



English Curriculum Overview

Intent:

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion.

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings.

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident

people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents. The curriculum has been designed to develop, in every student, the characteristics of compassion and empathy, formed from a broad base of experiences in literature and language. The curriculum has a balanced coverage of the knowledge outlined in the National Curriculum with the aim of instilling a love of English and durable and adaptable skills in three areas:

Speaking- students begin by developing their speaking and listening skills in the early years with opportunities for high quality interactions with peers and adults, shared talk, and collaboration. Throughout the school students have frequent opportunity for both exploratory and presentational talk. Students will know how to express themselves in standard English and present increasingly complex ideas verbally. They will be offered a wide range of experiences as part of debates, presentations and performances. We have very high expectations of the quality of verbal responses in every lesson, aiming for the development of a flexible and sophisticated vocabulary in every student.

Reading-students are taught how to apply their phonics knowledge in order to read fluently within the early stages. Students develop their comprehension skills in order to summarise, synthesise textualise evidence and analyse characters, narrative and themes within challenging fiction and non-fiction texts with a focus on how the writers' methods shape meanings. Students will know the importance of context on the content and reception of a text. Students develop a love of reading in order to become life-long learners.

Writing- students develop their early writing skills through the application of phonics, relating graphemes to phonemes. Students then continue to develop their writing skills throughout their time at school. Students will know how to tailor their writing for a range of audiences, contexts and purposes and know how to use correct spelling, punctuation and grammar.

The curriculum is ambitious and challenging in the selection of texts, using high-quality literature as the vehicle for the thematic golden threads of equality and empathy for others, particularly those less fortunate. The virtues of compassion, humility, love and respect are embedded in texts we teach, and every opportunity is taken to recognise the importance of a broad cultural awareness. Teachers scaffold and challenge appropriately to ensure that all students can develop these vital life skills.

In addition to the development of these key skills, the curriculum in Secondary features a clear thematic pathway through each year. In Year 7, the thematic pathway is legend and mythology, starting with the striking combination of the Old English text Beowulf and leading through to a more sophisticated version of mythology, a study of one's personal mythology through poetry. In Year 8, the thematic pathway is one of personal discovery and redemption, moving from dark Gothic tales featuring the perils of playing God, through to a novel of contemporary redemption via the personal discovery of some non-fiction explorations of justice and ethics. In Year 9, the themes of division and inequality take paramount importance, with the students being offered opportunities to explore the injustice in the world first hinted at towards the end of Year 8.

These thematic journeys are all rooted in the Nishkam Golden Threads of *Peace, Collaboration, Love and Forgiveness*.

The curriculum focuses on enriching the lives of our young people through literature and language by developing a love of the written and spoken word, an appreciation of the power of non-fiction and effective oratory, and a subtle understanding of the lasting impression that can be made by a skilful turn of phrase.

The curriculum is aspirational and is focused on excellence and on securing in all learners a love of learning through the acquisition of knowledge, the study and practice of faith, and an understanding of the world around them.

Curriculum implementation

Subject leaders and teachers plan learning that allows students to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. As an all through school we are in a privileged position; curriculum construction covers a 12-year journey providing seamless progression, development and mastery throughout and between both the Primary and Secondary phases. Below, we provide our progression of skills guide, which outlines how the students will master the key skills of Literacy and the study of English in the areas of reading, writing and speaking. Secondly, we have provided a curriculum map, which outlines the texts and themes the students will cover during their time at Nishkam School.

Progression of Knowledge & Skills

EYFS	Communication & Language		Literacy			Physical Development	Understanding the World		Expressive Arts and Design
	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>	<u>Fine Motor Skills</u>	<u>Past & Present</u>	<u>People, Culture & communities</u>	<u>Being Imaginative and Expressive</u>
	Listen attentively and respond to what they hear with relevant questions and actions when being read to and during whole class discussions and small group interactions	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	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	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	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different	Invent, adapt, and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to

	Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	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	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	are consistent with their phonic knowledge, including some common exception words	Write simple phrases and sentences that can be read by others	Begin to show accuracy and care when drawing	and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.	religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	move in time with music
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READING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p>1a: draw on knowledge of vocabulary to understand texts and 2a: give/explain the meaning of words in context</p>	<p>Match graphemes for all phonemes.</p> <p>Read accurately by blending sounds.</p> <p>Read words with very common suffixes.</p> <p>Read phonics books aloud.</p>	<p>Develop phonics until decoding is secure via segmenting and blending.</p> <p>Read accurately by blending sound, especially alternative sounds of</p>	<p>Use knowledge to read 'exception' words.</p> <p>Begin to use dictionaries to check meaning.</p> <p>Check own understanding of reading and being to explain the meanings of words in context.</p>	<p>Confidently use a dictionary to check the meaning of a word.</p> <p>Confidently check that the text makes sense, discussing their understanding and using new words in context.</p> <p>Use knowledge to read</p>	<p>Begin to apply knowledge of morphology and etymology when reading new words.</p> <p>Increase their familiarity with a wide range of books across all covered genres.</p>	<p>Confidently apply knowledge of morphology and etymology when reading new words.</p> <p>Reliably check that the books make sense to them, discussing their understanding and exploring in</p>	<p>Choose and read books and independently for challenge interest and enjoyment</p> <p>For learning new vocabulary relating it explicitly to know and vocabulary</p>	<p>Re-read books to increase familiarity with them and provide a basis for making comparisons.</p> <p>Understand increasingly challenging texts through making inferences and referring to</p>	<p>Develop appreciation and love of reading and read increasingly challenging material independently.</p> <p>Read a wide range of fiction and non-fiction, including whole books short stories poems and plays.</p>	<p>Identify and interpret explicit and implicit information and ideas.</p> <p>Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writers use language</p>	<p>A conceptual and critical approach to analysis.</p> <p>Judiciously identify and interpret explicit and implicit information and ideas.</p> <p>Judiciously select and synthesise evidence from different texts.</p>	<p>Become highly skilled within a conceptual and critical approach to analysis.</p> <p>Become highly skilled when judiciously identifying and interpreting explicit and implicit information and ideas.</p>

