

### **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 or 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	on & Language		Literacy		Physical Development	Understandi	ng the World	Expressive Arts and Design
	<u>Listening,</u> <u>Attention and</u> <u>Understanding</u>	<u>Speaking</u>	Comprehension	Word Reading	Writing	Fine Motor Skills	Past & Present	People, Culture & communities	Being Imaginative and Expressive
	Listen attentively and respond to what they hear with relevant questions comments 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	happen, making	Anticipate –	are consistent	Write simple	Begin to show	and what has	religious and	move in time with
about what they	use of recently	where	with their phonic	phrases and	accuracy and	been read in	cultural	music
have heard and	introduced	appropriate – key	knowledge,	sentences that	care when	class	communities in	
ask questions to	vocabulary from	events in stories	including some	can be ready by	drawing	Understand the	this country,	
clarify their	stories, non-	Use and	common	others		past through	drawing on their	
understanding	fiction, rhymes,	understand	exception words			settings,	experiences and	
Hold conversation	and poems when	recently				characters and	what has been	
when engaged in	appropriate	introduced				events	read in class	
back-and-forth	Express their ideas	vocabulary				encountered in	Explain some	
exchanges with	and feelings	during discussions				books read in class and	similarities and	
their teacher and	about their	about stories,				storytelling.	differences	
peers	experiences using	non-fiction,				Story rouning.	between life in	
	full sentences,	rhymes, and					this country and	
	including use of	poems and					life in other	
	past, present, and	during role-play					countries,	
	future tenses and						drawing on	
	making use of						knowledge from	
	conjunctions, with						stories, non-fiction	
	modelling and						texts and (when	
	support from their						appropriate)	
	teacher						maps.	

# <u>READING</u>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
1a: draw on knowledge of vocabulary to understand	Match graphemes for all phonemes.	Develop phonics until decoding	Use knowledge to read 'exception'	Confidently use a dictionary to check the	Begin to apply knowledge of	Confidently apply knowledge of	Choose and read books and	Re-read books to increase familiarity	Develop appreciation and love of reading and	Identify and interpret explicit and implicit	A conceptual and critical approach to	Become highly skilled within a conceptual
texts and 2a: give/ explain the meaning of	Read accurately by blending	is secure via segmenti ng and blending.	words.  Begin to use dictionaries to check	meaning of a word.  Confidently check that	morpholog y and etymology when reading	morphology and etymology when reading new	independ ently for challenge interest and	with them and provide a basis for making	read increasingly challenging material independentl	information and ideas. Select and synthesise	analysis.  Judiciously identify and interpret	and critical approach to analysis.  Become
words in context	sounds.  Read words	Read	meaning.  Check own	the text makes sense, discussing	new words.	words.	enjoymen t	comparison s.	y. Read a wide	evidence from different	explicit and implicit information	highly skilled when judiciously
	with very common suffixes.	accuratel y by blending sound,	understandin g of reading and being to explain the	their understandin g and using new words in	Increase their familiarity with a wide	check that the books make sense to them,	For learning new vocabular	Understand increasingly challenging texts	range of fiction and non-fiction, including	texts.  Explain, comment	and ideas.  Judiciously select and	identifying and interpreting explicit and
	Read phonics books	especially alternativ e sounds	meanings of words in context.	context. Use	range of books across all	discussing their understandin	y relating it explicitly to know	through making inferences	whole books short stories poems and	on and analyse how writers	synthesise evidence from different	implicit information and ideas.
	aloud.	of		knowledge to read	covered genres.	g and exploring in	and vocabular	and referring to	plays.	use Ianguage	texts.	

Pogin to	aranha a	Pagin to	lovoontina!		donth the	v and	ovidor a a i	05	and	Critically	Eve orth:
Begin to	graphem	Begin to	'exception'	Confict - 1-11	depth the	y and	evidence in	On	and	Critically	Expertly
appreciate	es.	identify	words across	Confidently	meaning of	understan	the texts.	understand	structure to	explain,	select and
rhymes and		themes in a	LKS2 and	identify and	words in	ding it		increasingly	achieve	comment on	synthesise
poems.	Read and	wide range	decode	discuss	context.	with the	Read	challenging	effects and	and analyse	evidence
	reread	of books	unfamiliar	themes		help of	critically	texts through	influence	how writers	from different
Beginning	phonics .	including fairy	words	and		context	through	knowing	readers,	use	texts.
to check	appropria	tales, myths	fluently.	convention		and	recognizing	purpose	using	language	
that the	te	and legends		s in and		dictionari	a range of	audience	relevant	and structure	Expertly and
text makes	books.	and retelling	Continue to	across a		es.	poetic	and context	subject	to achieve	critically
sense to	l	some of these	identify	wide range			convention	support	terminology	effects and	explain,
them as	Read	orally.	themes in a	of books		Read	s and	comprehensi	to support	influence	comment on
they read	common		wide range			critically	understandi	on.	their views.	readers,	and analyse
by	'exceptio		of books			through	ng of these			using	how writers
correcting	n' words		including			failing	are used.	Read	Compare	relevant	use
inaccurate	from		fairy tales,			home		critically	writers'	subject	language
reading.	KS1.		myths and			language	Understand	understandin	ideas and	terminology	and structure
			legends and			, including	increasingly	g how the	perspective	to support	to achieve
	Read		retelling			figurative	challenging	work of	s, as well as	their views.	effects and
	common		some of			language	texts	dramatists is	how these		influence
	suffixes.		these orally.			,	through	communicat	are	Skilfully and	readers,
						vocabular	knowing	ed	conveyed,	sensitively	using
	Discuss					y choice	the	effectively	across two	compare	relevant
	and					and	purpose,	through	or more	writers' ideas	subject
	clarify the					organisati	audience	performance	texts.	and	terminology
	meanings					onal	for and	and how		perspectives,	to support
	of words,					features	context of	alternative	Evaluate	as well as	their views.
	linking					presents	the writing	staging	texts	how these	_
	new					meaning.	and	allows for	critically	are	Become a
	meanings						drawing on	different	and	conveyed,	subject-
	to known					Read	this	interpretation	support this	across two or	specific
	vocabula					critically	knowledge	s of a play.	with	more texts.	expert in
	ry.					through	to support		appropriat		skilfully and
						studying	comprehen	Read	e textual	Critically	sensitively
	Continue					setting,	sion.	critically	references.	evaluate	comparing
	to build a					form and		through		texts critically	writers' ideas
	repertoire					plot and	Using	making 	Maintain a	and support	and
	of poems					understan	relevant	critical .	critical style	this with	perspectives,
	learnt by					ding the	evidence	comparisons	and	appropriate	as well as
	heart.					effect of	to support	across texts.	develop an	textual	how these
						these.	ideas and	l	informed	references.	are
	Confident					l	interpretati	Uses precise	personal		conveyed,
	ly check					Use	ons.	evidence to	response	Maintain a	across two or
	that the					evidence		support ideas		highly	more texts.
	text					to support	Developing	and	Use textual	developed	
	makes					ideas.	understandi	interpretation	references,	critical style	Make
	sense to						ng of	s.	including	and develop	personal and
	them as					Understan	meaning in		quotations,	an informed	unique
	they read					d	texts.	Clear	to support	personal	choices
	by					significant		understandin	and	response	when
	correctin					themes	Developing	g of texts.	illustrate		critically
	g					and ideas	understandi		interpretati	Judiciously	evaluating
	inaccurat						ng of		ons.	use textual	texts and

