



English Long-Term Plan

Intent:

Reading

Phonics: Phonics is taught from years 3-7. Pupils are assessed at the start of the academic year, or when they begin their journey at Willowfield Academy. This initial assessment will highlight which group is best for each pupil so that gaps in learning can be filled and then built on. Pupils are further assessed every half term to monitor progress; they may move phonics groups based on the outcomes of this assessment.

LEAP: The LEAP intervention is delivered to pupils in year 8 to 11. It is a form of phonics that is more suitable for older learners. There is an initial assessment that will advise which stage pupils should start at; pupils are streamed across year groups so that gaps in learning can be filled for all learners.

Reading for Pleasure: Reading for Pleasure takes place for 15 minutes every day in tutor groups. The aim of Reading for Pleasure is for pupils to develop a passion for reading. Pupils can select a text of their choice to read on some days and teachers will read to pupils on other days; this gives pupils the opportunity to access texts that they may not be able to independently. The library is available to tutor groups so that pupils can experience reading in a different, more relaxed environment. Pupils are also entered into a half-termly prize draw each time they read 3 times a week, giving them chances to win book prizes for their extracurricular reading efforts.

Vocabulary

Lexonik vocabulary is taught using Lexonik cloud. It breaks words down in its parts: affixes, stems and roots. This morphemic analysis approach supports pupils to identify means of unfamiliar words. Lexonik vocabulary will be taught in all subjects across the school. The way that vocabulary is taught supports pupils to read unfamiliar words as they are colour coded into syllables, making decoding easier.

Speaking, Listening and Communication

Communication can take many forms: verbal, written, actions, facial expressions, body language, visual and active listening, to name a few. Pupils are taught drawing on their strengths but also develop all forms of communication to express their views, feelings and needs. We actively encourage varied opportunities to speak in a range of contexts. Paired, and whole class discussions, take place across the curriculum. We believe that “writing floats on a sea of talk” -James Britton (1976). Talk for writing plays a fundamental role in planning, creating and editing pieces of written work.

A speaking, listening and communication exam is required for all end of school qualifications in English. Therefore, critical national curriculum objectives, for each year group, are stated in the overview through school. Pupils are encouraged to present their work to the class or an adult on a regular basis to ensure they have the skills and confidence required to verbally communicate effectively. Pupils are taught to actively listen to others and to contribute to what has been said during discussions. These skills can be challenging to learn so all staff model positive active speaking and listening skills in conversations with adults and pupils.

Spelling, grammar and punctuation

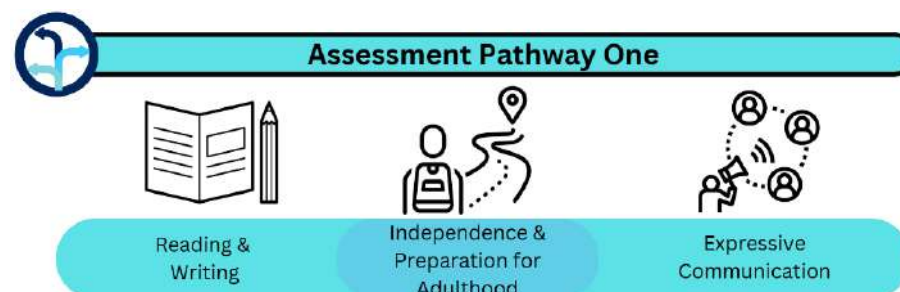
Spelling, grammar and punctuation is already well sequenced in years 3-6 in preparation for SATs exams. Previously it has not been explicitly taught in KS3. A Whole-school SPaG framework (see Appendix 1) is used, with support from the Lead Teacher of English, to ensure that SPaG teaching is well sequenced and progress against national expectations is part of weekly English lessons. What is taught is adapted each year to meet the needs of each cohort. There are different SPaG objectives to be delivered to year groups for each half term. The teaching of SPaG is then monitored through book trawls and pupil voice each half term.

At the heart is the cultivation of pupil **Independence** in thought and expression, alongside providing the literary and communicative foundations necessary for successful **Preparation for Adulthood**.



English: Willowfield's Assessment Pathways

The English curriculum at Willowfield is designed and assessed through Willowfield's Assessment Pathways. Each pathway ensures pupils access English at a level suited to their individual needs and development.