<p>Begin to appreciate rhymes and poems.</p> <p>Beginning to check that the text makes sense to them as they read by correcting inaccurate reading.</p>	<p>graphemes.</p> <p>Read and reread phonics appropriate books.</p> <p>Read common 'exception' words from KS1.</p> <p>Read common suffixes.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Continue to build a repertoire of poems learnt by heart.</p> <p>Confidently check that the text makes sense to them as they read by correcting inaccurat</p>	<p>Begin to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>'exception' words across LKS2 and decode unfamiliar words fluently.</p> <p>Continue to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>Confidently identify and discuss themes and conventions in and across a wide range of books</p>	<p>depth the meaning of words in context.</p>	<p>y and understanding it with the help of context and dictionaries.</p> <p>Read critically through failing home language, including figurative language, vocabulary choice and organisational features presents meaning.</p> <p>Read critically through studying setting, form and plot and understanding the effect of these.</p> <p>Use evidence to support ideas.</p> <p>Understand significant themes and ideas</p>	<p>evidence in the texts.</p> <p>Read critically through recognizing a range of poetic conventions and understanding of these are used.</p> <p>Understand increasingly challenging texts through knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>Using relevant evidence to support ideas and interpretations.</p> <p>Developing understanding of meaning in texts.</p> <p>Developing understanding of</p>	<p>On understand increasingly challenging texts through knowing purpose audience and context support comprehension.</p> <p>Read critically understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p> <p>Read critically through making critical comparisons across texts.</p> <p>Uses precise evidence to support ideas and interpretations.</p> <p>Clear understanding of texts.</p>	<p>and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p>	<p>Critically explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Skilfully and sensitively compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Critically evaluate texts critically and support this with appropriate textual references.</p> <p>Maintain a highly developed critical style and develop an informed personal response</p> <p>Judiciously use textual</p>	<p>Expertly select and synthesise evidence from different texts.</p> <p>Expertly and critically explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Become a subject-specific expert in skilfully and sensitively comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Make personal and unique choices when critically evaluating texts and</p>
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		e reading.					in most texts.	literary techniques	Clear understanding of literary techniques.	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	references, including quotations, to support and illustrate interpretations.	support this with appropriate textual references.
1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information and 2b: retrieve and record information / identify key details from fiction and non-fiction 1c: identify and explain the sequence of events in texts and 2c: summarise main ideas from more than one paragraph 1d: make inferences from the text and 2d: make inferences from the text / explain and justify inferences with evidence from the text 1e: predict what might happen on the basis of what	Link reading to own experiences verbally Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can do independently. Begin to retell familiar stories. Discuss significance of title and event Learn to appreciate rhymes and poems and recite some by heart. Begin to check that the text makes sense to them as they read.	Listen to, discuss and express views about fiction, nonfiction and poetry (including classic and contemporary) and stories at a level beyond that which they can do independently. Explain and discuss their understanding of books, poems and other material Become familiar with and retell stories Ask and answer	Check that the text makes sense, discussing their understanding and begin to explain the meaning of words in context. Begin to ask questions to improve their understanding of a text. Continue to retrieve and record information from fiction and non-fiction Recognise some different forms of poetry (e.g. free verse and narrative poetry), reading and re-reading these for presentation and performance. Prepare poems and	Read for a range of purposes Retell some stories orally Identify themes and conventions Confidently retrieve and record information and begin to make links to prior knowledge. Continue to ask questions to improve their understanding of a text. Recognise a variety of forms of poetry	Reading a broad range of genres and texts Identify and discuss simple themes Learn poetry by heart Retrieve and present information from non-fiction texts Formal presentation and debates Begin to recommend books that they have read to their peers, giving reasons for their choices. Checking that their book makes sense to them, discussing	Read a broad range of genres and texts and contribute confidently to discussions regarding them. Confidently recommend books to their peers, giving clear reasons for their choices. Continue to retrieve and present information from non-fiction texts Formal presentation and debates Confidently to distinguish between statements of fact and opinion.	Give examples of subject specific terminology and refer to them when discussing texts. Verbalise the effect of language. Answer how language / words makes them feel. Make simple and obvious inferences. Comment on paragraphing. Identify writer's use of punctuation. Comment on writer's	Recognises subject terminology with a developing understanding of a variety of terms. A developing understanding of a writer's use of language and the effect and the different interpretations of words. Developing understanding of a writer's use of paragraphs and how they are linked. Developing understanding of punctuation and its function in a sentence, paragraph or text. Developing understanding of structure, with	Clear understanding and use of subject terminology. Clear explanations of the effect of language with some analytical comments. Clear interpretation of language. Makes secure inferences. Clear explanation of how writers craft and link paragraphs and whole texts. Clear understanding of writer's use of punctuation and its function for effect. Explains features of structure with clear understanding of effect.	Show understanding of the relationships between texts and the contexts in which they were written. Developed and secure use of precise evidence to support ideas and interpretations. Developed and secure understanding of texts. Developed and secure understanding of literary techniques.	Critically analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Confident and sustained use of precisely selected evidence to support ideas and interpretations. Confident understanding of texts. Confident understanding	Maintain and develop more sophistication within a highly developed critical style and develop an informed personal response Make personal and unique choices when judiciously using textual references, including quotations, to support and illustrate interpretations. Become a subject expert when critically analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

<p>has been read so far and 2e: predict what might happen from details stated and implied</p>	<p>questions.</p> <p>Continuing to build up a repertoire of poems learnt by heart</p> <p>Recognise simple recurring literary language in stories and poems.</p> <p>Answer simple retrieval questions based on a range of fiction and non-fiction texts.</p>	<p>plays to perform</p>	<p>their understanding and exploring the meanings of words in context.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>choice of form and the layout of texts.</p> <p>Make simple comparisons of writer's attitudes.</p> <p>Comment on sentence structures.</p> <p>Give their point of view on a text</p>	<p>developing comments on effect.</p> <p>Developing understanding of a writer's choice of form.</p> <p>Developing understanding of the different attitudes of different writers.</p> <p>Developing understanding of sentence variety in a text.</p> <p>Developing understanding of the viewpoint of others.</p>	<p>Explains writer's choice of form and layout with clear understanding.</p> <p>Clearly compares the attitudes of different writers.</p> <p>Understand some effects of writer's variety of sentence structures.</p> <p>Explains and compares ideas and perspectives.</p> <p>General evaluation of writer's choices.</p>	<p>Developed and secure understanding and use of subject terminology.</p> <p>Developed and secure analysis of language and effect.</p> <p>Developed and secure interpretations of language.</p> <p>Developed and secure inferences.</p> <p>Developed and secure analysis of how writers craft and link paragraphs and whole texts.</p> <p>Developed and secure analysis of writer's use of punctuation, its function and effect.</p> <p>Developed and secure analysis of structure and its effect.</p> <p>Developed and secure</p>	<p>g of literary techniques</p> <p>Confident and sustained understanding and use of subject terminology.</p> <p>Confident and sustained analysis of language and effect.</p> <p>Confident and sustained interpretations of language.</p> <p>Confident and sustained inferences.</p> <p>Confident and sustained analysis of how writers craft and link paragraphs and whole texts.</p> <p>Confident and sustained analysis of writer's use of punctuation, its function and effect.</p> <p>Confident and sustained analysis of</p>	<p>Show deep understanding of the relationships between texts and the contexts in which they were written.</p> <p>Become fluent, confident and sustained when using precisely selected evidence to support ideas and interpretations.</p> <p>Skilful and confident understanding of texts.</p> <p>Skilful and confident understanding of literary techniques</p> <p>Confident and sustained understanding and use of subject terminology.</p> <p>Skilful and confident sustained analysis of language and effect.</p> <p>Skilful, confident and</p>
	<p>Retelling familiar stories in the correct sequence.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Discuss the sequence of events in books and how information is related.</p> <p>Check that the text makes sense, discussing their understanding.</p>	<p>Begin to identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Confidently check that the text makes sense, discussing their understanding.</p>	<p>Confidently identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Confidently check that the text makes sense, discussing their understanding.</p>	<p>Increase their familiarity with a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Begin to recommend books that they have read to their peers, giving reasons for</p>	<p>Expand the familiarity of books to include myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Continue to summarise the main ideas drawn</p>	<p>Developed and secure analysis of writer's use of punctuation, its function and effect.</p> <p>Developed and secure analysis of structure and its effect.</p> <p>Developed and secure</p>	<p>Confident and sustained analysis of writer's use of punctuation, its function and effect.</p> <p>Confident and sustained analysis of</p>	<p>Skilful and confident understanding of literary techniques</p> <p>Confident and sustained understanding and use of subject terminology.</p> <p>Skilful and confident sustained analysis of language and effect.</p> <p>Skilful, confident and</p>

					their choices. Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.	from more than one paragraph and identify key details that support the main ideas.				analysis of writer's use of form and layout. Developed and secure comparison of the attitudes of different writers. Developed and secure understanding of the effect of the writer's use of sentence structures.	structure and its effect. Confident and sustained analysis of writer's use of form and layout. Confident and sustained comparison of the attitudes of different writers.	sustained interpretations of language. Skilful, confident and sustained inferences. Skilful, confident and sustained analysis of how writers craft and link paragraphs and whole texts.
Be encouraged to link what they have read or heard read to their own experiences. Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher. Begin to make simple inferences about e.g. feelings.	Appreciate poems and reciting some, with appropriate intonation to make the meaning clear Continue to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher. Confidently make inferences	Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally. Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying.	Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally. Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying begin to use some evidence from the text.	Confidently identify and discuss themes and conventions in and across a wide range of books. Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying evidence from the text.	Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying confidently evidence from the text. Begin to articulate further explanation.				Developed and secure analysis of ideas and perspectives. Developed and secure evaluation of writer's choices.	Developed and secure analysis of the effect of writer's use of sentence structures. Confident and sustained analysis of writer's ideas and perspectives.	Skilful, confident and sustained analysis of punctuation, its function and effect. Skilful, confident and sustained analysis of structure and its effect. Skilful, confident and sustained analysis of writer's use of form and layout. Skilful, confident and sustained	

		s about thoughts, feelings and speech. Where confident, begin to justify.										comparison of the attitudes of different writers. Skilful, confident and sustained analysis of the effect of writer's use of sentence structures. Skilful, confident and sustained analysis of writer's ideas and perspectives
	Join in with predictable phrases. Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher. Make predictions based on images.	Participate in discussion about books, poems and other works that are read to them and those that they are read for themselves, taking turns and listening to what other say. Make plausible predictions based on what has been read.	Make predictions based on what has been read and begin to justify.	Make plausible prediction based on what they've read and justify. Begin to use evidence to support prediction.	Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification.	Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification as well as background/prior knowledge.						
2f: identify / explain how information / narrative content is related and contributes to meaning as a whole			Ask questions to improve their understanding of the text. Begin to discuss comparisons between books that they've read	Continue to ask questions to improve their understanding of the text. Continue to discuss comparisons between books that they've read	Confidently read books that are structured in different ways and reading for a range of purposes. Confidently discuss and record	Confidently recommend books to their peers, giving clear reasons for their choices and linking their knowledge to books that they've previously read.						