	1	1	1	T		1	1 .	1		T	T	
		е					in most	literary	Clear		references,	support this
		reading.					texts.	techniques	understandin	Analyse the	including	with
									g of literary	language,	quotations,	appropriate
							Identify	Recognises	techniques.	form and	to support	textual
							literary	subject		structure	and illustrate	references.
							technique	terminology	Clear	used by a	interpretation	
							s.	with a	understandin	writer to	S.	Maintain and
								developing	g and use of	create	-	develop
1b: identify /	Link reading	Listen to,	Check that	Read for a	Reading a	Read a	Give	understandi	subject	meanings	Critically	more
•	to own	discuss	the text		broad	broad range	examples	ng of a	terminology.	and	analyse the	sophistication
explain key				range of			of subject	variety of	Torringoogy.	effects,	language,	within a
aspects of	experience	and	makes sense,	purposes	range of	of genres	specific	terms.	Clear	using	form and	highly
fiction and	s verbally	express	discussing	B 1 11	genres and	and texts	terminolo	1611113.	explanations	relevant	structure	developed
non-fiction		views	their	Retell some	texts	and			of the effect			
texts, such as	Listen to	about	understandin	stories orally		contribute	gy and	A		subject	used by a	critical style
characters,	and discuss	fiction,	g and begin		Identify and	confidently	refer to	developing	of language	terminology	writer to	and develop
events, titles	a wide	nonfiction	to explain the	Identify	discuss	to discussions	them	understandi	with some	where	create	an informed
and	range of	and	meaning of	themes and	simple	regarding	when .	ng of a	analytical	appropriat	meanings	personal
information	poems,	poetry	words in	conventions	themes	them.	discussing	writer's use	comments.	e.	and effects,	response
and	stories and	(including	context.				texts.	of			using	
<b>2b:</b> retrieve	non-fiction	classic			Learn	Confidently		language	Clear	Show	relevant	Make
and record	at a level	and	Begin to ask	Confidently	poetry by	recommend	Verbalise	and the	interpretation	understandi	subject	personal and
information /	beyond	contemp	questions to	retrieve and	heart	books to their	the effect	effect and	s of	ng of the	terminology	unique
identify key	that at	orary)	improve their	record		peers, giving	of	the	language.	relationship	where	choices
details from	which they	and	understandin	information	Retrieve	clear reasons	language	different		s between	appropriate.	when
fiction and	can do	stories at	g of a text.	and begin to	and	for their		interpretati	Makes	texts and		judiciously
non-fiction	independe	a level		make links to	present	choices.		ons of	secure	the	Show	using textual
1c: identify	ntly.	beyond	Continue to	prior	information		Answer	words.	inferences.	contexts in	understandin	references,
and explain		that	retrieve and	knowledge.	from non-	Continue to	how			which they	g of the	including
the sequence	Begin to	which	record		fiction texts	retrieve and	language	Developing	Clear	were	relationships	quotations,
of events in	retell	they can	information	Continue to	Formal	present	/words	understandi	explanation	written.	between	to support
texts	familiar	do	from fiction	ask questions	presentatio	information	makes	ng of a	of how		texts and the	and illustrate
and	stories.	independ	and non-	to improve	n and	from non-	them feel.	writer's use	writers craft	Developed	contexts in	interpretation
2c: summarise		ently.	fiction	their	debates	fiction texts		of	and link	and secure	which they	S.
main ideas	Discuss	, ,		understandin		Formal	Make	paragraphs	paragraphs	use of	were written.	
from more	significance	Explain	Recognise	g of a text.	Begin to	presentation	simple	and how	and whole	precise		Become a
than one	of title and	and	some	9	recommen	and debates	and	they are	texts.	evidence	Confident	subject
paragraph	event	discuss	different	Recognise a	d books		obvious	linked.		to support	and	expert when
1d: make		their	forms of	variety of	that they	Confidently	inferences		Clear	ideas and	sustained use	critically
inferences	Learn to	understan	poetry (e.g.	forms of	have read	to distinguish	<b> </b> .	Developing	understandin	interpretati	of precisely	analysing the
from the text	appreciate	ding of	free verse	poetry	to their	between		understandi	g of writer's	ons.	selected	language,
and	rhymes and	books,	and narrative	1/	peers,	statements of	Comment	ng of	use of		evidence to	form and
2d: make	poems and	poems	poetry),		giving	fact and	on	punctuatio	punctuation	Developed	support ideas	structure
inferences	recite some	and other	reading and		reasons for	opinion.	paragrap	n and its	and its	and secure	and	used by a
from the text /	by heart.	material	re-reading		their	Sp	hing.	function in	function for	understandi	interpretation	writer to
explain and	2,110011.		these for		choices.			a sentence,	effect.	ng of texts.	S.	create
justify	Begin to	Become	presentation		5.10.003.		Identify	paragraph				meanings
inferences with	check that	familiar	and		Checking		writer's	or text.	Explains	Developed	Confident	and effects,
evidence from	the text	with and	performance.		that their		use of		features of	and secure	understandin	using
the text	makes	retell	ponomiance.		book		punctuati	Developing	structure with	understandi	g of texts.	relevant
1e: predict	sense to	stories			makes		on.	understandi	clear	ng of	0 = 1 = 2	subject
what might	them as	3101163	Prepare		sense to			ng of	understandin	literary	Confident	terminology
happen on the	they read.	Ask and	poems and		them,		Comment	structure,	g of effect.	techniques.	understandin	where
	iney iedu.		Poems and		•		on writer's	with	5 01 011001.	.0011119003.	STAGISTATION	appropriate.
basis of what	<u> </u>	answer			discussing		O11 **11101 3	******				appropriate.