Pupils are supported in developing early decoding and writing skills and confidence in their own ability.

A focus on:

- Developing foundational decoding skills to accurately read and comprehend familiar and accessible texts.
- Consolidating phonics knowledge to enhance word recognition and build reading fluency at an appropriate pace.
- Utilising fundamental grammatical structures and basic punctuation to ensure clarity and coherence in their written communication.
- Adapting their writing for common purposes, such as narrating events or providing simple information.
- Cultivating clear oral communication skills, including active listening and the ability to articulate ideas in structured discussions.
- Building confidence in presenting straightforward information and expressing their thoughts clearly to small groups.
- Learning to offer and receive constructive feedback on their work and the work of peers, fostering a supportive learning environment.
- Recognising how basic word choices and sentence structures can influence meaning in their own communication and in the texts they encounter.



Pupils build comprehension skills; their use of sentence structure and grammar; and enhance their communication skills in wider group scenarios, whilst developing resilience and independence.

A focus on:

- A stronger understanding of themselves and their place in the world, gained by exploring diverse characters, themes, and societal issues within fiction, non-fiction, and poetry.
- Resilience and empathy, fostered by engaging with complex human experiences and ethical dilemmas presented in texts from various cultures and historical periods.
- Clear and effective communication skills, enabling them to articulate their thoughts and connect meaningfully with others through structured discussion, persuasive debate, and sophisticated written expression.
- Improved critical thinking and analytical abilities, developed through closely examining literary and non-literary texts, evaluating arguments, and forming reasoned interpretations.
- Creativity and imagination, encouraged through engaging with imaginative literature and developing their own expressive writing in various genres and forms.
- A growing enjoyment of reading and language, fostering a lifelong curiosity about words, stories, and the world they represent, underpinning success across the entire curriculum.
- The cultural knowledge and understanding of society that comes from engaging with significant literary works and diverse voices within the English literary heritage and contemporary writing.



Pupils are encouraged to independently apply their reading skills to a variety of literature; use a range of sentence types, punctuation and grammar in a range of text types and develop their speaking and listening and communication skills in a range of scenarios including delivering presentations.

A focus on:

- Deepening comprehension and critical analysis of challenging texts, understanding themes, authorial intent, and literary techniques.
- Expanding their vocabulary and understanding of complex syntax through wide and varied reading, applying this to their own expression.
- Mastering a repertoire of grammatical structures and sophisticated punctuation to enhance clarity, impact, and style across all written forms.
- Adapting their writing style, tone, and structure for different purposes and audiences, from formal essays to creative pieces and professional communications.
- Developing articulate and persuasive oral communication, practicing active listening, respectful debate, and the effective structuring of arguments.
- Building confidence in public speaking, including the research, organization, and delivery of engaging presentations to diverse groups.
- Refining their ability to give and receive constructive feedback on both written and spoken work, fostering a collaborative learning environment.
- Understanding the impact of language choices on meaning and audience reception, both in their own work and when interpreting others'.



Personal Development and Careers Links

The Art curriculum at Willowfield Academy plays a key role in supporting pupils' Personal Development.

Personal Development Links

- A strong sense of self and their place in the world by exploring diverse narratives and perspectives.
- Resilience and empathy as they engage with complex human experiences depicted in literature.
- Effective communication and interpersonal skills, enabling them to articulate their thoughts and connect meaningfully with others.
- Critical thinking and problem-solving abilities, empowering them to make informed decisions and navigate challenges.
- Creativity and imagination, fostering innovative thinking and personal expression.
- A lifelong love of learning and a curiosity about the world, equipping them with the drive for continuous personal growth.
- The cultural capital and understanding necessary to engage thoughtfully with society and civic life.