			or heard read.	or heard read.	comparisons between books that they've read or heard read.								
2g: identify / explain how meaning is enhanced through choice of words and phrases			<p>Begin to discuss words and phrases that capture the reader's interest.</p> <p>Begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Confidently discuss words or phrases that the author has used to capture the reader's interest and imagination.</p> <p>Continue to identify how language, structure and presentation contribute to meaning.</p>	<p>Increase their familiarity with a wide range of books across all covered genres allowing them to gain a greater insight into author's choice and technique.</p> <p>Confidently identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Provide reasoned justification for their views.</p>							
2h: make comparisons within the text			<p>Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p>	<p>Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p>	<p>Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of</p>	<p>Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p>							

					<p>these orally.</p> <p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>Support with reasoned justifications and evidence.</p> <p>Confidently distinguish between facts and opinions.</p>							
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WRITING

Writing (inc. for Spoken Language)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
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<p>Spoken Language</p>	<p>Listen and respond appropriately with adult support</p> <p>Ask relevant questions</p> <p>Maintain attention and participate appropriately</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Begin to give structured and clear descriptions</p> <p>Articulate and justify answers</p> <p>Initiate and respond to comments</p> <p>Use spoken language to help to develop understanding</p>	<p>Confidently give structured and clear description</p> <p>Participate actively in conversation</p> <p>Begin to consider and evaluate different viewpoints</p>	<p>Articulate confidently and begin to justify common opinions</p> <p>Speak clearly and audibly in Standard English</p> <p>Gain, maintain and monitor interest of listeners</p> <p>Confidently consider and evaluate different viewpoints</p> <p>Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and</p>	<p>Give well-structured explanations</p> <p>Consolidate command of Standard English</p> <p>Continue to consider and evaluate different viewpoints</p> <p>Use appropriate register when performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Deliberately use questions to build knowledge</p> <p>Articulate arguments and opinions clearly and concisely</p> <p>Use spoken language to speculate, hypothesize and explore</p> <p>Confidently use the appropriate register and language</p>	<p>Experiment with different forms, voices and characters for purpose and audience</p> <p>Experiment with delivery techniques seen in successful oratory.</p> <p>Experiments with voice and character.</p> <p>Emerging use of Standard English in the spoken word</p>	<p>Developing use of spoken word forms, voices and characters for specific purposes and audiences.</p> <p>Developing use of engaging oracy techniques and delivery.</p> <p>Developing vocabulary with some ambitious choices made for deliberate effect.</p> <p>Developing use of Standard English.</p>	<p>Consistent application of form, voice and character for purpose and audience.</p> <p>Uses a range of oracy techniques, delivering talks with increasing success.</p> <p>Selects vocabulary for effect with an increasing selection of ambitious words for deliberate effect.</p> <p>Clear use of Standard English.</p>	<p>Developed and secure use of form, voice and character for purpose and audience.</p> <p>Developed and secure use of a range of oracy techniques for effect.</p> <p>Developed and secure use of vocabulary for effect.</p> <p>Developed and secure use of Standard English.</p>	<p>Confident and sustained use of form, voice and character for purpose and audience.</p> <p>Confident and sustained use of a wide range of oracy techniques for effect and skilful audience engagement.</p> <p>Confident and sustained use of a range of vocabulary for impressive effect.</p> <p>Confident and sustained accuracy with Standard English.</p>	<p>Skilful, confident and sustained use of form, voice and character for purpose and audience.</p> <p>Skilful, confident and sustained use of a wide range of oracy techniques for effect and skilful audience engagement.</p> <p>Skilful, confident and sustained use of a range of vocabulary for impressive effect.</p> <p>Skilful, confident and sustained accuracy with Standard English.</p>
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					volume so that the impact and meaning is clear to the audience								
Composition	Planning	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence orally before writing it</p>	<p>Confidently plan or say out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p>	<p>Begin to discuss and record ideas independently</p> <p>Plan writing by discussing similar writing to that which they are planning in order to understand and learn from its structure, vocabulary and grammar</p> <p>Begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Confidently discuss and record ideas independently</p> <p>Plan writing by discussing and recording ideas gathered from modelled texts so that writing is clear in purpose</p> <p>Confidently compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and</p>	<p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Confidently note and develop initial ideas, drawing on reading and research where necessary</p> <p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own</p>	<p>Plan for a wide range of purposes and audiences including stories and scripts poetry and other imaginative writing.</p> <p>Plan a range of other narrative and non-narrative texts including arguments and personal informal letters</p>	<p>Plan for a wide range of purposes and audiences including notes and polished scripts for talks and presentations.</p> <p>Plan how to include knowledge of literary and rhetorical devices to enhance the impact of writing</p>	<p>Plan for a wide range of purposes and audiences including well-structured formal expository and narrative essays</p>	<p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>Confidently organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	

					an increasing range of sentence structures								
Drafting	Sequence sentences to form short narratives Re-read what they have written to check that it makes sense	Sequence short sentences to form narratives and non-narratives that are cohesive Confidently encapsulate what they want to say, sentence by sentence Write at length for the appropriate genre	Organise paragraphs around a theme e.g. paragraphs to reflect the general structure of a story (opening, build-up, dilemma, resolution and ending) and paragraphs to group similar information in a non-fiction text Begin to create settings, characters and plot in narratives In non-narrative material, use simple organisational devices including numbered lists, bullet points, headings	Use paragraphs for a variety of purposes e.g. change in time, person, topic, place Continue to create settings, characters and plot in narratives Creates and sequences events clearly (plot) and shows how one event leads to another using appropriate conjunctions and adverbials	Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use paragraphs for a variety of purposes with control and discuss the use of paragraphs for impact and effect Link ideas across paragraphs using adverbials of time, place and number	Confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Confidently summarise longer passages Linking ideas across	Consider how writing reflects the audience's and purposes for which it was intended. Amend the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness	Pay attention to accurate grammar punctuation and spelling, if applying spelling patterns and rules. Summarise and organize material, supporting ideas and arguments with any necessary factual detail.	Write accurately, fluently, effectively at length for pleasure and information. Apply growing knowledge of vocabulary, grammar and text structure to writing, selecting the appropriate form.	Draft effective texts for specific audiences and purposes using appropriate grammatical structures	Recognise areas for improvement in drafts. Coherently structure increasingly complex texts for specific audiences and purposes.	Recognise areas for improvement in drafts and act decisively and independently when making improvements. Coherently and skilfully structure increasingly complex texts for specific audiences and purposes.	

