of learning activities over the half term.

Teachers start by considering the starting points of each of the pupils in their class group.

Given that we are teaching pupils with SEND or with an often challenging educational history there will be pupils who are chronologically older but are still working at the level of a much younger pupil.

Our teachers ensure that they plan lessons which will build on strong foundations then move forward through the map ensuring the learning is embedded in the memory of the individual pupils

For example, some of our pupils may be chronologically year 7 but are working through the map at year 3.

They may also be working at year 3 in writing but at year 5 in reading



This map helps a teacher to plan lessons which meet the exact need of the individual pupils while teaching a similar topic to a whole class.

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| | Reading |
| | Writing |
| | Speaking and Listening |

*Students working at year 1 would be expected to have a personalised phonics programme.

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
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| 1 | Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Reads accurately by blending sounds in unfamiliar words Reads common exception words. | Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and | Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and | Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and | Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and | Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and |

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| | 1. Listening to and discussing and 2. Becoming very familiar with Fairy Tales . | discussing and 2. Becoming very familiar with Key Stories . | discussing and 2. Becoming very familiar with Poetry . | Listening to and discussing and 2. Becoming very familiar with Traditional Tales . | Listening to and discussing and 2. Becoming very familiar with Non-fiction . | and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Non-fiction . | |
| Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. | | | | | | | |
| As they read they correct inaccurate reading. | | | | | | | |
| | | Predicts what might happen on the basis of what has been read to them. | | Predicts what might happen on the basis of what has been read independently. | | | |
| | | Discusses the significance of title and events. | | | | | |



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| | | | | Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read. | |
| | | | Spell words containing each of the 40+ phonemes already taught. | | |
| | | Name the letters of the alphabet in order. | | | |
| | | Begins to form lower-case letters in the correct direction, starting and finishing in the right place. | | | |
| | | Write sentences by 1: sequencing to form short narratives. Ongoing. | | | |
| | | Write sentences 2: re-reading what has been written to check in makes sense. Ongoing. | | | |
| | | Writes from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far. | Introduces capital letters and full stops to demarcate sentences. | Introduces question marks and exclamation marks. | Introduces question marks and exclamation marks. |



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| | | | Introduces capital letters and full stops to demarcate sentences. | | | |
| | | | Listens carefully to the things other people have to say in a group. Ongoing. | | | |
| | | | Keep to the main topic when talking in a group. | | | |
| | | | Joins in with role-play | | | |
| | | | Speaks clearly and confidently in front of people in my class. Ongoing. | | | |
| | | | Holds attention when playing and learning with others. | | | |
| | | | Starts a conversation with an adult they know well | Starts a conversation with an adult they know well or with friends. | Re-tells a well known story and remembers the main characters. | Asks questions in order to get more information. |
| | | | | | | Joins in with a conversation as a group. |

*Students working at year 2 would be expected to have a personalised phonics or individualised reading programme promoting phonics knowledge.

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
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| 2 | Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | Answers questions about the Poems that have been read. | Answers questions about Traditional Tales that have been read. | Discusses the sequence of events in books and how items of information are related. | Introduced to non-fiction books that are structured in different ways. |
| | Reads accurately words of two or more syllables that contain the same graphemes as above. | Re-reads these books to build up their fluency ad confidence in word reading. | Predicts what might happen on the basis of what has been read so far. | Predicts what might happen on the basis of what has been read so far. | Introduced to non-fiction books that are structured in different ways. | Develops pleasure in reading, motivation to read, vocabulary and |



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| | | | | | understanding by listening to, discussing and expressing views and becomes increasingly familiar with Non-fiction. |
| Reads most words [at instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | Understands both the books that they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. | | | | Participates in discussions about Non-fiction that are read independently, taking turns and listening to others. |
| Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views | Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly | Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes | Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views | Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views | |