has been read	I	questions.	plays to		their		choice of	dovolopina	Evolains	Dovoloped	g of literary	
has been read so far		questions.	plays to perform		understandi		choice of form and	developing comments	Explains writer's	Developed and secure	techniques	Show deep
and			penonn		ng and		the layout	on effect.	choice of	understandi	Confident	understandin
<b>2e:</b> predict		Continuin			exploring		of texts.	on eneci.	form and	ng and use	and	g of the
what might		g to build			the		or lexis.	Developing	layout with	of subject	sustained	relationships
_		-			-		Made		•	,		
happen from		up a			meanings		Make	understandi	clear	terminology	understandin	between
details stated		repertoire			of words in		simple	ng of a	understandin	•	g and use of	texts and the
and implied		of poems			context.		comparis	writer's	g.	Davidana	subject	contexts in
		learnt by			Di t -		ons of	choice of	Cll	Developed	terminology.	which they
		heart			Begin to		writer's	form.	Clearly	and secure	C	were written.
					distinguish		attitudes.		compares	analysis of	Confident	
		Recognis			between			Developing	the attitudes	language	and	Become
		e simple			statements		Comment	understandi	of different	and effect.	sustained	fluent,
		recurring			of fact and		on	ng of the	writers.		analysis of	confident
		literary			opinion.		sentence	different	l	Developed	language	and
		language					structures.	attitudes of	Understand	and secure	and effect.	sustained
		in stories					o	different	some effects	interpretati		when using
		and					Give their	writers.	of writer's	ons of	Confident	precisely
		poems.					point of		variety of	language.	and	selected
							view on a	Developing	sentence		sustained	evidence to
		Answer					text	understandi	structures.	Developed	interpretation	support ideas
		simple						ng of		and secure	s of	and
		retrieval						sentence	Explains and	inferences.	language.	interpretation
		questions						variety in a	compares			S.
		based on						text.	ideas and	Developed	Confident	
		a range							perspectives.	and secure	and	Skilful and
		of fiction						Developing		analysis of	sustained	confident
		and non-						understandi	General	how writers	inferences.	understandin
		fiction						ng of the	evaluation of	craft and		g of texts.
		texts.						viewpoint	writer's	link .	Confident	
								of others.	choices.	paragraphs	and	Skilful and
	Retelling	Discuss	Begin to	Confidently	Increase	Expand the				and whole	sustained	confident
	familiar	the	identify main	identify main	their	familiarity of				texts.	analysis of	understandin
	stories in the	sequence	ideas drawn	ideas drawn	familiarity	books to					how writers	g of literary
	correct	of events	from more	from more	with a wide	include				Developed	craft and link	techniques
	sequence.	in books	than one	than one	range of	myths,				and secure	paragraphs	Confident
		and how	paragraph	paragraph	fiction,	legends,				analysis of	and whole	and
		informatio	and .	and .	poetry,	traditional				writer's use	texts.	sustained
		n is	summarise 	summarise	plays, non-	stories,				of		understandin
		related.	these.	these.	fiction and	modern				punctuatio	Confident	g and use of
					reference	fiction, fiction				n, its	and	subject
		Being	Check that	Confidently	books.	from our				function	sustained	terminology.
		introduce	the text	check that		literary				and effect.	analysis of	CLUC I
		d to non-	makes sense,	the text	Begin to	heritage and					writer's use of	Skilful and
		fiction	discussing	makes sense,	recommen	books form				Developed	punctuation,	confident
		books	their	discussing	d books	other cultures				and secure	its function	sustained
		that are	understandin	their	that they	and				analysis of	and effect.	analysis of
		structured	g.	understandin	have read	traditions.				structure	0 " 1 '	language
		in		g.	to their					and its	Confident	and effect.
		different			peers,	Continue to				effect.	and	erae a
		ways.			giving	summarise					sustained	Skilful,
					reasons for	the main				Developed	analysis of	confident
			l			ideas drawn				and secure		and

