

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 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.

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.
1	applicable, alternativ	ith the correct sound to ve sounds for graphemes		oups of letters) for all	40+ phonemes, includi	ng, where
		blending sounds in unfan	niliar words			
	Reads common exce				Γ	
	Develops pleasure	Develops pleasure in	Develops pleasure in	Develops pleasure	Develops pleasure	Develops
	in reading,	reading, motivation to	reading, motivation	in reading,	in reading,	pleasure in
	motivation to read, vocabulary and	read, vocabulary and understanding by 1.	to read, vocabulary and understanding	motivation to read, vocabulary and	motivation to read, vocabulary and	reading, motivation to
	understanding by	Listening to and	by 1. Listening to and	understanding by 1.	understanding by 1.	read, vocabulary
	1. Listening to and	discussing and 2.	discussing and 2.	Listening to and	Listening to and	and
	discussing and 2.	Becoming very	Becoming very	discussing and 2.	discussing and 2.	understanding by
	Becoming very	familiar with Key	familiar with	Becoming very	Becoming very	1. Listening to
	familiar with Fairy	Stories.	Poetry.	familiar with	familiar with Non-	and discussing
	Tales.			Traditional Tales.	fiction.	and 2. Becoming

					very familiar wit Non-fiction.
Reads aloud ac strategies to we	-	consistent with their dev	veloping phonic knowledge	and that do not require	them to use oth
As they read th	ey correct inaccurate re	eading.			
		Predicts what mi what has been re	ight happen on the basis of ead to them.	Predicts what might h basis of what has been independently.	
			Discusses the signific	ance of title and events.	
				e books they can already se they listen to by check a as they read.	

Spell words contain	ing each of the 40+ phone	emes already taught.				
N						
Name the letters of	the alphabet in order.					
Begins to form lowe	er-case letters in the corre	ect direction, starting an	d finishing in the right p	place.		
	Write sentences by 1: s	equencing to form shor	t narratives. <mark>.</mark>			
		eading what has been w		es sense.		
		Writes from memory	Introduces capital	Introdu	ces question	Introduces
		simple sentences	letters and full stops	marks a	nd	question marks
		dictated by the	to demarcate	exclama	ation marks.	and exclamation
		teacher that include	sentences.			marks.
		words using GPCs				
		and common				
		exception words				
		taught so far.				
		Introduces capital				
		letters and full stops to demarcate				
		sentences.				
Listops carofully to t	the things other people ha					
	pic when talking in a grou					
Joins in with role-pl		<i>ι</i> μ.				
Joins in with role-pi		idently in front of peopl	e in my class			
		laying and learning with	· · · · ·			
	noius attention when p	naying and learning With	I UTIELS.			

an adult they v well	know well or with	known story and	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.
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 understanding by listening to, discussing and

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 red and correcting inaccurate reading.				expressing views and becomes increasingly familiar with Non-fiction. 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 and becomes increasingly familiar with Fairy Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Key Stories.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Traditional Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Poetry.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views 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. Retells the Fairy Tales.	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.
Writes capital letters		size, orientation and re	lationship to one anot	her and to lower case letters.
	nd full stops to demarcat			
Develops positive att	itudes towards and stam	ina for writing by writin	g or different purpose	S.
Segmenting spoken w	vord into phonemes and	representing these by g	graphemes, spelling ma	any correctly.
	Consider what is going	to be written before be	ginning by encapsulati	ng what she wants to say, sentence by
	sentence.	Γ	1	1
		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 phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few	Uses suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.	Uses the correct choice and consistent use of present tense and past tense throughout a written piece.		

common homophones. Make simple addition	ns, revisions and correction	ons to writing by proof	reading to check for err	ors in spelling, gramm	ar and
punctuation.				ors in spenns, sranni	
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.
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 Traditional Tales.	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 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 co	priventions in a wide ran	ge of books.			

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

To sequence and communicate ideas in an organised and logical way, always using complete sentences.	To present ideas or information to an audience.	Retells a story using narrative language and add relevant detail.	To perform poems from memory adapting expression and tone as appropriate.	To recognise that meaning can be expressed in different ways, depending on context.	To vary the amount of de and choice of vocabulary, depending or purpose and 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 in paired and group discussions.