Careers Links

- Exceptional communication skills, both written and verbal, which are highly valued in every profession and essential for effective collaboration and client interaction.
- Strong analytical and critical thinking abilities, enabling them to evaluate information, solve complex problems, and make informed decisions in any career path.
- The capacity for research and information synthesis, preparing them to gather, process, and present data clearly and concisely – a core skill across diverse industries.
- Creativity and innovative thinking, fostering the ability to generate new ideas, adapt to changing circumstances, and contribute fresh perspectives in the workplace.
- Empathy and understanding of diverse perspectives, crucial for successful teamwork, leadership, and navigating a globalized professional environment.
- Presentation skills and self-assurance, empowering them to articulate their ideas confidently in interviews, meetings, and public speaking engagements.
- A rich vocabulary and precise language use, allowing them to communicate professionally and persuasively, enhancing their impact in any field.
- The ability to interpret and create various forms of text, from reports and proposals to marketing materials, making them adaptable to different professional communication needs.
- Cultural literacy and global awareness, providing a broader understanding of the world that is increasingly vital in interconnected industries and international roles.



Links to National Curriculum Objectives

Curriculum links to the National Curriculum are detailed in Appendix 4: National Curriculum Objectives, which outlines progression from EYFS through to Key Stage 4.



English Overview – KS2 Nurture

Texts

Autumn – Where the Wild Things Are, You Can't Call an Elephant in an Emergency

Spring – Peace at Last, Chicken Licken

Summer – Goldilocks and the Three Bears, Puss in Boots

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Let's Explore Marvellous Machines	Can we explore it? (Word Reading)	Where we live. (Comprehension)	Where shall we go? (comprehension, inference, handwriting)	Reading	Construction and small world	Writing		Letter Hunt	Computer Reading	Vehicles (Phonic knowledge)	Robots and inventors (Comprehension)	Reading	Writing	
Spring Term Starry Night Splendid Skies	Starry Night (Comprehension, Vocabulary)	Time for bed (Comprehension, word reading, spelling)	Night Owls (Composition)	Out in space (Composition, word reading)	Writing	Reading	Recounts	Poetry	Lists and instructions	Postcards	Non-chronological reports			
Summer Term Memory Box Paws, Claws & Whiskers	Recounts	Diaries		Rhymes and mnemonics	Descriptions		Recounts	Fables		Booklets and lists		Instructions		Nursery Rhymes and poems

English Overview – KS3 Nurture

Texts

Autumn – The Adventures of Sinbad the Sailor, Myths for Young Children (Usbourne)

Spring – The Iron Man, Swallows and Amazons

Summer – Emil and the Detectives, The Hundred and One Dalmatians

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Land Ahoy! Gods and Mortals	Description	Story Planning	Story Writing		Non-fiction Writing			Character Profiles	Diaries	Instruction	Myths and Legends		Character Descriptions	
Spring Term Mighty Metals Flow	Discussion	Reports	Explanation	Instruction	Poetry	Recounts	Newspaper Reports		Poetry	Journals	Debates and Instructions			
Summer Term Urban Pioneers Heroes and Villains	Leaflets	Free-verse Poetry		Autobiography	Email	Signs and Slogans	Biographies		Dialogue	Riddles	Fairytales		Comic Strips	



English Overview – KS4 Nurture

Texts

Autumn – *Cherub: The Recruit* by Muchamore

Spring – Spelling, Punctuation and Grammar Focus

Summer – Book Study

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Speaking, Listening and Communication	Letters of the Alphabet	Making Predictions	Identifying and Extracting Information		Following Instructions and Making Requests			Responding to Requests	Responding to Questions, Retrieving Information from Texts		Communicating Facts, Opinions, Thoughts and Feelings, Making Inferences		Discussion	
Spring Term Spelling, Punctuation & Grammar	Reading Correctly and Fluently	Using Basic Punctuation	Reading Clauses and Sentences	Subjects, Objects and Verbs	Word Classes		Using Commas to Punctuate Sentences		Understanding a Range of Texts		Recap and Review			
Summer Term Writing Skills	Using Punctuation with Accuracy	Using Nouns, Pronouns and Proper Nouns		Reading Sentences Aloud using Punctuation	Selecting Vocabulary for Effect		Adjectives, Adverbial Phrases and Expanded Noun Phrases		Text Structure and Organisation		Discussion		Recap and Review	



English Overview – Year 5/6

Texts

Autumn – 1066 (I was there...), Native American Tales and Legends (Evergreen Classics)

Spring – Treasure Island (Vintage Classics), The Phoenix Code (Secrets of the Tombs)