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| | and becomes increasingly familiar with Fairy Tales. | familiar with Key Stories. | increasingly familiar with Poetry. | and becomes increasingly familiar with Traditional Tales. | and becomes increasingly familiar with Non-fiction. | | | | | | | |
| | Participates in discussions about Fairy Tales that are read to them, taking turns and listening to others. | Participates in discussions about Key Stories that are read independently, taking turns and listening to others. | Participates in discussions about Poetry that are read independently, taking turns and listening to others. | Participates in discussions about Traditional Tales that are read independently, taking turns and listening to others. | Participates in discussions about Non-fiction that are read independently, taking turns and listening to others. | | | | | | | |
| | Retells the Fairy Tales. | | | | | | | | | | | |
| Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. | | | | | | | | | | | | |
| Uses capital letters and full stops to demarcate sentences. | | | | | | | | | | | | |
| Develops positive attitudes towards and stamina for writing by writing for different purposes. | | | | | | | | | | | | |
| Segmenting spoken word into phonemes and representing these by graphemes, spelling many correctly. | | | | | | | | | | | | |
| | Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. | | | | | | | | | | | |
| | | Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but). | | | Use commas to separate items in a list. | | | | | | | |
| Learning new ways of spelling | Uses suffixes -er, -est in adjectives and -ly | Uses the correct choice and | | | | | | | | | | |

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| | phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. | to turn adjectives into adverbs. | consistent use of present tense and past tense throughout a written piece. | | |
| Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. | | | | | |
| To talk in complete sentences. | To hold the attention of people they are speaking to by adapting the way they talk. | To perform a simple poem from memory. | To retell a story using narrative language and linking words and phrases. | To ask questions to get more information and clarify meaning. | To decide when they need to use specific vocabulary. |
| To take it in turns when talking in pairs or small groups. | To understand how to speak for different purposes and audiences. | | | | |



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
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| 3 | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Fiction- Fairy Tales. | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Plays. | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Poetry. | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Traditional Tales. | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction. | Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction. |
| Identify themes and conventions in a wide range of books. | | | | | | |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |

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| | | Uses a dictionary to check the meaning of words they have read. | Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Retrieves and records information from non-fiction. | Retrieves and records information from non-fiction. |
| | | Predicts what might happen from details stated and implied. | Predicts what might happen from details stated and implied. | | | |
| Proof- reads for spelling and punctuation errors. | | | | | | |
| Uses the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. | | | | | | |
| | Expresses time, place and cause using conjunctions. | Uses present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play.' | In narratives, creates setting, characters and plot. | Organises paragraphs around a theme. | Organises paragraphs around a theme. | |
| | Introduces inverted commas to punctuate direct speech. | | | Introduces inverted commas to punctuate direct speech. | Introduces inverted commas to punctuate direct speech. | |
| | | | | Uses headings and sub-headings to aid presentation. | Uses headings and sub-headings | |



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| | | | | | to aid presentation. |
| To show that they have listened carefully because they make relevant comments. | | | | | |
| To sequence and communicate ideas in an organised and logical way, always using complete sentences. | To present ideas or information to an audience. | To perform poems from memory adapting expression and tone as appropriate. | Retells a story using narrative language and add relevant detail. | To recognise that meaning can be expressed in different ways, depending on context. | To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. |
| | | To show that they know when standard English is required and use it. | | To take a full part in paired and group discussions. | To take a full part in paired and group discussions. |



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 4 | Listens to and discusses a range of Fiction- Fairy Tales. | Listens to and discusses a range of Plays. | Listens to and discusses a range of Poetry. | Listens to and discusses a range of Traditional Stories. | Listens to and discusses a range of Non-Fiction. Including reference books and text books. | Listens to and discusses a range of Non-Fiction. Including reference books and text books. |
| | Identifies themes and conventions in a wide range of books. | | | | | |
| | Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. | | | | | |
| | Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met. | | | | | |
| | Predicts what might happen from details stated and implied. | | | | | |
| | Uses dictionaries to check the meaning of words that have been read. | | | | | |
| | Read further exception words, noting the unusual correspondences between spelling and sound and | | | | Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context. | |

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| | where these occur in the word. | | | | |
| | | Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence. | | Identifies main ideas drawn from more than one paragraph and summarises these. | |
| | | Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context. | | Retrieves and records information from non-fiction. | |
| Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. | Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | | | |
| | Uses inverted commas and other punctuation to indicate direct speech. | Uses standard English forms of verb inflections instead of local spoken forms. | Uses fronted adverbials. | Organises paragraphs around a theme. | Organises paragraphs around a theme. |
| | | | In narratives, creates setting, characters and plot. | Uses inverted commas and other punctuation to indicate direct speech. | Uses inverted commas and other punctuation to |