-	dn	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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2007	Year						

Listens to and	Listens to and	Listens to and	Listens to and	Listens to and	Listens to and
discusses a range	discusses a range of	discusses a range of	discusses a range of	discusses a range of	discusses a range
of Fiction-	Plays.	Poetry.	Traditional	Non-Fiction.	of Non-
Fairy Tales.			Stories.	Including reference books and text books.	Fiction. Including reference books and text books.
Identifies themes a	and conventions in a wide	range of books.	<u> </u>	1	
Read further except	otion words, noting the un	usual correspondences	between spelling and so	ound and where these	occur in the word.
Applies a growing	knowledge of root words,	prefixes and suffixes (et	ymology and morpholo	gy)- as listed in English	appendix 1 of the
national curriculur	n document- both to read	aloud and to understan	d the meaning of new v	vords that are met.	
Predicts what might	nt happen from details stat	ted and implied.			
	Uses dictionaries to ch	eck the meaning of wor	ds that have been read.		
Read further				Checks that the text r	makes sense to the
exception words,				individual, discussing	-
noting the unusua				and explaining the m	eaning of the
correspondences				words in context.	
between spelling					
and sound and					
where these occur					
in the word.					
		Draws inferences such	_	Identifies main ideas	drawn from more
		characters' feelings, t	houghts and motives	than one paragraph a	and summarises
		from their actions an	justifies inferences	these.	
		with evidence.			

		Checks that the text m individual, discussing h explaining the meanin context.	nis understanding and	Retrieves and record non-fiction.	s information from
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	Uses standard English forms of verb	Uses fronted adverbials.	Organises paragraphs around	Organises paragraphs
	punctuation to indicate direct speech.	inflections instead of local spoken forms.		a theme.	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 indicate direct speech.
	ing and punctuation erro				
Student can sequence, develop and communicate ideas in an organised and logical way, always	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.

using complete	Presents to an	Performs poems	Justifies an answer	
sentences.	audience using	from memory,	by giving evidence.	
	appropriate	conveying ideas		
	intonation; controlling	about characters and		
	the tone and volume	situations by		
	so that the meaning is	adapting expression		
	clear.	and tone.		
	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
5	Increases familiarity with a wide range of books including Fairy Tales and	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 /	Increases familiarity with a wide range of books including books from other cultures and	Increases familiarity with a wide range of books including books from other cultures and

Traditional			Myths and	Traditions/non-	Traditions/non-
stories.			legends.	fiction.	fiction.
Participates in discus	sions about books that	are read to the child a	nd those that can be r	ead independently.	
	owledge of root words, document- both to reac			ology)- as listed in Englis w words that are met.	sh appendix 1 of the
Checks that the book context.	c makes sense to the rea	ader, discussing individ	ual's understanding a	nd exploring the meanin	g of the words in
				Summarises the main more than one paragra details that support th	aph, identifying key
		Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-fiction.	Retrieves, records and presents information from non-fiction.
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 spell	ing and punctuation err	ors.			
		Ensures the consistent and correct use of tense	Selects appropriate form and uses other similar	Uses devices to build cohesion within a paragraph (e.g. then,	Selects the appropriate form and uses other similar writing as

	throughout a piece	writing as models	after that, this and	models for their
	of writing.	for their own.	firstly.)	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.)
		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 re	levant 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 langu	lage depending on the a	udience, the purpose of	or the context.		
Engages the listener	by varying expression a	nd vocabulary.			
Begins to use	Performs their own		Shows that they	Selects the	
hypothetical	compositions, using		understand the	appropriate register	
language to	appropriate		main points,	according to context.	
consider more	intonation and		including implied		
than one possible	volume so that the		meanings in a		
outcome or	meaning is clear.		discussion.		
solution.				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
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 discus	sions about books that a	are read to the child ar	nd those that can be re	ead 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.					sh appendix 1 of the
Identifies the audience for, and purpose of, the writing.		Checks that the book makes sense to the reader, discussing individual's understanding and exploring the meaning of the		Summarises the main ideas draw from more than one paragraph, identifying key details that support the main ideas.	Summarises the main ideas draw from more than one paragraph, identifying key details that support the main ideas.
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.)	Uses dictionaries to check the spelling and meaning of words.	words in context. Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-ficiton.	Retrieves, records and presents information from non-ficiton.
Proof-reads for spell Explains ideas and opinions giving reasons and evidence.	ing and punctuation err Performs their own compositions, using appropriate intonation, volume	ors. Ensures the consistent and correct uses of	Selects appropriate form and uses other similar	Punctuates bullets points to list information.	Uses the colon to introduce a list.