Summer – The Lion, The Witch and The Wardrobe (The Chronicles of Narnia), Demon Dentist

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term 1066 Road Trip USA	Job Applications		kennings	Diaries	Playscripts		Letters	Postcards	Emails	Diaries	Myths and Legends		Poetry	
Spring Term Blue Abyss Pharaohs	Poetry	Dilemma Stories	Biographies	Persuasive Letters		Ballads	Chronological Reports	Fact Files	Research Skills	Mystery Stories	Play Scripts			
Summer Term Alchemy Island Burps, Bottom and Bile	Fantasy Narratives		Non-Chronological Reports		Soliloquies	Lyrics	Fact Files		Explanations using idioms	Fantasy narratives	Slogans		Persuasive texts	



English Overview – Year 7

Texts

Autumn – Holes & War Horse

Spring – The Call of the Wild & Framed

Summer – A Christmas Carol & Pig Heart Boy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Holes War Horse Fallen Fields	Invitations	Postcards	Instructions		Myths and Legends		Poetry	Leaving for war-spoken language	Reading and identifying features of a diary	Identifying writers use of language in diaries	Planning and structuring of a diary	Writing a diary	Spoken language/drama performing diaries to an audience	
Spring Term The Call of the Wild Framed Frozen Kingdom	Chronological Reports		Short Narratives	Diaries	Haiku Poetry	Letters	Shower Narratives	Expressionist Poetry	Surrealist Narratives	Explanations				
Summer Term A Christmas Carol Blood Heart	Limericks	Diary writing and journals	Reading and analysing emails and blogs	Spoken Language – intonation	Features of newspaper reports	Planning & writing newspaper reports	Non-chronological reports	Shape Poetry		Slogans & Adverts		Biographies		Narratives using personification



English Overview - Year 8

Autumn – Persuasive Texts and Narrative Extracts

Spring – *Circe du Freak*

Summer – ‘*Dulce et Decorum est*’ by Owen and *Our Day Out* by Russel

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Persuasive Writing Narrative Writing	Persuasive Writing: Developing knowledge of persuasive techniques & sentence types Independent Writing		Persuasive Writing: Editing and Improving skills and creating products & sentence types		Persuasive Writing: Drafting, editing and delivering pitches to sell products & sentence types		Utopia vs Dystopia Assessed Setting Descriptions	<i>Divergent</i> Connotation and Denotation	Dystopian Fiction: Key Features	Protagonist Character Description	Story Opening Analysis	Writing Techniques: Building Tension	Dystopian Story Writing	
Spring Term <i>Circe du Freak</i>	Historical Context & Character comparison Independent Writing	Recounts	Similes and Metaphors	Themes	PEEL Paragraphs	Newspaper Articles	Differences/ similarities and summarising Independent Writing	Scripts and Drama	PEEL Paragraphs					
Summer Term Texts in Conflict Drama and Playscripts	Introduction and Context Independent Writing	Text Analysis Writing Letters Home from the Trenches	Connotation and Denotation: Propaganda	Idealistic or Realistic: WWI	Descriptive Writing: The 5 senses	Annotating Poetic Stanzas: WWI	‘ <i>Dulce et Decorum Est</i> ’ Poetic Analyses	Reading Drama Form and Structure		Features of Play Scripts	Drafting and Editing Play Scripts		Film Reviews	



English Overview - Year 9

Autumn – Speaking and Listening

Spring – A range of 18th and 19th Century Gothic Novels, Performance Poetry

Summer – *The Tempest* by Shakespeare

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term The Art of Presentation The Art of Discussion	The purpose of a presentation Morphology Career Focus	Presentation Planning	Presentation rehearsals	From informal to formal talk	Designing open questions	Assessed presentations	Discussion vs Argument Morphology Career Focus	Discussing current issues	Using stems and prompts	Formal vs Informal Language	Discussion Planning	Assessed Discussions	Reading and Writing Assessments	
Spring Term An Introduction to Gothic Literature Performance Poetry	What is Gothic Literature ?	<i>Dracula</i> Setting Description Letter Writing	<i>Frankenstein</i> Describing Terror (character description)	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Diary Writing	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Summarising	<i>A Sicilian Romance</i> The Sublime	Luka Lesson – poems Multiple meanings	Rhythm and Rhyme Poetic Devices	The Poetry of Rap – Stormzy, Dave Allusion	Poetry as Protest	Poetry Planning, writing and performing			
Summer Term The Tempest	Setting Description		Character Description		Playscripts			Letter Writing	Soliloquies	Poetry	Narrative Writing	Play Reviews	Reading and Writing Assessments	Drama