				<p>and sub-headings.</p> <p>Discuss different poetic forms e.g. haikus, rhymes, free-verse and begin to imitate these styles in their own writing.</p>	<p>(cohesion)</p> <p>Develops mood and atmosphere using a range of vocabulary, using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification</p> <p>Includes detailed character descriptions within narratives through narration and dialogue</p> <p>Uses a range of conjunctions, adverbs, prepositions and pronouns</p>	<p>Begin to summarise longer passages</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning for the intended impact e.g. to shock</p>	<p>paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Use paragraphs for impact and effect e.g. dramatic effect, length of paragraph, pace of change</p> <p>Confidently use further organisational and presentational devices to structure text and to guide the reader</p>						
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					<p>s for cohesion, detail and clarity e.g. appropriate pronoun or noun to avoid repetition and adverbs to express time or cause</p> <p>Continue to use taught organisational devices for purpose in non-narrative material</p>								
	<p>Composition & Effect</p>	<p>Select basic ideas and content usually linked to the purpose of the task</p> <p>Write captions, labels and attempt other simple forms of writing</p> <p>Use simple word choice that</p>	<p>Select relevant content which shows an awareness of purpose and an emerging awareness of their audience</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	<p>Adapt the form and style of writing for purpose (e.g. clear differences between formal and informal letters; abbreviated sentences in notes and diaries)</p> <p>Choose nouns or pronouns appropriate</p>	<p>Use a range of styles and genres confidently and independently</p> <p>Produce a side of A4 writing that is clear and coherent with two or more strong features</p>	<p>Write effectively for a range of purposes and audiences, selecting grammar and language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary</p>	<p>Write for a wide range of purposes and audiences including stories and scripts poetry and other imaginative writing.</p> <p>To write a range of other narrative and non-narrative</p>	<p>Write for a wide range of purposes and audiences including notes and polished scripts for talks and presentations.</p> <p>Draw on knowledge of literary and rhetorical devices to enhance the impact of writing</p>	<p>Write for a wide range of purposes and audiences including well-structured formal expository and narrative essays</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support</p>	<p>Confidently communicate, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Confidently organise information and ideas, using structural and grammatical features</p>	<p>Skilfully and confidently communicate, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Skilfully and confidently organise information and ideas, using structural and grammatical features to support</p>

		<p>helps to convey information and ideas</p> <p>Use the conjunctions 'and', 'but', 'so' and 'because' in a range of genres and text types</p> <p>Sequence sentences to form short narratives using a simple opening or closing phrase (often formulaic)</p>	<p>Write about real events, recording these simply and clearly</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Draw upon reading to inform the vocabulary choices</p>	<p>ely for clarity and cohesion and to avoid repetition</p> <p>Produce close to a side of A4 writing that is clear and coherent with one or more strong features in one sitting</p>	<p>in one sitting</p> <p>Discuss different poetic forms and specific language choices (e.g. figurative language) and begin to use these to write poetry</p>	<p>instructions and persuasive writing)</p> <p>Use stylistic devices to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).</p> <p>Recognise and begin to use vocabulary and structures that are appropriate for informal and formal speech and writing</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue in narratives to convey character e.g. choice of adverbs, choice of verbs (bawled,</p>	<p>language, characterisation, structure)</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and</p>	<p>texts including arguments and personal informal letters</p>			<p>coherence and cohesion of texts.</p>	<p>to support coherence and cohesion of texts.</p>	<p>coherence and cohesion of texts.</p>
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						whimper d) Use further organisational and presentational devices to structure text and to aid conciseness and guide the reader Distinguishing between the language of speech and writing and choosing the appropriate register Produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) in one sitting.	vocabular y to achieve this Produce more than a side of A4 writing that is clear and coherent with strong features (95% accuracy or better in all) in one sitting.							
	Editing	Discuss what they have written with the teacher or other pupils	Begin to evaluate their writing with the teacher and other pupils	With adult support/peer support begin to assess the effectiveness of their own and	Assess the effectiveness of their own and others' writing	Continue to assess the effectiveness of their own and others' writing	Confidently assess the effectiveness of their own and others' writing by	Proofread and edit writing, considering how writing reflects the	Proofread and edit writing, amending vocabulary grammar and structure of	Proofread and edit writing, paying attention to all grammar	Develop consistent and effective proof-reading and editing techniques to ensure complex	Confidently employ consistent and effective proof-reading and editing	Skilfully and confidently employ consistent and effective proof-reading and editing techniques to	

			<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Begin to proofread to check for errors in spelling, grammar and punctuation based on what has been previously taught Y1-Y2</p> <p>Make some additions, revisions and proof-reading corrections to their own writing</p>	<p>others' writing and suggesting improvements</p> <p>With the support of adults/peers begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y3</p>	<p>and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y4</p>	<p>Continue to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y5</p>	<p>identifying language and grammar choices that show good awareness of the reader and achievement of impact</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance impact, clarify meaning and improve cohesion within and across paragraphs</p> <p>Consistent and correct use of tense throughout a piece of writing</p> <p>Correct subject and verb agreement when using singular and plural,</p>	<p>audience s and purposes for which it was intended</p>	<p>your writing to improve its coherence and overall effectiveness</p>	<p>r punctuation and spelling rules.</p>	<p>meanings and ideas are successfully communicated.</p>	<p>techniques to ensure complex meanings and ideas are successfully communicated.</p>	<p>ensure complex meanings and ideas are successfully communicated.</p>
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							<p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Confidently proofread for spelling and punctuation errors based on what has been previously taught Y1-Y6</p>						
Grammar	<p>Regular plural noun suffixes (-s, -es) understand the effects of these suffixes on the meaning of the noun</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Un- prefix to change meaning of adjectives/adverbs</p>	<p>Understand (through grammatical patterns) and use sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>The use present and past tenses correctly and consistently</p> <p>The use of the progressive</p>	<p>Begin to use fronted adverbials</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Ensure appropriate choice of nouns and pronouns for consistency</p> <p>Write sentences with more than one clause, using</p>	<p>Use fronted adverbials with commas to separate them from the rest of the sentence</p> <p>Differentiate between plural and possessive -s</p> <p>Use standard English forms for verb</p>	<p>Begin to use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Using relative clauses beginning with who, which, where,</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	<p>Study the effectiveness and impacts of the grammatical features of the texts they read.</p> <p>Use of standard English confidently in their own writing.</p>	<p>Draw on new vocabulary and grammatical constructions from their reading and listening.</p>	<p>Know and understand the differences between spoken and written language formal and informal registers.</p> <p>Discuss of language with precise and confident use of linguistic and</p>	<p>Use a full range of appropriate sentence forms for effect</p> <p>Uses Standard English consistently and appropriately with secure control of complex grammatical structure faith for the FMs.</p>	<p>Confidently use a full range of appropriate sentence forms for effect</p> <p>Confidently use Standard English consistently and appropriately with secure control of complex grammatical structures.</p>	<p>Skilfully and confidently use a full range of appropriate sentence forms for effect</p> <p>Skilfully and confidently use Standard English consistently and appropriately with secure control of complex grammatical structures.</p>	

	<p>Join words to make sentences</p> <p>Join clauses using 'and'</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p>	<p>form of verbs in the present and past tense to mark actions in progress</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Suffixes to form new words (-ful, -er, -ness, -ment, -less)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>coordinating and subordinating conjunctions accurately, including when, before, after, while, so, because</p> <p>Use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore)</p> <p>Use prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause.</p> <p>Use expanded noun phrases to describe, specify (the blue butterfly) as well as for impact e.g.</p>	<p>inflections instead of local spoken forms e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'</p> <p>Use a range of adverbs (e.g. often, quickly, very, then next, soon, therefore) for detail and cohesion</p> <p>Use a range of prepositions (e.g. next to, before, during, after, in, because of, underneath, with) for detail and cohesion</p> <p>Extend the range of multi-clause</p>	<p>when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p> <p>Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural</p> <p>Ensuring the</p>	<p>Confidently use the perfect form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language</p> <p>To understand the relationship between synonyms and antonyms and use them effectively within my writing to strengthen intended impact</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Distinguishing between the language of speech (e.g. contracted verb</p>			<p>literary terminology.</p>			
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			<p>he had a gaunt face and lifeless eyes)</p> <p>Form nouns using a range of prefixes (super-, anti-, auto-)</p> <p>Use a or an correctly according to the beginning sound of the noun that follows</p> <p>Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>sentences using coordinating and subordinating conjunctions, as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end</p> <p>Choose nouns and pronouns appropriately within and across sentences to aid cohesion and to avoid repetition</p> <p>Use noun phrases expanded by the addition of modifying</p>	<p>consistent and correct use of tense throughout a piece of writing</p> <p>Devices to build cohesion, including adverbials of time, place and number</p> <p>Using a range of devices to build cohesion within paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parentheses for clarity, concise noun phrases, revisiting themes.</p> <p>Linking ideas across paragraphs using adverbials of time e.g. later,</p>	<p>forms, other grammatical informality, colloquial expressions, long coordinated sentences) and choosing the appropriate register</p>						
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				adjectives, nouns and prepositions phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'	place e.g. nearby, number e.g. secondly or tense choices To understand the relationship between synonyms and antonyms and use them effectively within my writing							
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, verb, adjective, phoneme, digraph, trigraph conjunction	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition, fronted adverbial, phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial, subordinating conjunctions, coordination conjunctions, cohesion	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, ambiguity, synonym, antonym, hyphen, colon, semi-colon	subject, object, active, passive, ellipsis, subjunctive form	Article, conjunction, ellipsis, etymology, homonym homophones, object, perfect, received pronunciation, register, standard English, subject, syllable, word class.	Auxiliary verb, coordination, future, comma modifier, progressive, root word, subjunctive,	Complement, digraphs, finite verb, grapheme, intransitive, transitive, phoneme.	Uses grammatical terminology in evaluating and interpreting the work of other writers.	Confidently uses grammatical terminology in evaluating and interpreting the work of other writers.	Skilfully and confidently uses grammatical terminology in evaluating and interpreting the work of other writers.
Punctuation	Punctuate sentences correctly using a capital letter and a full stop, question mark or	Continue to punctuate sentences correctly using full stops and capital letters.	Continue to apply punctuation taught in KS1 Using and punctuating direct speech (i.e.	Continue to apply the punctuation previously taught	Continue to apply the punctuation previously taught Using brackets,	Continue to apply the punctuation previously taught	Accurate use of basic punctuation including full stops, commas, apostrophes,	Accurate use of basic punctuation and some wider punctuation such as brackets and colons.	Consistently accurate use of a range of punctuation.	Developed and secure use of a range of punctuation including semi colons. Developed and secure	Confident and sustained use of a range of punctuation. Confident and	Skilful, confident and sustained use of a range of punctuation. Skilful, confident and sustained