	and expression so that literal and implied meaning is clear.	tenses throughout a piece of writing.	writing as models of their own.		
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.')	Describes setting, characters and atmosphere.	Can use layout devices, such as headings, sub- headings, columns, bullets, or tables, to structure text.	Can use layout devices, such as headings, sub- headings, columns, bullets, or tables, to structure text.
		Performs pomes from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.		Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.)	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.)
		Sustains and argues a point of view in a debate, using formal language for persuasion. Talks confidently and fluently in a	Listens to and consider the opinions of, others in discussions.	Asks questions to develop ideas and take account of others' views. Takes an active part in discussions and	Engage listeners through choosing appropriate vocabulary and register that is matched to the context.

range of situations, using formal and	can take on different roles.
Standard English, if necessary.	Makes contributions to discussions, evaluating others' ideas and respond to them.

<u>KS3</u>

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.
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.

Able to comment	Able to comment	Able to comment	Able to comment	Able to comment	Able to
about how a text fits	about how a text fits	about how a text fits	about how a text	about how a text fits	comment about
into a particular	into a particular	into a particular	fits into a particular	into a particular	how a text fits
genre. (Historical	genre.	genre. (Fiction/	genre.	genre. (Non-fiction/	into a particular
Fiction)	(Contemporary	Poetry. Pre- 1914.)	(Contemporary	Contemporary.)	genre. (Non-
	Fiction/ Plays/		Fiction/ Short		fiction/
	Prose.)		stories.)		Historical.)
Show understanding of	1	nt by reading between th	/	meaning	
Show understanding o	1	nt by reading between t	/	meaning	
Show understanding of Able to summarise a	1	nt by reading between the Able to summarise a	/	meaning Comments are	Able to critically
	of the writer's view poir		ne lines for less obvious	-	Able to critically
Able to summarise a	of the writer's view poir Able to critically	Able to summarise a	ne lines for less obvious Comments are	Comments are	
Able to summarise a text accurately to	of the writer's view poir Able to critically compare 2 texts.	Able to summarise a text accurately to	Comments are relevant to the task	Comments are relevant to the task	Able to critically compare 2 non-

Able to make	Shakespeare to	Able to make		Able to comment on	Able to
relevant points with	contemporary	relevant points with		the structure of a	comment on th
quotations and text	Shakespeare.	quotations and text		text and how it	structure of a
references to	Shakespeare.	references to		supports its purpose	text and how i
				whilst also able to	
support comments.		support comments.			supports its
				comment on words	purpose whils
				and phrases that the	also able to
				writer has used and	comment on
				explain what they	words and
				mean and the	phrases that t
				effects they have on	writer has use
				the reader.	and explain w
					they mean an
					the effects the
1					
					have on the
Able to convey the co	prrect tone of voice for t	he text type and try to e	engage the reader.		have on the
Able to convey the co Able to keep	orrect tone of voice for t Able to keep content	he text type and try to e Able to keep content	engage the reader. Able to keep content	Able to keep content	have on the
	1			Able to keep content appropriate for the	have on the reader.
Able to keep	Able to keep content	Able to keep content	Able to keep content		have on the reader. Able to keep content
Able to keep content appropriate	Able to keep content appropriate for the	Able to keep content appropriate for the	Able to keep content appropriate for the	appropriate for the	have on the reader. Able to keep content
Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	appropriate for the text type.	have on the reader. Able to keep content appropriate fo the text type.
Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	appropriate for the text type.	have on the reader. Able to keep content appropriate fo the text type.
Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	appropriate for the text type. Non-narrative text writing.	have on the reader. Able to keep content appropriate fo the text type. Non-narrati
Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	appropriate for the text type. Non-narrative text writing. Suggestion:	have on the reader. Able to keep content appropriate fo the text type. Non-narrati writing. Suggestion:
Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	Able to keep content appropriate for the text type.	appropriate for the text type. Non-narrative text writing. Suggestion:	have on the reader. Able to keep content appropriate for the text type. Non-narrati writing.