	T		T		T				,
				their	from more		analysis of	structure and	sustained
				choices.	than one		writer's use	its effect.	interpretation
					paragraph		of form and		s of
				Summarise	and identify		layout.	Confident	language.
				the main	key details			and	
				ideas	that support		Developed	sustained	Skilful,
				drawn from	the main		and secure	analysis of	confident
				more than	ideas.		comparison	writer's use of	and
				one			of the	form and	sustained
				paragraph			attitudes of	layout.	inferences.
				and identify			different		
				key details			writers.	Confident	Skilful,
				that				and	confident
				support the			Developed	sustained	and
				main			and secure	comparison	sustained
				ideas.			understandi	of the	analysis of
							ng of the	attitudes of	how writers
							effect of	different	craft and link
Ве	Appreciat	Begin to	Continue to	Confidently	Make		the writer's	writers.	paragraphs
encourage	e poems	identify	identify	identify and	inferences		use of		and whole
d to link	and	themes in a	themes in a	discuss	such as		sentence	Confident	texts.
what they	reciting	wide range	wide range	themes	inferring		structures.	and	
have read	some,	of books	of books	and	thoughts,			sustained	Skilful,
or heard	with	including fairy	including	convention	feelings and		Developed	analysis of	confident
read to	appropria	tales, myths	fairy tales,	s in and	motives		and secure	the effect of	and
their own	te	and legends,	myths and	across a	based on the		analysis of	writer's use of	sustained
experience	intonation	and retelling	legends, and	wide range	character's		ideas and	sentence	analysis of
S.	to make	some of these	retelling	of books.	actions and		perspective	structures.	writer's use of
	the	orally.	some of		justifying		S.		punctuation,
Begin to	meaning		these orally.	Make	confidently			Confident	its function
draw on	clear	Make		inferences	evidence		Developed	and	and effect.
what they		inferences		such as	from the text.		and secure	sustained	
already	Continue	such as	Make	inferring	Begin to		evaluation	analysis of	Skilful,
know or on	to draw	inferring	inferences	thoughts,	articulate		of writer's	writer's ideas	confident
backgroun	on what	thoughts,	such as	feelings	further		choices.	and	and
d	they	feelings and	inferring	and	explanation.			perspectives.	sustained
knowledge	already	motives	thoughts,	motives					analysis of
as well as	know or	based on the	feelings and	based on					structure and
vocabulary	on	character's	motives	the					its effect.
provided	backgrou	actions and	based on	character's					CISIE I
by the	nd	justifying.	the	actions and					Skilful,
teacher.	knowledg		character's	justifying					confident
	e as well		actions and	confidently					and
Begin to	as		justifying	evidence					sustained
make	vocabula		begin to use	from the					analysis of
simple	ry		some	text.					writer's use of
inferences	provided		evidence						form and
about e.g.	by the		from the						layout.
feelings.	teacher.		text.						CI-:IEI
	Confirm								Skilful,
	Confident								confident
	ly make								and
	inference								sustained

	Join in with predictable phrases.  Begin to draw on what they already know or on backgroun d knowledge as well as vocabulary provided by the teacher.  Make predictions based on images.	s about thoughts, feelings and speech. Where confident , begin to justify.  Participat e in discussion about books, poems and other works that are read to them and those that they are read for themselv es, taking turns and listening to what other say.  Make plausible predictions base on what	Make predictions predications based on what has been read and begin to justify.	Make plausible predication 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.			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
		has been read.							
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 understandin g 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.	comparison s between books that they've read or heard read.				
2g: identify / explain how meaning is enhanced through choice of words and phrases	that capture the reader's interest.  Begin to identify how language, structure and presentation contribute to meaning.	Confidently discuss words or phrases that the author has used to capture the reader's interest and imagination.  Continue to identify how language, structure and presentation contribute to meaning.	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.  Confidently identify how language, structure and presentatio n contribute to meaning.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Provide reasoned justification for their views.			
2h: make comparisons within the text	themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.	Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.	Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of	Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.			

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				these	Support with					
				orally.	reasoned					
				,	justifications					
				Confidently	and					
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				identify and	evidence.					
				discuss						
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				and	distinguish					
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				s in and	facts and					
				across a	opinions.					
				wide range	оринона.					
				wide runge						
				of books.						
				Begin to						
				distinguish						
				between						
				statements						
				of fact and						
				opinion.						
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# **WRITING**

Writing (inc. for Spoken	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Language)												

