

Core Content Overview:

Autumn Term: <u>Pre - C19th prose study – ‘Oliver Twist’ AND Writing Task Narrative Style</u>	Spring Term: <u>Pre- C19th and Modern poetry study based on the theme of RELATIONSHIPS and Writing Task Non-Fiction Style</u>	Summer Term: <u>End of Year Examination Preparation and Drama – ‘Macbeth’</u>
GCSE style Language Paper 1 – Q1 and Q2 GCSE style Writing task – Alter Ego narrative	GCSE style Language Paper 1 – Q1 and Q2 (Summative) GCSE style Literature essay – Anthology Style (teach 3 pre-selected) GCSE style Writing task – World Documentary non-fiction	GCSE style Language Paper 1 – Q1, 2 and 5 (Summative) Drama – Shakespeare Week ‘Macbeth’ performance

Key Skills:**Reading**

- AO1
a) Identify and interpret explicit and implicit information and ideas.
b) Select and synthesise evidence from different texts.
- AO2
a) Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers,
b) Using relevant subject terminology to support their views.
- AO3
Compare writers’ ideas and perspectives, as well as how these are conveyed across two or more texts.

Writing

- AO5
a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6
a) Use a range of vocabulary for clarity, purpose and effect.
b) Use sentence structures for clarity, purpose and effect
c) Use accurate spelling
d) Use accurate punctuation.

GRADE	DESCRIPTOR
Yr 7 Grade 7	<p>Reading: Demonstrates understanding of text, creating a sustained response, precisely selected quotation to support. Supports points by consistently selecting relevant evidence from different places within and between texts. Make detailed comments to explain how language is used in a text. Provide own opinion about the effectiveness of these features. Begin to explore the extent to which texts are similar or different. Clearly explains, with use of examples to support, how writer creates particular effects on readers. Includes straightforward context to inform interpretations.</p> <p>Writing: Writing is becoming confident in a variety of different styles and there is an increasingly strong awareness of purpose and audience. Secure evidence of a developing ability to use structural/cohesive devices to produce a well-constructed text; is using a range of discourse markers to produce writing in a variety of styles. Uses ambitious vocabulary for impact. Uses a variety of sentence structures for effect. Uses spelling strategies to improve accuracy spelling throughout writing. Uses a wide range of punctuation for effect.</p>
Yr 7 Grade 4/5	<p>Reading: Understand significant meanings and make reference to them in the text. References relevant parts of the text to support ideas. Show understanding of features of language by describing these features. Begin to explain why the writer has chosen particular words or why the writer has chosen to shape/order the text in a particular way. Can identify key aspects of language and structure in a text: focus on the most important aspects within a text. Can make some straightforward comments about links between texts and can convey a particular viewpoint. Can identify simple similarities and differences between texts and can explain what the text makes readers think or feel.</p> <p>Writing: Is beginning to write clearly and can match some writing styles to purpose and audience. Demonstrates some clear use of structural and cohesive devices to produce some well-constructed texts; is beginning to use some discourse markers to produce writing in a variety of styles. Uses an increasing range of vocabulary and sometimes selects words for impact. Uses an increasingly varied range of sentences: simple, compound and complex. Can identify and correct own spelling errors. Consistently uses sentence punctuation, including speech punctuation, accurately.</p>
Yr 7 Grade 1	<p>Reading: Show ability to read high frequency words and decode some new words. Can remember things about a text and use words and pictures to describe how a character may be feeling. With support, identify interesting word choices in a text and understand that a text has a beginning, a middle and an end.</p> <p>Writing: Uses simple vocabulary and can use some new words appropriately. Joins clauses using simple connectives. Includes a sufficient number of recognisable words to make writing readable and makes phonetically plausible attempts to spell words. Aware of how to use capital letters and full stops to start and end sentences but not always securely used.</p>

Core Content Overview:		
Autumn Term: <u>Modern Prose Study 'Of Mice and Men' and Writing Task Non-Fiction Style</u>	Spring Term: <u>Poetry Study based on the theme of CONFLICT and Writing Task Fiction</u>	Summer Term: <u>End of Year Examination Preparation and Drama-'King Lear'</u>
GCSE style Language Paper 1 – Q1 and Q2 and Q3 Qu: based on a setting from the text GCSE style Writing task – Explain Non-Fiction	GCSE style Language Paper 1 – Q1 and Q2 and Q3 (Summative) GCSE style Literature essay – Anthology Style (teach 4 pre-selected) GCSE style Writing task – Adventure Fiction Task	GCSE style Language Paper 1 – Q1, 2, 3 and 5 Drama – Shakespeare Week 'King Lear' performance
Key Skills:		
<p>Reading</p> <p>AO1</p> <p>a) Identify and interpret explicit and implicit information and ideas. b) Select and synthesise evidence from different texts.</p> <p>AO2</p> <p>a) Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, b) Using relevant subject terminology to support their views.</p> <p>AO3</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>Writing</p> <p>AO5</p> <p>a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6</p> <p>Use a range of vocabulary for clarity, purpose and effect. b) Use sentence structures for clarity, purpose and effect c) Use accurate spelling d) Use accurate punctuation.</p>		