English Overview - Year 10 FUNCTIONAL SKILLS

Autumn – *Face* by Zephaniah

Spring – Science-fiction extracts, *The Picture of Dorian Gray* by Wilde

Summer – *Romeo and Juliet* by Shakespeare, extracts from classic and modern fairy tales

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term <i>Face</i>	Independent Writing Prediction Multiple Meanings	Character Analysis	Author Focus Non-fiction Article Writing	Setting Description Inference and Deduction	Diary Writing	Letter Writing	Exploring themes across different texts	Persuasive Posters	Discussion	Character Dialogue	Newspaper Reports	Newspaper Reports	Book Reviews	
Spring Term Science Fact or Science Fiction? <i>The Picture of Dorian Gray</i>	News Reports – writing and performing Persuasive Posters	Balanced Arguments	Exploring ethical issues Reports	Documentary Writing Juxtaposition & Oxymoron	Summarising Information Formal Letter Writing Filmic Text Comparison	Sci-Fi Narrative Writing	Victorian London and the British Empire - context	Character Analysis Webpage Writing	Diary Writing Feminist subversion	Balanced Arguments Letter Writing	Narrative Writing			
Summer Term <i>Romeo and Juliet</i> <i>Grimm's Fairy Tales</i>	Non-fiction Articles	Newspaper Reports	Diary Writing	Persuasive Speeches	Rehearsing and Performing Drama	Film Review	Email and Blog Writing	Creative Writing Career Focus	Bluebeard The Bloody Chamber	Little Red Cap	Narrative Writing			Movie Trailers



English Overview - Year 10 GCSE

Autumn – Fairytale and Fantasy Narratives, GCSE Assessed Speeches

Spring – *Romeo and Juliet* by Shakespeare

Summer – *Frankenstein* by Shelley

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term Fairytale and Fantasy Speaking and Listening	Assessed Narrative Writing	Analysing Story Openings	Using Language for Effect (creating atmosphere)	Figurative Language Techniques	Fantasy Story Writing Application		Rhetorical Techniques	Evaluating Speeches	Planning a Speech	Research and Presentation Preparation		Assessed Speeches	Reading and Writing Mock Exams	
Spring Term <i>Romeo and Juliet</i>	Context	Characterisation and Opening Themes	Opposition, Conflict and Juxtaposition	Shakespearean Tragedy and the Fatal Flaw	Foreshadowing and Foreboding	Play Scripts and Film Reviews	Analysing the Play as a Whole	Practice Questions and Mock Exams		Play Scripts	Film Reviews			
Summer Term <i>Frankenstein</i>	Context	Form and Structure	Tension and Atmosphere	Early Themes: Scientific Progress, Enlightenment and the Need for Control	Binary Oppositions and Juxtaposition	Characterisation	The Monster's Account	Later Themes: Monsters, Death and Revenge	Society, Religion and Human Nature	Summarising and Understanding the Plot	Practice Questions and Mock Exams		Adaptations and Frankenstein's Legacy	



English Overview - Year 11 FUNCTIONAL SKILLS

Autumn – *Stone Cold* by Swindells

Spring – Extracts from 18th and 19th century Gothic texts, play scripts by Soyinka and Fugard

Summer – *The Iliad and The Odessey* by Homer, *The World's Wife* by Duffy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term <i>Stone Cold</i>	Setting Descriptions	Character Comparisons	Character Profiles	Diary Writing	Opinion Pieces	Author's themes and Comparisons	PEEL Written Responses	Sequencing and Summarising	Comic Strips and Dialogue	Webpage Writing	Book Reviews	Playscripts		
Spring Term The Evolution of the Gothic African Protest Plays	<i>Dracula</i>	The Unconscious and Binary Oppositions	<i>The Castle of Otranto</i>	Sublime Terror in Art and Literature	Romantic Poetry	Modern Gothic Fiction	Apartheid - Non-fiction Articles Diary Writing	<i>Escape from Pretoria</i> (2020)		<i>The Island</i> by Fugard	<i>Death and the King's Horseman</i> by Soyinka			
Summer Term Greek Mythology for the Modern Reader	Non-fiction Writing Posters	Gender and Power	Diary Writing	Playscripts	Feminist Poetry	Poetry Writing	Poetry Performance and Presentations	Final Exams and 'Writing for my Future'						