Spoken Language	Listen and	Rogin to give	Confidently	Articulat	Give well-	Deliberatel	Evnorimo	Dovolonina	Consists	Dovoloped	Confident	Skilful,
Spoken Language		Begin to give structured	Confidently	Articulat	structured		Experime nt with	Developing	Consiste nt	Developed	Confident	Skiitui, confident
	respond	and clear	give structured	e confiden	explanatio	y use	different	use of		and secure use of form,	and	and sustained
	appropriat				•	questions		spoken	applicati		sustained	
	ely with adult	descriptions	and clear	tly and	ns	to build	forms,	word forms,	on of	voice and character for	use of form,	use of form, voice and
		A which holder	description	begin to	Canaalialad	knowledg	voices	voices and	form,		voice and	
	support	Articulate	Davrtiainanta	justify	Consolidat	е	and	characters	voice	purpose and	character	character for
	A alla	and justify	Participate	common	е	A salt as all as has	character	for specific	and	audience.	for purpose	purpose and
	Ask	answers	actively in	opinions	command	Articulate	s for	purposes	charact		and	audience.
	relevant		conversatio		of	arguments	purpose	and	er for	Developed	audience.	CI III I
	questions	Initiate and	n	Speak	Standard	and	and	audiences.	purpose	and secure	0 " 1 1	Skilful,
		respond to		clearly	English	opinions	audience		and	use of a range	Confident	confident
	Maintain	comments	Begin to	and		clearly		Developing	audienc	of oracy	and	and sustained
	attention		consider	audibly	Continue	and	Experime	use of	e.	techniques for	sustained	use of a wide
	and	Use spoken	and	in	to consider	concisely	nt with	engaging		effect.	use of a	range of
	participate	language to	evaluate	Standar	and		delivery	oracy	Uses a		wide range	oracy
	appropriat	help to	different	d English	evaluate	Use	techniqu	techniques	range of	Developed	of oracy	techniques
	ely	develop	viewpoints		different	spoken	es seen in	and	oracy	and secure	techniques	for effect and
		understandin		Gain,	viewpoints	language	successful	delivery.	techniqu	use of	for effect	skilful
	Read	g		maintain		to	oratory.		es,	vocabulary	and skilful	audience
	aloud their			and	Use	speculate,		Developing	deliverin	for effect.	audience	engagement.
	writing			monitor	appropriat	hypothesis	Experime	vocabulary	g talks		engageme	
	clearly			interest	e register	e and	nts with	with some	with	Developed	nt.	Skilful,
	enough to			of	when	explore	voice and	ambitious	increasin	and secure		confident
	be heard			listeners	performing		character	choices	g	use of	Confident	and sustained
	by their				their own	Confidentl		made for	success.	Standard	and	use of a
	peers and			Confide	compositio	y use the		deliberate		English.	sustained	range of
	the			ntly	ns, using	appropriat	Emerging	effect.	Selects		use of a	vocabulary
	teacher			consider	appropriat	e register	use of		vocabul		range of	for impressive
				and	е	and	Standard	Developing	ary for		vocabulary	effect.
				evaluate	intonation,	language	English in	use of	effect		for	
				different	volume,		the	Standard	with an		impressive	Skilful,
				viewpoin	and		spoken	English.	increasin		effect.	confident
				ts	movement		word		g			and sustained
					so				selection		Confident	accuracy
				Reading	that				of		and	with Standard
				aloud	meaning is				ambitiou		sustained	English.
				their	clear				s words		accuracy	
				own					for		with	
				writing,					delibera		Standard	
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				the								
				whole					Clear			
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				using					Standar			
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				ate					English.			
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				n and								
				controllin								
				g the								
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				and								

Composition Planning	write Confidently	volume so that the impact and meaning is clear to the audience e  Begin to Confide		Confidentl	Plan for a	Plan for a	Plan for	Organise	Confidently	
g	sentences by saying out loud what they are going to write about  Write sentences by composing a sentence orally before writing it  Sentences by composing a sentence orally before writing it  Sentences by composing a sentence orally before writing it	discuss and record ideas independe ntly discuss independe plan writing by discussing similar writing to that which ideas independently	writing by noting and developin g initial ideas, drawing on reading and research where necessary  Identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader  In writing narratives, consider how authors have developed characters and is settings in what pupils have read, listened to	y note and develop initial ideas, drawing on reading and research where necessary  Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriat e form and use other similar writing as models for their own	wide range of purposes and audience s including stories and scripts poetry and other imaginati ve writing.  Plan a range of other narrative and non- narrative texts including argument s and personal informal letters	wide range of purposes and audiences including notes and polished scripts for talks and presentations.  Plan how to include knowledge of literary and rhetorical devices to enhance the impact of writing	a wide range of purposes and audienc es includin g well-structure d formal expositor y and narrative essays	information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	organise information and ideas, using structural and grammatic al features to support coherence and cohesion of texts.	

Draffling Sequence sentences to short correctly structure of short norratives and non-morratives within to check that it makes sense  I makes sense  Draffling Sequence sentences to short norratives and non-morratives within to recheck that it makes sense  Draffling Sequence sentences to short norratives to form and norratives and non-morratives within to recheck that it makes sense  Draffling Sequence sentences to short norratives to form morratives and non-morratives within the creation of the check that it makes sense  Draffling Sequence sentences to short norratives and norratives and norrative within the creation of the check that it makes sense  Draffling Sequence sentences to short norratives and norratives and norrative sense with the creation of the sentence by sentence by sentence with the composation to the check that it makes sense  Draffling Sequence sentences to short norratives and norrative morratives and norrative end to consider the district of the change of the ch
Draffling Sequence sentences to form short normalives with the dense with the sense with the sense with the appropriate in a mokes sense with the dense depropriation of the dense depropriation of the dense depropriation of the dense density of the dense d
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				including	guide the	l				
				simile,	reader	Use				
				metaph		paragraph				
				or and		s for				
				personifi	Draft and	impact				
				cation	write by	and effect				
					selecting	e.g.				
				Includes	appropriat	dramatic				
				detailed	е	effect,				
				charact		length of				
					grammar					
1				er	and	paragraph				
1				descripti	vocabular	, pace of				
1				ons	У,	change				
1				within	understan					
1				narrative	ding how	Confidentl				
1				s through	such	y use				
				narration	choices	further				
1				and	can	organisatio				
				dialogue	change	nal and				
1				2 2 3 3 2 3	and	presentati				
1				Uses a	enhance	onal				
				range of	meaning	devices to				
1										
				conjunct	for the	structure				
1				ions,	intended	text and to				
				adverbs,	impact	guide the				
1				prepositi	e.g. to	reader				
1				ons and	shock					
1				pronoun						
					JIIOCK					