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: , () ? ! : ;	meaning clear: , () ? ! : ;	Some Literary/ language devices are used e.g. simile and metaphor.	Narrative shows precision in setting out speech.	Able to control and so with connectives and	
Able to structure sent	ences in a variety of wa	ys: simple, compound a	and complex sentences		
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 an audience. 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.
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.
	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.

on how writer'sexplicitly howsuggest/ implywriter's hook/ideas aboutengage theircharacters andengage their	Appropriate points	Able to make critical	Able to comment on	Able to make	Able to comment on	Able to comment
using apt quotations to support main ideas.plays and texts from two different time periods.effects.poetry, plays and texts from two different time periods.Poetry, plays and texts from two different time periods.Able to comment on how writer's suggest/ imply ideas about characters andAble to convey explicitly how writer's hook/ engage their reader.Able to convey explicitly how writer's hook/ engage their reader.	made in extended	comparisons of texts	the language choices	critical comparisons	a writer's	on a writer's
quotations to support main ideas.two different time periods.texts from two different time periods.Able to comment on how writer's suggest/ imply ideas about characters andAble to convey explicitly how writer's hook/ engage their reader.Able to convey explicitly how writer's hook/ engage their reader.	reading responses,	including poetry,	of writers and their	of texts including	viewpoint.	viewpoint.
support main ideas.periods.different time periods.Able to comment on how writer's suggest/ imply ideas about characters andperiods.Able to convey explicitly how writer's hook/ engage their reader.	using apt	plays and texts from	effects.	poetry, plays and		
ideas. periods. Able to comment on how writer's suggest/ imply ideas about characters and periods.	quotations to	two different time		texts from two		
Able to comment on how writer's suggest/ imply ideas about characters andAble to convey explicitly how writer's hook/ engage their reader.	support main	periods.		different time		
on how writer's suggest/ imply ideas about characters andexplicitly how writer's hook/ engage their reader.	ideas.			periods.		
suggest/ imply writer's hook/ ideas about engage their characters and reader.	Able to comment					Able to convey
ideas about characters and reader.	on how writer's					explicitly how
characters and reader.	suggest/ imply					writer's hook/
	ideas about					engage their
	characters and					reader.
actions.	actions.					

Writing has appropriate devices for text type e.g. rhetorical questions, bullet	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet	Writing has appropriate devices for text type e.g. rhetorical questions, bullet	Writing has appropriate devices for text type e.g. rhetorical
points. Etc.	Script writing.	Writing Poetry.	points. Etc.	points. Etc.	questions, bullet points. Etc.
Narrative			Writing stories.	Non-narrative	Non-narrative
essays.				text writing. Suggestion: Arguments.	writing. Suggestion: Polished scripts for presentations and talks.
Controlled use of a v	variety of sentences types	s 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 clearl will have links with co (conjunctions) and to add cohesion. (Make	pic sentences to
Spelling of complex words is generally correct, including uncommon and ambitious vocabulary.	· · · · · · · · · · · · · · · · · · ·	sen and appropriate for and uses correct verb	Able to use imagery to create specific effects.	Mostly able to keep v or narrative view poir 1 st person/ third pers	vriter's view point nt throughout e.g.

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

*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.

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

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.	for text type e.g.	Writing has appropriate devices for text type e.g. rhetorical questions bullet points. Etc. Writing stories.	for text type e.g.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
	dit and make improvem ariety of sentences type		-		
Controlled use of a va	anety of sentences type	is in an pieces of writin	g.		
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 us have links with connecti- and topic sentences to a (Make it flow.)	ves (conjunctions)
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 writ narrative view point thro person/ third person.	

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

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