	<p>exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Punctuate correctly using exclamation marks, question marks, commas correctly for lists.</p> <p>Use apostrophes correctly for contracted forms and the possessive in nouns (singular).</p>	<p>Inverted commas)</p> <p>Securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. the girls' names</p>	<p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. comma after the reporting clause; end with inverted commas</p> <p>Use a new line for a new speaker when writing direct speech</p>	<p>dashes or commas to indicate parentheses in order to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to form compound adjectives that precede a noun e.g. man-eating shark, hand-held device</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses and to indicate lists, separate items in a list</p> <p>Continue to use apostrophes for possession for both singular and plural nouns</p>	<p>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, ellipsis) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list punctuating bullet points consistently</p>	<p>question marks and capital letters.</p> <p>Experiments with punctuation for effect.</p>	<p>Developing use of punctuation for effect.</p>	<p>Uses punctuation for effect with increasing success.</p>	<p>use of punctuation for effect.</p>	<p>sustained crafting of punctuation for effect.</p>	<p>crafting of punctuation for effect.</p>
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						Punctuate correctly when using bullet points to list information							
Transcription	Spelling	<p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un-</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Spell most of the Year 1 common exception words correctly</p> <p>Make recognisable attempts at spelling words not known</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Homophones and near homophones</p> <p>Spell most of the Year 2 common exception words correctly</p>	<p>Begin to use further prefixes and suffixes and understand how to add them</p> <p>Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Increase range of spellings of words with contracted forms</p>	<p>Continue to use further prefixes and suffixes and understand how to add them</p> <p>Continue to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Continue to use the first 2 or 3 letters of a word to check its spelling</p>	<p>Use verb prefixes e.g. dis-, de-, mis-, over-and-re</p> <p>Confidently use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word</p> <p>Continue to use a wide range of contractions consistently</p>	<p>Consistently use knowledge of previously taught spelling rules from years 1-5 and apply these in written work</p> <p>Continue to use further prefixes and suffixes and understand the guidance for adding them</p> <p>Consistently use dictionaries to check the spelling and meaning of words as well as thesauruses to check for synonyms</p>	<p>Accurate Spelling of common words, including irregular word patterns.</p>	<p>Generally accurate spelling of common and irregular words.</p>	<p>Consistently accurate spelling of common and irregular words with only occasional errors.</p>	<p>Developed and secure accuracy in spelling of common and irregular words.</p>	<p>Confident and sustained accuracy in spelling of common and irregular words.</p>	<p>Skilful, confident and sustained accuracy in spelling of common and irregular words.</p>

		practise these (Ascenders /descenders)	Use spacing between words that reflects the size of the letters.										
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TEXT OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Texts	All about me God Knows about me Funny Bones Gruffalo Owl babies Sulwe Marvellous Me	Eight Candles for Counting Dim Sum for everyone Handa's Surprise Kippers Birthday The Story of Rama and Sita The Nativity Story	Little red riding hood Three Billy goats gruff The Gingerbread Man Goldilocks Three Little Pigs Elves and the shoemaker	The Ugly Duckling Where do Chicks Come? Chicken Licken The Little Red Hen The Tiny Seed Jack and the Beanstalk The Enormous Turnip	Farmyard hullabaloo Monkey Puzzle Rumble in the Jungle Commotion in the Ocean A squash and a squeeze What the ladybird heard Blue Penguin	Charlie Superhero Underpants Paper bag princess Supertato Super worm Eliot Midnight Superhero Super duck
Virtues & Golden Threads Themes	Being confident & grateful for ourselves. Showing self-discipline .	Collaborating & treating others with compassion . Being respectful to all.	Showing curiosity & contemplation about God's creations.	Awe & wonder about God's planet & creatures. Committed to helping all.	Developing courage & bravery in new situations.	Showing enthusiasm for change. Detaching from things.
Themed Week	Introduction to Black History Week What is a play? What is an author					
Year 1 Texts	How to Find Gold Augustus & his Smile	A Necklace of Raindrops The Elves in the Shelves	Beegu Traction Man	In the Savannah In the Antarctic	Halibut Jackson The Robot & the Bluebird	Lila & the Secret of Rain Maasai and I
Virtues & Golden Threads Themes	Developing friendships, working patiently & collaboratively	Respecting different cultures, promoting imagination & creativity .	Acceptance, dealing with new surroundings &	Respecting our planet. Awe & wonder at how	Developing a sense of courage and confidence to	By showing a great deal of sacrifice and determination

	with those different to you. Being courageous , dealing with feelings of sadness, hope, resilience & love .	Being obedient and showing accountability in difficult situations.	uncertainty. Showing kindness . Showing self-discipline and dealing with changes with optimism .	animals live in their habitats.	be proud of who you are. Showing compassion and resilience to help those around you.	anything can be achieved. Being tolerant of other cultures and compassionate to the needs of others.
Themed Week	Black History Week: Martin Luther King Who is Shakespeare? Author Study: Rita Philips Mitchel					
Year 2 Texts	10 things that I can do to help the world The Story Tree	The Diary of a Killer Cat Ossiri & the Bala Mengro	The Magic Finger	The Storm Whale The Lonely Beast	Claude in the city Anna Hibiscus	Zeraffa Giraffa The Hodgeheg
Virtues & Golden Threads Themes	Learning to be kind to the world and showing global responsibility . Learning from stories around the world (self-discipline, patience, love)	Discovering the truth & thinking about justice . Developing understanding & compassion about different lifestyles.	Understanding to respect & love all living things. Is revenge helpful?	Showing love, kindness & being helpful . Building trust & finding friendship. Determination to overcome loneliness.	Being confident & enthusiastic about trying new things. Finding out about how other families live in Africa (simplicity).	Demonstrating leadership & showing commitment to look after a loved animal. Solving problems with resilience, determination & self-discipline .
Themed Week	Black History Week: Harriet Tubman Shakespeare week: King Lear Author Study: Malorie Blackman					