GRADE	DESCRIPTOR
Yr 8 Grade 7	<p>Reading: Demonstrates understanding of text, creating a sustained, insightful response, selecting quotation to support. Selects evidence from different places within and between texts to help develop points. Confidently explores the use of language and structure in detail, making confident judgements about their effectiveness. Use terminology appropriately and consistently make judgements about the effectiveness of these features. Confidently analyses the links between texts attempting to compare the use of linguistic features and techniques. Secure use of context to inform interpretations.</p> <p>Writing: Writes with confidence in a variety of different styles with an assured awareness of purpose and audience. Uses structural/cohesive devices to produce a well-constructed text with discourse markers used appropriately to produce confident writing. Confident control and crafting of vocabulary. Phrase and sentence construction self-consciously crafted for effect. Few spelling lapses, with only occasional misses with unfamiliar words. Uses a growing range of punctuation mainly accurately.</p>
Yr 8 Grade 4/5	<p>Reading: Identify relevant points from different parts of the text and can infer meaning. Supports points with relevant evidence. Sometimes explain the impact & effectiveness of language and structure. Start to use appropriate terminology to describe features of language & structure. Demonstrates clear understanding of links and some points of comparison between texts. Begins to explain how writer creates particular effects on readers. Includes some simple context.</p> <p>Writing: Writes clearly and is able to match writing style to purpose and audience. Demonstrates clear use of structural and cohesive devices to produce some well-constructed texts; is beginning to use a range of discourse markers to produce writing in a variety of styles. Begins to use vocabulary more precisely to distinguish shades of meaning. Uses a range of sentences including simple, compound and complex. More complex words are spelt accurately. Beginning to use apostrophes for contractions and possession.</p>
Yr 8 Grade 1	<p>Reading: Show ability to ability to read key words and decode new words. Can locate and remember simple information from a text. Independently identify interesting word choices and can describe obvious features of a text. Independently identify features of organisation: paragraphs, openings, refers to endings. Can list the common features of the texts.</p> <p>Writing: Can choose some more interesting words for variety. Writes sentences of different lengths. Usually spells high frequency words correctly but still spells a number of words phonetically. Uses capital letters and full stops consistently.</p>

Core Content Overview:		
Autumn Term: <u>Pre-C19th prose study – ‘Frankenstein’ and Writing Task Fiction</u>	Spring Term: <u>Shakespeare ‘The Tempest’ and Writing Task Non-Fiction</u>	Summer Term: <u>End of Year Examination Preparation and Spoken Language via Drama ‘An Inspector Calls’</u>
GCSE style Language Paper 1 – Q1, 2,3 and 4 GCSE style Writing task – Narrative writing spy fiction	GCSE style Language Paper 1 –Question 1,2,3 and 4 (Summative) GCSE style Literature essay – Shakespeare study 3 extract comparison GCSE style Writing task – News Non-Fiction	GCSE style Language Paper 1 – QU 1, 2, 3, 4 and 5 SPOKEN LANG PRESENTATION
Key Skills:		
<p>Reading</p> <p>AO1</p> <p>a) Identify and interpret explicit and implicit information and ideas. b) Select and synthesise evidence from different texts.</p> <p>AO2</p> <p>a) Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, b) Using relevant subject terminology to support their views.</p> <p>AO3 and 4</p> <p>Compare writers’ ideas and perspectives, as well as how these are conveyed across two or more texts.</p> <p>Writing</p> <p>AO5</p> <p>a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6</p> <p>Use a range of vocabulary for clarity, purpose and effect. b) Use sentence structures for clarity, purpose and effect c) Use accurate spelling d) Use accurate punctuation.</p>		

GRADE	DESCRIPTOR
Yr 9 Grade 7	<p>Reading: Develops a perceptive and increasingly independent interpretation of the text, using a range of textual evidence to support ideas. Makes detailed and perceptive comments about aspects of language and structure, beginning to make insightful comments about the effects of writer's choices. Makes secure use of terminology to identify text features. Compares texts perceptively, linking and contrasting texts via language and structural features. Analyses the influence of context on meaning and interpretation.</p> <p>Writing: Writing is often original; writes with flair in a variety of different styles and forms, with a sophisticated sense of audience and purpose. Shows a high level of ability to organise and structure texts using paragraphs and other structure/ cohesive devices with precision. Begins to use vocabulary more self-consciously for impact. Begins to use sentences and punctuation for impressive effect. Spelling is mainly accurate even for unfamiliar and specialist vocabulary. Uses a broad range of punctuation purposefully and accurately.</p>
Yr 9 Grade 4/5	<p>Reading: Demonstrates understanding of a text, making a sustained response and using precisely selected quotations to support ideas, these to be selected from different places from within and across texts. Makes detailed and increasingly precise comments about how language and structure features are used in a text and comments independently on the effects of these features. Makes mostly secure use of terminology to identify text features. Begins to explore the extent to which texts are similar and different and supports comparisons with examples. Can make straightforward links between a text and its context to inform interpretations.</p> <p>Writing: Writing is becoming confident in a variety of styles and forms with a strong awareness of audience and purpose. Developing ability to use structural/ cohesive devices to produce a well-constructed text; uses a range of discourse markers. Has a wide vocabulary and can select and use words appropriately for impact. Sentences and punctuation are often crafted for effect. Commonly used words are consistently spelt correctly. Uses a growing range of punctuation with accuracy, including more advanced types.</p>
Yr 9 Grade 1	<p>Reading: Shows awareness of some obvious meanings in a text and can ask questions about a text; makes predictions about what will happen next. Begins to make simple comments which show awareness of obvious language and structure features being used in a text; can identify some of these features with correct terms e.g. simile, alliteration. Begins to show some awareness of how texts link via theme or content.</p> <p>Writing: Shows limited ability to write clearly and to match writing to style, form, purpose and audience. Produces a basic text with limited use of structural and cohesive features. Makes use of some more interesting word choices and demonstrates an emerging awareness of the need to vary vocabulary. Uses a wider range of connectives to join sentences and includes sentences of different lengths in their writing. Usually spells high frequency words correctly but still spells a number of words phonetically where errors are made. Uses capital letters and full stops to accurately demarcate sentences. Makes some accurate use of question marks, exclamation marks and commas but not consistently so.</p>