English Overview - Year 11 GCSE

Autumn – *Lord of the Flies* by Golding

Spring – *Romeo and Juliet* by Shakespeare

Summer – *Frankenstein* by Shelley

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term <i>Lord of the Flies</i>	Context Setting: Island Survival	Opening: First Impressions	Analysing Setting	Characterisation	Early Themes: Survival, Democracy and Power	Human Nature and Sigmund Freud	Politics and Power	Understanding Allegory	Contrasts in Language: Civilised to Violent	When the Adults Return: Lasting Impressions	Practice Questions	Film Adaptation Review		
Spring Term Power and Conflict in Poetry The Art of the Gothic	Poetic Devices Independent Writing	Portrayals of War in Poetry	Racial Conflict in Poetry	Post-colonialism and Diaspora	Gender Conflict in Poetry	Social Conflict in Poetry	<i>Dracula</i> Author's use of Language Independent Writing	<i>The Castle of Otranto</i> The influence of Language	Sublime Terror in Art and Literature Inference and Deduction	Romantic Poetry Selecting Vocabulary and using Tone	Gothic Fiction Applying Figurative Language Techniques			
Summer Term Revision and Mock Exams Writing for my Future	GCSE Poetry Anthology: Power and Conflict			Language and Literature Revision				Final Exams and 'Writing for my Future'						

Appendix 1. SPaG Framework

KS2 Nurture	Autumn 1: Let's Explore	Autumn 2: Marvelous Machines	Spring 1: Starry Night	Spring 2: Splendid Skies	Summer 1: Memory Box	Summer 2: Paws, Claws and Whiskers
Genre Focus	Narrative and Non-fiction	Narrative and Non-fiction	Narrative and Non-fiction	Poetry and Non-fiction	Narrative, Poetry and Non-fiction	Narrative, Poetry and Non-fiction
SPaG Focus	Using words to form sentences. Spaces between words.	Spelling CVC words correctly. Spelling words phonetically.	Capital letters and full stops. Identifying the subject in a sentence.	Question marks and explanation marks. Using rhyme.	Connecting clauses with 'and'. Capital letters for proper nouns (starting with names).	Capital letters for proper nouns and starting sentences. Punctuation to end sentences (. ! ?)

KS3 Nurture	Autumn 1: Land Ahoy!	Autumn 2: Gods and Mortals	Spring 1: Mighty Metals	Spring 2: Flow	Summer 1: Urban Pioneers	Summer 2: Heroes and Villains
Genre Focus	Narrative and Non-fiction	Diary, Description and Instruction	Non-fiction and Poetry	Non-fiction, Narrative and Poetry	Non-fiction and Poetry	Narrative and Biography
SPaG Focus	Expanded noun phrases. Statements, commands, questions and exclamations.	Time connectives. Punctuation to end sentences (. ! ?)	Adjectives and verbs. Paragraphs.	Present progressive tense (adding the suffix 'ing') Speech punctuation.	Connecting clauses with conjunctions (e.g. and, but, so, because, as, when). Consistent tense.	Synonyms and Antonyms. Speech punctuation.

Year 5/6	Autumn 1: 1066	Autumn 2: Road Trip USA	Spring 1: Blue Abyss	Spring 2: Pharaohs	Summer 1: Alchemy Island	Summer 2: Burps, Bottoms & Bile
Genre Focus	Poetry, Drama and Non-fiction	Narrative, Poetry and Non-fiction	Narrative, Poetry and Non-fiction	Narrative, Drama and Non-fiction	Narrative, Poetry and Non-fiction	Narrative and Non-fiction
SPaG Focus	Concrete and abstract nouns. Using nouns and pronouns to avoid repetition.	Fronted adverbials. Speech punctuation.	Expanded noun phrases. Simple sentences for effect (e.g. suspense).	Compound and complex sentences. Paragraphs.	Simile and metaphor. Relative clauses.	Using subject-specific vocabulary. Applying a range of punctuation effectively.