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| | | | | | indicate direct speech. |
| Proof-reads for spelling and punctuation errors. | | | | | |
| Student can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. | Performs plays from memory, conveying ideas about characters and situations by adapting expression and tone. | Uses standard English when it is required. | Shows that they understand the main point and the details in a discussion. | Ask questions to clarify or develop my understanding. | Shows that they know that language choices vary in different contexts. |
| | Presents to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. | Performs poems from memory, conveying ideas about characters and situations by adapting expression and tone. | | Justifies an answer by giving evidence. | |
| | Adapts what they are saying to the needs of the listener or audience. | | | | |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 5 | Increases familiarity with a wide range of books including Fairy Tales and Traditional stories. | Increases familiarity with a wide range of books including Modern Fiction/Plays. | Increases familiarity with a wide range of books including Fiction from our Literary Heritage/ Poetry. | Increases familiarity with a wide range of books including Traditional stories/ Myths and legends. | Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction. | Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction. |
| Participates in discussions about books that are read to the child and those that can be read independently. | | | | | | |
| Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met. | | | | | | |
| Checks that the book makes sense to the reader, discussing individual's understanding and exploring the meaning of the words in context. | | | | | | |
| | | | | | Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. | |
| | | | Provides reasoned justification for their views of a book. | Provides reasoned justification for their views about characters, feelings | Retrieves, records and presents information from non-fiction. | Retrieves, records and presents information from non-fiction. |



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| | | | thoughts and motives. | | |
| | Converts nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify.) | Identifies the audience for and purpose of, the writing. | | | |
| Proof-reads for spelling and punctuation errors. | | | | | |
| | | Ensures the consistent and correct use of tense throughout a piece of writing. | Selects appropriate form and uses other similar writing as models for their own. | Uses devices to build cohesion within a paragraph (e.g. then, after that, this and firstly.) | Selects the appropriate form and uses other similar writing as models for their own. |
| | | | Describes setting, characters and atmosphere. | Selects the appropriate form and uses other similar writing as models for their own. | Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining.) |

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| | | | Uses commas to clarify meaning or avoid ambiguity. | Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining.) | |
| | | | Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must.) | | |
| Develops ideas and opinions by providing relevant detail. | | | | | |
| Expresses their point of view | | | | | |
| | Performs plays from memory, making careful choices about how they convey ideas. Adapting expression and tone. | Performs Poems from memory, making careful choices about how they convey ideas. They adapt expression and tone. | Uses Standard English in formal situations. | | |
| Adapts spoken language depending on the audience, the purpose or the context. | | | | | |



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| | Engages the listener by varying expression and vocabulary. | | | | |
| Begins to use hypothetical language to consider more than one possible outcome or solution. | Performs their own compositions, using appropriate intonation and volume so that the meaning is clear. | | Shows that they understand the main points, including implied meanings in a discussion. | Selects the appropriate register according to context. | |
| | | | . | Listens carefully in discussions. Makes contributions and asks questions that are responsive to others' ideas and view. | |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 6 | Increases familiarity with a wide range of books including Fairy Tales and Traditional stories. | Increases familiarity with a wide range of books including Modern Fiction/Plays. | Increases familiarity with a wide range of books including Fiction from our Literary Heritage/ Poetry. | Increases familiarity with a wide range of books including Traditional stories/ Myths and legends. | Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction. | Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction. |
| Participates in discussions about books that are read to the child and those that can be read independently. | | | | | | |
| Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met. | | | | | | |
| | Identifies the audience for, and | | Checks that the book makes sense | | Summarises the main ideas draw | Summarises the main ideas draw |

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| | <p>purpose of, the writing.</p> | <p>to the reader, discussing individual's understanding and exploring the meaning of the words in context.</p> | | <p>from more than one paragraph, identifying key details that support the main ideas.</p> | <p>from more than one paragraph, identifying key details that support the main ideas.</p> |
| | <p>Understands and applies the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out- discover; ask for- request; go in-enter.)</p> | <p>Uses dictionaries to check the spelling and meaning of words.</p> | <p>Provides reasoned justification for their views of a book.</p> | <p>Provides reasoned justification for their views about characters, feelings thoughts and motives.</p> | <p>Retrieves, records and presents information from non-fiction.</p> |
| <p>Proof-reads for spelling and punctuation errors.</p> | | | | | |
| | <p>Explains ideas and opinions giving reasons and evidence.</p> | <p>Performs their own compositions, using appropriate intonation, volume and expression so</p> | <p>Ensures the consistent and correct uses of tenses throughout a piece of writing.</p> | <p>Selects appropriate form and uses other similar writing as models of their own.</p> | <p>Punctuates bullet points to list information.</p> |