Year 3 Texts	UG- Boy Genius of the Stone Age Stone Girl Bone Girl	Jemmy Button Tin forest	Krindlekrax	Moon Man Storm	The Great Kapok Tree The Promise	Charlotte's Web
Virtues & Golden Threads Themes	Being resilient and showing gratitude for everything that we have. Having the courage to be different & following your dreams	Having humility to accept difference & forgiving those that have upset you. Working towards cleanliness within the environment around us.	Trusting yourself when others do not & using courage to overcome challenges.	Accepting people from different worlds & showing tolerance . Finding courage in a scary situation so that others can rely on you.	Showing righteousness and accountability through acting compassionately towards the environment and all living creatures. Living in harmony with nature & committing to a cause.	Trusting friendships & finding creative solutions.
Themed Week	Black History Week: Rosa Parks Shakespeare week: Julius Caesar Author Study: Jamila Gavin					
Year 4 Texts	Iron Man The Ice Bear	Arthur & the Golden Rope The Frog Prince cont.	The Lost Happy Endings	The Village that Vanished The Heavenly Elephant	Varjak Paw	The Lion the Witch and the Wardrobe
	Being resilient in the face of struggle & showing determination to succeed. Learning about consequences, loss and restoration leading to forgiveness .	Finding the courage to save something that is special to you. Expanding imagination & creativity beyond a traditional tale.	Expanding imagination & creativity beyond a traditional tale.	Finding out the truth about actual events & exploring how to find justice . Awe & wonder at God's creation and being brave when exploring.	Showing determination when faced with difficult challenges & working collaboratively .	Exploring relationships with family & being in awe of a fantasy world where help is needed.
Themed Week	Black History Week: Obama Family Shakespeare week: Hamlet Author Study: Shaun Tan					

Year 5 Texts	Adventures of Odysseus The Highwayman	Ice Trap Shackleton The Princess Blanket	The Secret Garden	Journey to the River Sea	The Savage The Journey	There is a Boy in the Girl's Bathroom
Virtues & Golden Threads Themes	Showing determination & resilience . Overcoming obstacles. Learning about love, devotion & sacrifice .	Finding out about a landmark voyage demonstrating patience, self-discipline & leadership . Showing optimism when faced with challenges & being patient .	Demonstrating courage & resilience to overcome hardship.	Trusting fate to take you to a new world & experiencing awe & optimism .	Power of imagination & creativity coming alive. Showing gratitude for what we have & tolerance for those that have left everything behind.	Demonstrating compassion , understanding & kindness to someone struggling.
Themed Week	Black History Week: Anthony Joshua Shakespeare week: A Midsummer Night's Dream Author Study: Elizabeth Laird					
Year 6 Texts	Stormbreaker	Tom's Midnight Garden	One thousand & One Arabian nights	Goodnight Mr Tom Rose Blanche	Rooftoppers	Treasure Island
Virtues & Golden Threads Themes	Developing courage and understanding the importance of justice .	Discovering & being enthusiastic about an exciting new world.	Using tact, creativity & wisdom to get out of a difficult situation.	Demonstrating how love, kindness can help those in need & provide renewed optimism . Sacrificing safety, showing courage to help people	Being resilient & hopeful. Demonstrating hope & patience in search of the truth .	Developing leadership, commitment & overcoming barriers through determination .

				that are not being treated with justice .		
Themed Week	Black History Week: Princess Sophia/Dileep Singh Shakespeare week: The Tempest Author Study: Beverley Naidoo					
Year 7 Texts	Beowulf Students study a modern version of a key text from Early English, with a focus on the origins of the English Language.	Myths and Legends Continuing the themes of myths, legends, heroes and villains, the students will study a range of stories from Greek and Roman Mythology, enriched by religious creation stories from around the world.	'The Bone Sparrow' A contemporary novel surrounding the physical and mental trials of a young refugee from the displaced Rohingya people. The Bone Sparrow lends itself perfectly to the study of non-fiction texts covering the issues of displacement, prejudice and religious division.	Legendary Voices From Martin Luther King to Anne Frank, Nelson Mandela to Greta Thunberg, the students will hear about a wide range of global issues, studying the craft of rhetorical writing, before putting pen to paper to inspire each other with a memorable speech of their own.	Introduction to Shakespeare The students will build on their work in the annual Primary Shakespeare Weeks, with a re-introduction to the works of William Shakespeare. By taking an 'Anthology' approach to the Bard's work, the English team will engage students with exposure to some of his greatest characters and their most memorable speeches.	Poetry of Identity The students will study a range of multi-cultural poems, both contemporary and historical. The poet's craft will be further explored, building on Shakespeare's work and in preparation for the study of Power and Conflict poems at GCSE.
Virtues & Golden Threads Themes	Developing courage and understanding the importance of justice .	Sacrificing safety, showing courage to help people that are not being treated with justice .	Love and forgiveness vs enmity/hate .	<i>Love and forgiveness vs enmity/hate. Showing courage to help people that are not being treated with justice.</i>	<i>Considering context: James I and his love of God; The repercussions of enmity vs. hate in Macbeth and Richard III.</i>	Love and forgiveness as a key component of poetry of identity. Self-discipline and honesty in Richard III.

Links to Other Learning	Building on introductions to narrative studied in the Year 6 texts 'Stormbreaker' and 'Tom's Midnight Garden', students will analyse the art of storytelling, how a character is developed and the nature of heroism. These concepts will be revisited throughout the curriculum and questions asked about the nature of heroism, specifically when studying 'The Bone Sparrow', 'speeches from Legendary Voices', the novels 'Trash' and 'The Curious Incident of the Dog in the Night-time'. The story of Odysseus is revisited from Year 5 work.		The Bone Sparrow lends itself perfectly to the study of non-fiction texts covering the issues of displacement, prejudice and religious division, seen in later units such as Legendary Voices and 'Justice Non-Fiction' unit in Year 8.	The Bone Sparrow unit will include non-fiction texts surrounding the theme of division and displacement. Other themes such as colonialism will be returned to in 'The Tempest'. This unit links closely with the study of key figures such as Rosa Parks and Harriet Tubman during Black History themed weeks in the Primary phase.	Shakespeare Week is a common feature of the Primary curriculum. The study of Shakespeare in Year 7 prepares the students for the study of 'The Tempest' in Year 8 and 'Romeo and Juliet' in Year 9. This, in turn, ensures preparation for the GCSE set text, 'Macbeth'.	The poet's craft will be further explored, building on Shakespeare's work and in preparation for the study of Power and Conflict poems at GCSE.
Year 8 Texts	Gothic Fiction	'Frankenstein'	Poetry of family and relationships.	'The Tempest'	'Trash'	Justice- Non-Fiction
	Students will read a range of Gothic fiction extracts from the 19th Century, analysing the key features of Gothic Fiction.	Studying Phillip Pullman's playscript version alongside extracts from the original text, the students will continue their exploration of the gothic genre whilst encountering a fine example of adaptation	By studying a range of poetry from different eras and cultures, the students will develop their understanding of culture and ritual using personal reflections about love and family.	By exploring the context of Jacobean England, students will gain an understanding of the relationship between Shakespeare's work and the demands and beliefs of the King. Students are also introduced to historical context through the study of colonisation.	Preparing the students for a unique take on justice next half term, the students will consider the deep injustice of poverty. As well as continuing their skills of analysis and comprehension, the students will focus particularly on how writers generate sympathy and empathy through skilful characterisation.	A very different take on the traditional 'non-fiction' unit, students will gain exposure to a range of challenging debates and dilemmas from the world of ethics. The unit will focus on developing vocabulary of debate and discussion using highly challenging subject matter.