Year 7	Autumn 1: Hola Mexico!	Autumn 2: Fallen Fields	Spring 1: Gallery Rebels	Spring 2: Frozen Kingdom	Summer 1: Revolution	Summer 2: Blood Heart
Genre Focus	Narrative, Poetry and Non-fiction	Narrative and Speaking & Listening	Narrative, Poetry and Non-fiction	Narrative, Poetry and Non-fiction	Narrative, Poetry and Non-fiction	Narrative, Poetry and Non-fiction
SPaG Focus	Formal and informal vocabulary. Adverbs and adverbials.	First and third-person. Statements, commands, questions and exclamations.	Synonyms and Antonyms. Simile and metaphor.	Prepositional phrases. Using subject-specific vocabulary.	Fronted adverbials. Speech punctuation.	Compound and complex sentences. Figurative Language: simile, metaphor and personification.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Persuasive Writing	Dystopian Fiction	<i>Circe du Freak</i> – Narrative and Description		Poetry	Drama – <i>Our Day Out</i>
SPaG Focus	Statements, questions and commands. Question marks and explanation marks.	Speech punctuation. Fronted adverbials.	Concrete and abstract nouns. Simile and metaphor. Synonyms and antonyms. Consistent tense.		Expanded noun phrases. Identifying nouns, verbs, adjectives, adverbs, prepositions, pronouns and conjunctions.	Formal and informal language. Cohesive Devices (e.g. pronouns, repetition and adverbials).

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Presentation and Discussion		Gothic Fiction	Poetry	Drama – <i>The Tempest</i>	
SPaG Focus	Formal and informal language. Comparing spoken and written English.		Vocabulary Choices: Figurative language (simile, metaphor, symbolism and pathetic fallacy).	Poetic Terminology: Analysing poetry by referring to writers' specific techniques.	Literary Techniques: Analysing and applying deliberate effects created by writers.	

Year 10 Functional Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Narrative - <i>Face</i>		Science Fiction and Non-fiction	Gothic Novel – <i>The Picture of Dorian Gray</i>	Fairytale Narratives and Poetry	Drama – <i>Romeo and Juliet</i>
SPaG Focus	Nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions. Subjects, objects, verbs and main clauses.		Adapting tone and style for different genres. Statements, commands, questions and explanations.	Verb-tense agreement. First and third-person.	Synonyms and antonyms. Fronted adverbials.	Capital letters for proper nouns. Selecting the most appropriate punctuation mark.

Year 10 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Fairytale Narratives	Speeches	Drama – <i>Romeo and Juliet</i>		Gothic Novel – <i>Frankenstein</i>	
SPaG Focus	Figurative language techniques. Using commas to separate clauses.	Formal language. Rhetoric.	Unfamiliar uses of language. Effects of a single word (connotations and symbolism).		Identifying the effects of grammar and vocabulary. Text structure.	

Year 11 Functional Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Narrative – <i>Stone Cold</i>		Gothic Narrative and Poetry	Drama	Poetry and Prose	Letters and CVs
SPaG Focus	Apostrophes for contractions. Prepositional phrases.		Apostrophes for possession. Articles ('a' and 'an').	Using nouns and pronouns to avoid repetition. Parenthesis.	Applying morphology knowledge (prefixes, suffixes and roots). Spelling – common exception words.	Formal language. Using a range of punctuation accurately.

Year 11 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Focus	Narrative – <i>Lord of the Flies</i>		Poetry		Poetry, Prose and Drama	
SPaG Focus	Using standard English. Symbolism and allegory.		Analysing poetic devices. Connectives and sentence-starting techniques.		Comparing literary techniques across texts. Organising paragraphs around a theme.	