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| | | that literal and implied meaning is clear. | | | |
| Expresses possibilities using hypothetical and speculative language. | | Performs plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. | Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me.') Performs poems from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. | Describes setting, characters and atmosphere. Sustains and argues a point of view in a debate, using formal language for persuasion. | Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) Asks questions to develop ideas and take account of others' views. |
| | | | | Listens to and consider the opinions of, others in discussions. | Engage listeners through choosing appropriate vocabulary and register that is |
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| | | | Talks confidently and fluently in a range of situations, using formal and Standard English, if necessary. | | Takes an active part in discussions and can take on different roles. Makes contributions to discussions, evaluating others' ideas and respond to them. | matched to the context. |
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KS3

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
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| 7 | NC Coverage-Historical Fiction. Suggestion: Shakespeare. | NC Coverage-Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare. | NC Coverage-Fiction/ Poetry. Pre- 1914. | NC Coverage-Contemporary Fiction/ Short stories. | NC Coverage-Non-fiction/ Contemporary. | NC Coverage-Non-fiction/ Historical. |
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| | Able to comment about how a text fits into a particular genre. (Historical Fiction) | Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Plays/ Prose.) | Able to comment about how a text fits into a particular genre. (Fiction/ Poetry. Pre- 1914.) | Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Short stories.) | Able to comment about how a text fits into a particular genre. (Non-fiction/ Contemporary.) | Able to comment about how a text fits into a particular genre. (Non-fiction/ Historical.) |
| Show understanding of the writer's view point by reading between the lines for less obvious meaning | | | | | | |
| | Able to summarise a text accurately to show understanding. | Able to critically compare 2 texts. Suggestion: Comparing traditional | Able to summarise a text accurately to show understanding. | Comments are relevant to the task or question set. | Comments are relevant to the task or question set. | Able to critically compare 2 non-fiction texts. (Contemporary and historical.) |



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| | Able to make relevant points with quotations and text references to support comments. | Shakespeare to contemporary Shakespeare. | Able to make relevant points with quotations and text references to support comments. | Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader. | Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader. |
| Able to convey the correct tone of voice for the text type and try to engage the reader. | | | | | |



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| Able to keep content appropriate for the text type. Narrative essays. | Able to keep content appropriate for the text type. Script writing. | Able to keep content appropriate for the text type. Writing Poetry. | Able to keep content appropriate for the text type. Writing stories. | Able to keep content appropriate for the text type. Non-narrative text writing. Suggestion: Arguments. | Able to keep content appropriate for the text type. Non-narrative writing. Suggestion: Polished scripts for presentations and talks. |
| Correct spelling of simple words including homophones and some complex words. | Vocabulary chosen is appropriate for purpose and audience. | Grammar is accurate throughout including verb tense. | | | |
| Use a range of punctuation to make meaning clear: , () ? ! ; ; | Use a range of punctuation to make meaning clear: , () ? ! ; ; | Some Literary/language devices are used e.g. simile and metaphor. | Narrative shows precision in setting out speech. | Able to control and sequence writing with connectives and paragraph links. | |
| Able to structure sentences in a variety of ways: simple, compound and complex sentences. | | | | | |



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| | Talk about how to speak and listen. Using Standard English. | Talk in role as another person. Performing Play scripts. | Talk in role as another person. Performing Poetry. | Talk and listen to an audience. Giving a short speech. | Talk and listen with other people. Participating in formal debates and structured discussions. | Talk and listen to an audience. Giving a presentation. |
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*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
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| 8 | NC Coverage-Historical Fiction. Suggestion: Shakespeare. | NC Coverage-Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare. | NC Coverage-Fiction/ Poetry. Pre- 1914. | NC Coverage-Contemporary Fiction/ Short stories. | NC Coverage-Non-fiction/ Contemporary. | NC Coverage-Non-fiction/ Historical. |
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| | Able to summarise texts accurately and succinctly. | Able to comment on how writer's suggest/ imply ideas about characters and actions. | Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc. | Able to comment on how writer's suggest/ imply ideas about characters and actions. | Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader. | Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader. |
| | Appropriate points made in extended reading responses, using apt quotations to support main ideas. | Able to make critical comparisons of texts including poetry, plays and texts from two different time periods. | Able to comment on the language choices of writers and their effects. | Able to make critical comparisons of texts including poetry, plays and texts from two different time periods. | Able to comment on a writer's viewpoint. | Able to comment on a writer's viewpoint. |