Virtues & Golden Threads Themes	Trust and detachment when considering the character of Miss Havisham.	Trust in God is a key concern at the heart of Frankenstein.	Love and forgiveness vs enmity/hate. Respect and wisdom as key messages in this poetry.	Compassion and forgiveness.	Living within poverty leads to questions of simplicity and determination.	Respect for the views of others. Collaboration in discussions and debates.
Links to Other Learning	Students will revisit their 19th Century contextual knowledge from the study of 'Tom's Midnight Garden' in Year 6. These linked units will help prepare students for the focus on GCSE set text, 'Jekyll and Hyde'.	Students will build on their understanding of poetic forms established during the Identity unit from Year 7 ahead of War Poetry in Year 9 and Power and Conflict poetry at GCSE.	Students' understanding of the themes of power, relationships, magic, patriarchy and gender will be consolidated, building on their work on the 'Legendary Voices' unit from Year 7 and preparing them for the themes of 'Romeo and Juliet' and 'An Inspector Calls'. They also studied The Tempest for a week in Year 6.	Non-Fiction paper at GCSE. In Year 5, the students engaged in discussions about right and wrong during the study of the novel 'There's a Boy in the Girl's Bathroom'.	The study of a whole novel meets the KS3 curriculum requirements and builds on the study of the Bone Sparrow in Year 7 and the theme of trusting friendships recalls 'Charlotte's Web' from Year 3. The students study a whole novel every year up to and including GCSE years.	
Year 9 Texts	'Curious Incident of the Dog in the Night-time.' The students will begin Year 9 by studying a novel which is currently a set text at GCSE,	Poetry of the First World War To coincide with the annual Remembrance Day commemorations, this unit of work features the study of the poets of the Great War.	'Romeo and Juliet' The students will gain an understanding of the whole text and understand the motivation of the main	Division and Conflict- A Literary Anthology. Students will continue their pursuit of being 'GCSE Ready' through the study of this anthology-style unit of work	'Of Mice and Men' John Steinbeck's classic Depression-era novella provides an important opportunity for the students to read one of the great works of American literature whilst gaining a deep appreciation of the	Race- A Non-Fiction Anthology The final element of GCSE preparedness comes in the form of this Non-Fiction unit of work, which follows the theme of Racial inequality discussed during the study of 'Of Mice

	providing an appropriate level of challenge as we embark on ensuring the students are 'GCSE Ready'.		characters, the methods that Shakespeare uses to create meaning and a deep understanding of the context of the Elizabethan era, specifically focusing on the role of women in society, the desire to maintain status and the nature of crime and punishment.	on Unseen Fiction Extracts, collated around the thematic pathway of 'Division and Conflict'. Students will read and analyse extracts from such texts as Across the Barricades; Rani and Sukh; Birdsong; The Handmaid's Tale and Twelve Years a Slave.	complexities of the context of the 1930s. as we approach the end of Key Stage 3.	and Men' last half term.
Virtues & Golden Threads Themes	Purposefulness, patience and kindness will all be developed by following this story of a young boy's struggle with Asperger's.	<i>The golden thread of Peace and collaboration is at the heart of this study of war and conflict.</i>	<i>The play centres on love in the face of Enmity and Hate.</i>	<i>By studying what happens when a lack of acceptance and collaboration exists, the students gain appreciation for the presence of these virtues.</i>	<i>By the end of this novel, the reader is left with major questions around the virtues of trust and accountability.</i>	Tolerance and acceptance for others are considered deeply here.
Links to Other Learning	Novel study from Years 6, 7 and 8. Thematic link to 'the outsider' as seen in 'Trash', 'The Bone Sparrow' 'Tom's Midnight Garden' and	This unit is specifically designed to prepare the students for the Power and Conflict Unit they will study during GCSE Literature.	Builds on the Primary Shakespeare weeks and the Y8 study of 'The Tempest' and directly prepares the students for GCSE Literature set text 'Macbeth'. Nishkam	The unit is designed to consolidate the skills of language analysis, including the selection of evidence and the art of single-word analysis that are essential for success at GCSE and beyond.	With race, gender inequality, the treatment of the disabled and poverty at the centre of this emotive and enduring text, the students are challenged to see the world through very different lenses. As a former GCSE set text, 'Of Mice and Men' will also ensure the students' skills of analysis and	By being familiar with the types of texts they will face next year, specifically chosen to engage students at this important juncture, this unit provides a fittingly challenging end to Key Stage 3 study. It offers an important bridging unit to aid a smooth

			students will, by now, have a rich and life-long appreciation for Shakespeare.		appreciation of symbolism will continue to ensure they are 'GCSE Ready'	transition to the examination years.
Year 10 Texts	<p>English Language: Paper 1 Section A</p> <p>Students begin their journey towards excellence in the required skills of the AQA GCSE English Language examination.</p> <p>English Literature: 'An Inspector Calls'</p> <p>Students will be introduced to 20th century contextual knowledge and use their previous exposure to 19th century context in order to make evaluative comments on how society has changed.</p>	<p>English Language: Paper 1 Section A (and Spoken Language Endorsement)</p> <p>The students will be required to develop skills of information retrieval, language analysis, structure analysis and evaluation of unseen texts. This half term will also feature the spoken requirement of the qualification.</p> <p>English Literature: Power and Conflict Poetry</p> <p>Building on their study of War poetry in Year 9, the students will begin their deep analysis of the AQA Poetry Anthology, leading to the students' mastery of the comparative analytical essay.</p>	<p>English Language: Paper 2 Section A</p> <p>In Paper 2, the students will have to analyse and compare writer's attitudes in non-fiction articles from contemporary writers and Pre-1914 writers.</p> <p>English Literature: Unseen Poetry and Power and Conflict</p> <p>The students will continue their deep analysis of the AQA Poetry Anthology.</p>	<p>English Language Paper 1 Section B</p> <p>In preparation for this examination unit, the students will finely hone their skills of narrative and descriptive writing that has been developed throughout their study of English at Key Stage 3.</p> <p>Eng Literature: 'Macbeth'</p> <p>Whilst studying this cornerstone of English Literature, students will consolidate their understanding of the play form and be introduced to concepts such as the 'Tragic Hero'.</p>	<p>English Language Paper 2 Section A</p> <p>In Paper 2, the students will have to analyse and compare writer's attitudes in non-fiction articles from contemporary writers and Pre-1914 writers.</p> <p>English Literature: 'Dr. Jekyll and Mr. Hyde'</p> <p>The Pre-20th Century element of the literature course will centre around Robert Louis Stevenson's classic Gothic text of Identity and guilt.</p>	<p>English Language Paper 2 Section B</p> <p>In preparation for this examination unit, the students will finely hone their skills of opinion-based and rhetorical non-fiction writing that has been developed throughout their study of English at Key Stage 3.</p> <p>English Literature: Unseen Poetry and Power and Conflict</p> <p>The students will continue their deep analysis of the AQA Poetry Anthology.</p> <p>In addition, teachers will consolidate the students' understanding of 'Unseen Poetry Analysis'. Using an investigative approach to poetry, students will be able</p>

	Students will broaden and deepen their knowledge of the themes of inequality, gender, relationships and power.			They will develop the skills of analytical essay writing.		to respond in depth to any poem.
Virtues & Golden Threads Themes	<i>The characters in 'An Inspector Calls' struggle with compassion, kindness and moderation. The students will consider what happens with the absence of these virtues.</i>	<i>From the courage of soldiers in battle to the lack of accountability of a fiendish Renaissance Duke, the virtues are explored throughout this collection of 15 wonderful poems.</i>		<i>Shakespeare's Macbeth shows a lack of detachment from his ambition to be King and much of his undoing is down to his inability to show patience and humility. The English Language unit requires creativity when crafting an original piece of writing.</i>	<i>The characters in Dr. Jekyll and Mr. Hyde seek righteousness and accountability following the actions of a man lacking in compassion towards others</i>	<i>There is significant resilience required when faced with the puzzle of an unseen poem.</i>
Links to other learning	At Key Stage 3, students have studied poetry, Shakespeare, challenging novels, 19 th Century texts, Non-Fiction and unseen fiction texts to ensure they have had some experience of the requirements and content of the GCSE specification. At Primary level, the students were exposed to texts that directly prepared them for the key themes and ideas present in these carefully-selected set texts.					
Year 11 Texts	English Literature: Developing and revising the Power and Conflict Poetry	English Literature: Developing and revising 'Macbeth'. English Language: Revisiting Paper 2	English Literature: Revising 'Jekyll and Hyde' and Unseen Poetry. English Language: Revisiting Paper 1	English Literature: Developing and Revising 'An Inspector Calls' and Power and Conflict Poetry. English Language: Revisiting Paper 2	Fine-Tuning Exam Skills and Past Paper Practice. (English Literature and English Language). GCSE Examinations.	