KS4 Nurture	Autumn 1: Speaking & Listening	Autumn 2: <i>The Recruit</i>	Spring 1: Spelling & Grammar	Spring 2: Punctuation	Summer 1: Book Study	Summer 2: Book Study
Genre Focus	Presentation and Discussion	Narrative Fiction	Non-fiction, Narrative and Poetry	Non-fiction, Narrative and Poetry	Narrative Fiction	Narrative Fiction
SPaG Focus	Subjects, Object and Verbs	Punctuation to end sentences (. ! ?)	Capital Letters and Full Stops	Comma Placement	Capital Letters for Proper Nouns and the Pronoun 'I'	Synonyms and Antonyms.



Appendix 2. Primary Curriculum

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the English 14 continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. English 15 It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. Spelling, vocabulary, grammar, punctuation and glossary The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.



Appendix 3. KS3 Curriculum

KS3

AIMS

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and writing

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression



should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.



Appendix 4. KS4 Curriculum

AIMS

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 4 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and writing

Reading at key stage 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 3. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic



development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

Appendix 5. National Curriculum Objectives

Early Years Foundation	Reading Word Reading: - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Reading Comprehension: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Writing - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others
	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	Spoken Language - listen and respond to what they hear with relevant questions and comments - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

<u>Year 1/2</u>	<u>Reading</u> <u>Word Reading:</u> • apply phonic knowledge and skills as the route to decode words • respond speedily to the correct sound for graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read common exceptions words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing common suffixes <u>Reading Comprehension:</u> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • predicting what might happen on the basis of what has been read so far	<u>Writing</u> <u>Writing Transcription:</u> • spell words containing: taught phonemes, common exception words and the days of the week • name the letters of the alphabet in order • use the spelling rule for adding -s or -es for plurals • learn to spell common exception words • distinguish between homophones and near homophones <u>Writing Composition:</u> • say out loud what they are going to write • sequence sentences to form short narratives • re-read what they have written to check it makes sense • write for a range of purposes
	<u>SPAG</u> • leave spaces between words • use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' • join words and clauses using 'and' • learn how to use subordination (using when, if, that or because) and co-ordination (using or, and or but)	<u>Spoken Language</u> • read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Year 3/4	<u>Reading</u> <u>Word Reading:</u> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <u>Reading Comprehension:</u> • discuss words and phrases that capture the reader's interest and imagination • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarise these • identify how language, structure, and presentation contribute to meaning	<u>Writing</u> <u>Writing Transcription:</u> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <u>Writing Composition:</u> • organise paragraphs around a theme • discuss and record ideas • assess the effectiveness of their own and others' writing and suggesting improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors
	<u>SPAG</u> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials	<u>Spoken Language</u> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 5/6	Reading Word Reading: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Reading comprehension: - continue to read and discuss an increasingly wide range of non-fiction, poetry and reference books or textbooks - ask questions to improve their understanding - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated and implied - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identify how language, structure and presentation contribute to meaning	Writing Writing Transcription: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. Writing Composition - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - use a wide range of devices to build cohesion within and across paragraphs - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing
	SPAG - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - use commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - use semi-colons, colons or dashes to mark boundaries between independent clauses	Spoken Language - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

KS3	<u>Reading</u> • Read a wide range of fiction and non-fiction • Learn new vocabulary, relating it explicitly to known vocabulary and understand it with help of context and dictionaries • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • check their understanding to make sure that what they have read makes sense. • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	<u>Writing</u> • write for a range of audiences and purposes • apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • consider how their writing reflects the audiences and purposes for which it was intended • amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules
	<u>SPAG</u> • extend and apply the grammatical knowledge set out in English to the key stage 1 and 2 programmes of study to analyse more challenging texts • study the effectiveness and impact of the grammatical features of the texts they read • draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects	<u>Spoken Language</u> • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • give short speeches and presentations, expressing their own ideas and keeping to the point

KS4

Reading

- read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- identify and interpret themes, ideas and information
- seek evidence in the text to support a point of view, including justifying inferences with evidence
- analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Grammar and Vocabulary

- study their effectiveness and impact in the texts they read
- draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- analyse some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English

Writing

- adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- select and organise ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- reflect on whether their draft achieves the intended impact
- restructure their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- pay attention to the accuracy and effectiveness of grammar, punctuation and spelling

Spoken Language

- use Standard English when the context and audience require it
- work effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary