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| | Able to comment on how writer's suggest/ imply ideas about characters and actions. | | | | Able to convey explicitly how writer's hook/ engage their reader. |
| Able to make appropriate comments for the task or question set. | | | | | |
| Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Narrative essays. | Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Script writing. | Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing Poetry. | Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing stories. | Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative text writing. Suggestion: Arguments. | Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative writing. Suggestion: Polished scripts for presentations and talks. |
| Able to proof read, edit and make improvements to writing independently. | | | | | |



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| | Controlled use of a variety of sentences types in all pieces of writing. | | | | |
| | Full range of punctuation is used and generally used accurately. | Full range of punctuation is used and generally used accurately. | Able to use imagery to create specific effects. | Able to use imaginative description that engages the reader. | Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.) |
| | Spelling of complex words is generally correct, including uncommon and ambitious vocabulary. | Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar. | | Able to use imagery to create specific effects. | Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person. |
| | Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.) | | | | |



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| | Talk about how to speak and listen with increasing confidence. Using Standard English. | Talk in role as another person with increasing confidence. Performing Play scripts. | Talk in role as another person with increasing confidence. Performing Poetry. | Talk and listen to an audience with increasing confidence. Giving a short speech. | Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions. | Talk and listen to an audience with increasing confidence. Giving a presentation. |
|--|--|---|---|---|---|---|

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 Note: This term should be used to revisit any areas of difficulty. |
|------------|--|--|--|---|--|---|
| 9 | NC Coverage- Historical Fiction. Suggestion: Shakespeare. | NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare. | NC Coverage- Fiction/ Poetry. Pre- 1914. | NC Coverage- Contemporary Fiction/ Short stories. | NC Coverage- Non-fiction/ Contemporary. | NC Coverage- Non-fiction/ Historical. |
| | Able to summarise texts accurately and succinctly. | Able to make critical comparisons of texts including poetry, plays and texts from two different time periods. | Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc. | Able to make critical comparisons of texts including poetry, plays and texts from two different time periods. | Able to comment on writer's view point. | Able to comment on the language choices of writers and their effects. |



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| Appropriate points made in extended reading responses, using apt quotations to support main ideas. | Appropriate points made in extended reading responses, using apt quotations to support main ideas. | Able to comment on the language choices of writers and their effects. | Able to comment on how writer's suggest/ imply ideas about characters and actions. | Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader. | Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader. |
| Able to comment on how writer's suggest/ imply ideas about characters and actions. | | Able to comment on how writer's suggest/ imply ideas about characters and actions. | | | Able to convey explicitly how writer's hook/ engage their reader. |
| Able to make appropriate comments for the task or question set. | | | | | |

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| | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Narrative essays.</p> | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Script writing.</p> | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Writing Poetry.</p> | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Writing stories.</p> | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Non-narrative text writing.</p> <p>Suggestion: Arguments.</p> | <p>Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.</p> <p>Non-narrative writing.</p> <p>Suggestion: Polished scripts for presentations and talks.</p> |
| Able to proof read, edit and make improvements to writing independently. | | | | | | |
| Controlled use of a variety of sentences types in all pieces of writing. | | | | | | |
| Full range of punctuation is used and generally used accurately. | Full range of punctuation is used and generally used accurately. | Able to use imagery to create specific effects. | Able to use imaginative description that engages the reader. | Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.) | | |
| Spelling of complex words is generally correct, including uncommon and ambitious vocabulary. | Vocabulary is well chosen and appropriate for purpose and audience and uses | Vocabulary is well chosen and appropriate for purpose and audience and uses | Able to use imagery to create specific effects. | Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person. | | |



| | | | | | |
|--|---|---|---|---|---|
| | Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.) | correct verb tense and grammar. | correct verb tense and grammar. | | |
| | Talk about how to speak and listen with increasing confidence. Using Standard English. | Talk in role as another person with increasing confidence. Performing Play scripts. | Talk in role as another person with increasing confidence. Performing Poetry. | Talk and listen to an audience with increasing confidence. Giving a short speech. | Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions. |

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.