	English Language: Revisiting Paper 1 skills				
Virtues & Golden Threads/Themes	<i>The students will explore the role of each of the virtues in each of their set texts. They are encouraged to utilise the rich language of the virtues when discussing the actions of the characters and, due directly to how embedded their understanding of the virtues is by this stage of their education, they can fluently analyse the motivations and behaviours of fictional characters through this vital lens.</i>				
Links to other learning	At Key Stage 3, students have studied poetry, Shakespeare, challenging novels, 19 th Century texts, Non-Fiction and unseen fiction texts to ensure they have had some experience of the requirements and content of the GCSE specification. At Primary level, the students were exposed to texts that directly prepared them for the key themes and ideas present in these carefully-selected set texts.				
Year 12 Texts	Contemporary Poetry (Teacher 1) and The Romantics (Teacher 2) Using the Edexcel poetry Anthology, Students enter their Post-16 study with the purest form of literature: Poetry. They will study a wide range of poems from Wordsworth and Keats from the Romantic period to contemporary Poets such as Burnside and Thorpe. Timeless themes of love, loss and the power of nature will be revisited.	'A Thousand Splendid Suns' (Teacher 1) and 'A Streetcar Named Desire' (Teacher 2) On the surface, these two texts are starkly different. Two completely different cultures, two different time periods and two vastly different protagonists. But, at the heart of both texts lies a deep sense of loss and a longing for 'something else' that is an ever-present in great literature. Students must study two whole novels and two whole plays. These are the first of each.	Contemporary Poetry (Teacher 1) and The Romantics (Teacher 2) A return to the Edexcel Anthology began earlier this year. Students continue their Post-16 study with the purest form of literature: Poetry. They will study a wide range of poems from Wordsworth and Keats from the Romantic period to contemporary Poets such as Burnside and Thorpe. Timeless themes of love, loss and the	Unseen Poetry Analysis (Teacher 1) and 'The Handmaid's Tale' (Teacher 2) Unseen Poetry continues to develop the skills required at GCSE. Through the delivery of an expert methodology of analysis, students learn how to approach any poetic text, looking for important themes and imagery, as well as the more complex rhythms and patterns of poetry. Meanwhile, the students begin their coursework unit by studying 'The Handmaid's Tale' together as a class before selecting a text of their own to compare directly with this novel. The freedom of choice for this second text offers an exciting opportunity for lovers of literature to truly explore an inspiring novel of their own volition.	

			power of nature will be revisited.	
Virtues & Golden Threads/Themes	<i>The students will explore the role of each of the virtues in each of their set texts. They are encouraged to utilise the rich language of the virtues when discussing the actions of the characters and, due directly to how embedded their understanding of the virtues is by this stage of their education, they can fluently analyse the motivations and behaviours of fictional characters through this vital lens.</i>			
Links to other learning	At Key Stage 3 and 4, students have studied poetry, Shakespeare, challenging novels, 19 th Century texts and unseen poetry texts to ensure they have had some experience of the requirements and content of the 'A' Level Edexcel specification. At Primary level, the students were exposed to texts that directly prepared them for the key themes and ideas present in these carefully-selected set texts. The journey through English at Nishkam is complete by the end of Sixth Form, preparing any student who wishes to pursue a university degree or relevant career with the tools and knowledge to become a great success.			

Year 6 to 7 Transition

Throughout the year, there is ongoing collaboration between the English Co-ordinator in the Primary phase and the Curriculum Leader of English in Secondary. Joint learning walks and book looks are carried out. There are opportunities for cross-phase leaders to spend time in classrooms and teach cross-phase. There is also a KS3 Lead in English who has responsibility for ensuring the transition is seamless and that the secondary teachers are provided with a range of information from the Primary classroom. Exemplar work is provided by Year 6 teachers which helps to ensure there is no performance dip at the start of year 7 and that expectations of what these students are capable of is clearly defined.

A Summer Reading and Writing challenge pack is sent home with all students to ensure they continue practicing the skills they require during the longer Summer break. In addition, at the start of Year 7, GL Assessments are sat by the students and the results are cross-referenced with internal Teacher-Assessed data and the KS2 SATs data. This information becomes a starting point for planning for the new cohort, ensuring appropriate support and challenge can be provided from the outset.

In Year 6, there is a tour of the secondary library facilities to encourage early use of the library and, early in Year 7, the Accelerated Reader programme is launched, ensuring reading scores are known, to help with text selection and library lessons, with support given where necessary.

Enrichment Opportunities:

Primary phase

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. Students are provided with a rounded, culturally rich education through activities that enhance their learning. We aim to deepen students understanding of the world by providing students with opportunities to apply their speaking, reading and writing skills by engaging in community projects and world affairs. Within reading and writing sessions students have planned time to engage in debate, drama, hot seating, character journeys to deepen their understanding of narratives and high-quality texts. Cross curricular and focus weeks allow students to engage with wider issues and explore topics through speaking, reading and writing. Author visits, theatre shows, and workshops give students experiences by bringing literature to life.

Students also take part in the following enrichment activities to spark their love of reading and writing.

- Extra-curricular clubs such as reading club, creative writing and handwriting are on offer for our primary students.
- Regular reading challenges and competitions allow students to develop their reading skills and promote reading for pleasure.
- Students take part in whole school poetry competitions and perform their poetry on stage.
- The annual spelling competition allows all students to compete with their peers and then a final head-to-head competition crowns one winner.
- Public speaking competitions give students the opportunity to engage in topics of their choosing and offer them the chance to write, rehearse and deliver thought-provoking speeches.
- Outdoor learning and trips are arranged to allow students to take their English topics outside the classroom and explore settings.
- Author visits and virtual calls engage children in the writing process and allow them to explore the life of an author.

Secondary phase

Students continue to embrace their love of literature and language through regular lesson activities and the wide, varied choice of key texts. The curriculum encourages exploration of many texts from the literary canon including the in-depth study of 3 Shakespeare plays, coupled with live performances and visits to the theatre. Exposure to 19th Century classics comes in the form of Gothic Fiction in Year 8 and 10, where Dickens, Robert Louis Stevenson and the Brontes feature heavily. The cultural capital continues with the study of a classic of American literature, specifically Steinbeck's 'Of Mice and Men'. This is coupled with a focus on multi-cultural texts and non-fiction texts that are centred around the issues of race, gender, power and wealth and poverty. The curriculum is based on thematic journeys through issues of this nature. The Black curriculum also features heavily, with non-fiction speeches from contemporary and historical figures of note from the black community. Furthermore, themes of colonialism and identity are covered in texts such as 'The Bone Sparrow', 'The Tempest' and Poetry of Identity, giving the students a rich and varied curriculum filled with opportunities to better understand themselves and the wider world. The students are further enriched by the types of activities we do in lessons. From verbal debates and presentations, drama activities and independent writing, the students have a wide range of platforms to explore their ideas. We feel the students are enriched by regular pair talk, ensuring ideas are fully formulated before being committed to paper. We also believe in the enrichment offered by self-reflection, feedback and the re-writing process.

Students receive highly personalised, specific feedback and learn the power of redrafting and improvement, a skill that serves them well in all walks of life.

As well as these daily, lesson-based opportunities to enrich our students, we supplement the curriculum with events and visits, including:

- Students will be offered the opportunity to visit theatres for curriculum-linked productions and performances. Every Year group will visit the theatre or watch a touring performance each year.
- Students will have the opportunity to embrace the extra-curricular life of the English Department, featuring Debate Mate, First Story and a lunchtime Book Group.
- The school will enter the annual 'Poetry By Heart' competition, where each student will learn and deliver a classic or contemporary poem of their choice. The best performers will represent the school at the regional and, hopefully, the national finals.
- Author visits engage students in the writing process and allow them to explore the life of an author.

Impact:

Students will know more, remember more and understand more about the curriculum. Students retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

By the time the students leave NSWL, they are competent readers with the skills to take part in discussions about books, explain preferences, make recommendations, evaluate an author's use of language and the impact this can have on the reader, and have a thirst for reading a range of genre. They can read books for research to enhance their learning and knowledge and understanding of all subjects on the curriculum and can communicate their research to a wide audience.

In addition, students will be able to write clearly and accurately, adapting use of language and style for a range of purposes, contexts and audiences. They will enjoy using a wide vocabulary and have a strong command of the written word. Students will have developed a love of writing and be well-equipped and ready for the next stage of their education.

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers)

and each Curriculum Leader/Class Teacher is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.

Our feedback and interventions support students to strive to be the best readers and writers they can be, ensuring a high proportion of students are achieving above national average outcomes at the end of each phase.