			T	1		1	1	1	1	1	1	T	
					s for cohesion								
					, detail								
					and								
					clarity								
					e.g.								
					appropri								
					ate								
					pronoun or noun								
					to avoid								
					repetitio								
					n and								
					adverbs								
					to								
					express								
					time or								
					cause								
					Continu								
					e to use								
					taught								
					organisa								
					tional								
					devices for								
					purpose								
					in non-								
					narrative								
					material								
ŀ	Compositi	Select	Select	Adapt the	Use a	Write	Write	Write for a	Write for a	Write for	Communicate	Confidently	Skilfully and
	on & Effect	basic ideas	relevant	form and	range of	effectively	effectively	wide	wide range	a wide	clearly,	communica	confidently
		and	content	style of	styles	for a range	for a range	range of	of purposes	range of	effectively	te, selecting	communicat
		content	which shows	writing for	and	of	of	purposes	and	purposes	and	and	e, selecting
		usually	an	purpose	genres	purposes	purposes	and	audiences	and	imaginatively,	adapting	and adapting
		linked to the	awareness of purpose and	(e.g. clear differences	confiden tly and	and audiences,	and audiences,	audience	including notes and	audienc es	selecting and adapting	tone, style and register	tone, style and register
		purpose of	an emerging	between	indepen	selecting	selecting	including	polished	includin	tone, style	for different	for different
		the task	awareness of	formal and	dently	grammar	the	stories	scripts for	g well-	and register	forms,	forms,
			their	informal	,	and	appropriat	and	talks and	structure	for different	purposes	purposes and
		Write	audience	letters;	Produce	language	e form and	scripts	presentatio	d formal	forms,	and	audiences.
		captions,		abbreviate	a side of	that shows	drawing	poetry	ns.	expositor	purposes and	audiences.	CLUC II
		labels and	Write simple,	d	A4	good	independe	and other	Drove and	y and	audiences.	Confidently	Skilfully and
		attempt other	coherent narratives	sentences in notes	writing that is	awareness of the	ntly on what they	imaginati ve writing.	Draw on knowledge	narrative essays	Organise	Confidently organise	confidently organise
		simple	about	and	clear	reader	have read	ve willing.	of literary	Goodys	information	information	information
		forms of	personal	diaries)	and	(e.g. the	as models	To write a	and		and ideas,	and ideas,	and ideas,
		writing	experiences	-,	coherent	use of the	for their	range of	rhetorical		using	using	using
			and those of	Choose	with two	first person	own	other	devices to		structural and	structural	structural and
		Use simple	others (real	nouns or	or more	in a diary;	writing	narrative	enhance		grammatical	and	grammatical
		word	or fictional)	pronouns	strong	direct	(e.g.	and non-	the impact		features to	grammatic	features to
	1	choice that	I	appropriat	features	address in	literary	narrative	of writing	1	support	al features	support

	la a la a da	\A/rita alaat	al. far	1:	in alm , a li a sa a	lava av varara	A no valen			An accordant	
	helps to	Write about	ely for	in one	instructions	language,	texts		coherence	to support	coherence
	convey	real events,	clarity and	sitting	and .	characteris 	including		and cohesion	coherence	and cohesion
	information	recording	cohesion		persuasive	ation,	argument		of texts.	and	of texts.
	and ideas	these simply	and to	Discuss	writing)	structure)	s and			cohesion of	
		and clearly	avoid	different			personal			texts.	
	Use the		repetition	poetic	Use stylistic	Select	informal				
	conjunctio	Use		forms	devices to	vocabular	letters				
r	ns 'and',	adventurous		and	create	y and					
	'but', 'so'	vocabulary	Produce	specific	effect	grammatic					
	and	appropriate	close to a	languag	(e.g.	al					
	'because'	to task	side of A4	е	alliteration,	structures					
	in a range		writing that	choices	onomatop	that reflect					
	of genres	Draw upon	is clear and	(e.g.	oeia,	what the					
	and text	reading to	coherent	figurativ	figurative	writing					
	types	inform the	with one or	e	language,	requires,					
'	19003	vocabulary	more	languag	dialect,	doing this					
	2000000				metaphor,						
	Sequence	choices	strong features in	e)and		mostly					
	sentences			begin to	simile).	appropriat					
	to form		one sitting	USE	Do oo siisis	ely (e.g.					
	short			these to	Recognise	using					
	narratives			write	and begin	contracte					
	using a			poetry	to use	d forms in					
	simple				vocabular	dialogues					
	opening or				y and	in					
	closing				structures	narrative;					
	phrase				that are	using					
	(often				appropriat	passive					
f	formulaic)				e for	verbs to					
					informal	affect how					
					and formal	informatio					
					speech	n is					
					and writing	presented;					
						using					
					In	modal					
					narratives,	verbs to					
					describing	suggest					
					settings,	degrees of					
					characters	possibility)					
					and	Possionity					
				1	atmospher	Exercise an					
				1	e and	assured					
				1	integrating	and					
				1							
				1	dialogue	conscious					
				1	in	control					
				1	narratives	over levels					
					to convey	of					
				1	character	formality,					
					e.g.	particularly					
					choice of	through					
				1	adverbs,	manipulati					
				1	choice of	ng					
				1	verbs	grammar					
					(bawled,	and					

					whimpere 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	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.						
					with strong features (90%							
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/pe er support begin to assess the effectivene ss of their own and	Assess the effective ness of their own and others' writing	Continue to assess the effectiven ess of their own and others' writing	Confidentl y assess the effectiven ess of their own and others' writing by	Proofread and edit writing, considerin g how writing reflects the	Proofread and edit writing, amending vocabulary grammar and structure of	Proofrea d and editor writing, paying attentio n to all gramma	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

1	1	Г		1	1	1		ı	1	ı	1
	Re-reading	others'	and		identifying	audience	your writing	r	meanings and	techniques	ensure
	to check	writing and	suggesti	Continue	language	s and	to improve	punctua	ideas are	to ensure	complex
	that their	suggesting	ng	to propose	and	purposes	its	tion and	successfully	complex	meanings
	writing	improveme	improve	changes	grammar	for which	coherence	spelling	communicate	meanings	and ideas are
	makes sense	nts	ments	to	choices	it was	and overall	rules.	d.	and ideas	successfully
	and that	1113	11101113	vocabular	that show	intended	effectivene	10103.	G.	are	communicat
		\A/;#la #la a	Drawasa			intended					
	verbs to	With the	Propose	У,	good		SS			successfully	ed.
	indicate time	support of	changes	grammar	awareness					communica	
	are used	adults/peer	to	and	of the					ted.	
	correctly and	s begin to	gramma	punctuatio	reader						
	consistently,	propose	r and	n to	and						
	including	changes to	vocabul	enhance	achievem						
	verbs in the	grammar	ary to	effects	ent of						
	continuous	and	improve	and clarify	impact						
	form		consiste		impaci						
	101111	vocabulary		meaning	D						
		to improve	ncy,		Propose						
	Begin to	consistency	including		changes						
	proofread to	, including	the	Continue	to						
	check for	the	accurat	to	vocabular						
	errors in	accurate	e use of	proofread	у,						
	spelling,	use of	pronoun	for spelling	grammar						
	grammar	pronouns in	s in	and	and						
	and	sentences	sentenc	punctuatio	punctuatio						
	punctuation	30111011003	es	n errors	n to						
	based on	Continue	Cs		enhance						
		Continue	Continu	based on							
	what has	to		what has	impact,						
	been	proofread	e to	been	clarify						
	previously	for spelling	proofrea	previously	meaning						
	taught Y1-Y2	and	d for	taught Y1-	and						
		punctuatio	spelling	Y5	improve						
	Make some	n errors	and		cohesion						
	additions,	based on	punctua		within and						
	revisions and	what has	tion		across						
	proof-	been	errors		paragraph						
	reading	previously	based		s						
					3						
	corrections	taught Y1-	on what								
	to their own	Y3	has		Consistent						
	writing		been		and						
			previousl		correct						
			y taught		use of						
			Y1-Y4		tense						
					throughout						
					a piece of						
					writing						
					Correct						
					subject						
					and verb						
					agreemen						
					twhen						
					using						
					singular						
					and plural,						
1	· · · · · · · · · · · · · · · · · · ·	•								ı	

distinguishi ng between the language of speech and writing and choosing the appropriat
between the language of speech and writing and choosing the
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e register
Confident
proofread
for spelling
and and
punctuatio
n errors
based on
what has
been been
previously
taught YÍ-
Y6 Y
Grammar Regular Understand Begin to Use Begin to Recognisin Study the Draw on Know Use a full Confidently Skilful
plural noun (through use fronted fronted use the g effectiven new and range of use a full confid
suffixes (-s, - grammatical adverbials adverbia perfect vocabular ess and vocabulary understa appropriate range of use a
es) patterns) Is with form of y and impacts and nd the sentence appropriate range
understand and use Using the commas verbs to structures of the grammatic differen forms for sentence approximately
the effects sentences present to mark that are grammati al ces effect forms for sente
of these with different perfect separate relationshi appropriat cal constructio betwee effect forms
suffixes on forms: form of them ps of time e for features ns from n Uses Standard effec
the statement, verbs in from the and cause formal of the their spoken English Confidently
meaning of question, contrast to rest of speech texts they reading and consistently use Skilful
the noun exclamation, the past the Use and read. and written and Standard confidence of the noun exclamation, the past the Use and read.
command tense sentenc expanded writing, listening. languag appropriately English use St
Verb e noun including Use of e formal with secure consistently Englis suffixes Expanded Ensure phrases to subjunctiv standard and control of and consistent consistent of the consistency of the consistenc
word is to describe e choice of ate complicat confident registers. grammatical ly with approunchange and specify nouns and between ed Using y in their structure faith secure with s
d (-ing, -ed, pronouns plural informatio passive own Discuss for the FMs. control of control
er) The use for and n concisely verbs to writing.
present and consistency possessiv affect the languag grammatic gram
Un- prefix past tenses   e -s   Using   presentati   e with   al structures.   struct
to change   correctly and   Write     relative   on of     precise
meaning of consistently sentences Use clauses informatio
adjectives/ with more standard beginning n in a confide
adverbs The use of than one English with who, sentence nt use of
the clause, forms for which, linguistic

 		1	·		T		1	T	1	
Join words	form of verbs	coordinatin	inflection	when,	Confidentl		literary			
to make	in the	g and	s instead	whose,	y use the		terminol			
sentences	present and	subordinati	of local	that or	perfect		ogy.			
	past tense to	ng	spoken	with an	form of					
Join	mark actions	conjunctio	forms	implied	verbs to					
clauses	in progress	ns	e.g. 'we	(i.e.	mark					
using 'and'	. 0	accurately,	were'	omitted)	relationshi					
Ö	Subordinatio	including	instead	relative ,	ps of time					
Sequencin	n (using	when,	of 'we	pronoun	and cause					
g	when, if,	before,	was', or	•						
sentences	that, or	after, while,	'I did'	Convert	Difference					
to form	because)	so,	instead	nouns or	s in					
short	and	because	of 'I	adjectives	informal					
narratives	coordination	bocaoso	done'	into verbs	and formal					
Hallallivos	(using or,	Use	dono	using	language					
Separation	and, or but)	conjunctio	Use a	suffixes	language					
of words	aria, or borj	ns (e.g.	range of	e.gate, -	То					
with spaces	Some		adverbs	ise, -ify	understan					
wiii shaces	features of	because, when,		13C, -11 y	d the		1			
	written		(e.g.	Hea madal						
	Standard	before,	often,	Use modal	relationshi					
		after, while,	quickly,	verbs (e.g.	p between					
	English	even so),	very,	might,	synonyms					
	o 1	adverbs	then	should, will,	and					
	Suffixes to	(e.g. often,	next,	must) or	antonyms					
	form new	quickly,	soon,	adverbs ,	and use					
	words (-ful, -	very, then	therefore	(e.g.	them					
	er, -ness,	next, soon,	) for	perhaps,	effectively					
	ment, -less)	therefore)	detail	surely) to	within my					
			and	indicate	writing to					
	Use of the	Use	cohesion	degrees of	strengthen					
	suffixes – er, –	preposition		possibility	intended					
	est in	s (e.g. next	Use a		impact					
	adjectives	to, before,	range of	Use verb						
	and the use	during,	prepositi	tenses	Further					
	of –ly in	after, in,	ons (e.g.	consistentl	cohesive					
	Standard	because	next to,	y and	devices		1			
	English to	of,	before,	correctly	such as		1			
	turn	underneat	during,	throughout	grammatic					
	adjectives	h, with)to	after, in,	their	al		1			
	into adverbs	express	because	writing	connectio		1			
		time, place	of,		ns and		1			
		and cause.	underne	Ensuring	adverbials		1			
			ath,	correct			1			
		Use	with) for	subject	Distinguishi		1			
		expanded	detail	and verb	ng		1			
		noun	and	agreemen	between					
		phrases to	cohesion	t when	the		1			
		describe,		using	language		1			
		specify (the	Extend	singular	of		1			
		blue	the	and plural	speech(e.		1			
		butterfly) as	range of		g.		1			
		well as for	multi-	Ensuring	contracte		1			
		impact e.g.	clause	the	d verb		1			
			314030		3 70.0	1	1	l .		

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	he had a	sentenc	consistent	forms,				
	gaunt face	es using	and	other				
	and lifeless	coordina	correct	grammatic				
	eyes)	ting and	use of	al				
	3,00,	subordin	tense	informality,				
	Form nouns							
		ating .	throughout	colloquial				
	using a	conjunct	a piece of	expressions				
	range of	ions, as	writing	, long				
	prefixes	well as		coordinate				
	(super-,	vary the	Devices to	d				
	anti-, auto-)	position	build	sentences)				
	, l	of	cohesion,	and writing				
	Use a or an	clauses	including	and				
	correctly	within	adverbials	choosing				
			of time,					
	according	sentenc		the				
	to the	es e.g.	place and	appropriat				
	beginning	moving	number	e register				
	sound of	the						
	the noun	subordin	Using a					
	that follows	ate	range of					
		clause	devices to					
	Word	at the	build					
	families	beginnin	cohesion					
	based on	g,	within					
	common	middle	paragraph					
	words	or end						
		or end	s e.g.					
	(solve,	0.1	conjunctio					
	solution,	Choose	ns,					
	dissolve,	nouns	adverbials					
	insoluble)	and	of time					
		pronoun	and place,					
		S	pronouns					
		appropri	to avoid					
		ately	repetition,					
		within	synonyms,					
		and	relative					
			clauses,					
		across						
		sentenc	parenthesi					
		es to aid	s for clarity,					
		cohesion	concise					
		and to	noun					
		avoid	phrases,					
		repetitio	revisiting					
		n	themes.					
		Use noun	Linking					
		phrases	ideas					
		expande	across					
		d by the	paragraph ·					
		addition	s using					
		of	adverbials					
		modifyin	of time					
		g	e.g. later,		 	 		
		9	5.9.10101,				ı	

				adjectiv es, nouns and prepositi on phrases e.g. 'the teacher' expande d to 'the strict maths teacher with curly hair'	place e.g. nearby, number e.g. secondly or tense choices  To understan d the relationshi p between synonyms and antonyms and use them effectively within my writing							
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuatio n, full stop, question mark, exclamatio n mark, verb, adjective, phoneme, grapheme, digraph, trigraph conjunctio n	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, subordinat e clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')	determin er, pronoun, possessiv e pronoun, adverbia I, subordin ating conjunct ions, coordina tion conjunct ions, cohesion	modal verb, relative pronoun, relative clause, parenthesi s, bracket, dash, ambiguity, synonym, antonym, hyphen, colon, semi-colon	subject, object, active, passive, ellipsis, subjunctiv e form	Article, conjuncti on, ellipsis, etymolog y, homonym homopho nes, object, perfect, received pronunci ation, register, standard English, subject, syllable, word class.	Auxiliary verb, coordinatio n, future, comma modifier, progressive, root word, subjunctive,	Comple ment, digraphs, finite verb, graphe me, intransiti ve, transitive, phonem e.	Uses grammatical terminology in evaluating and interpreting the work of other writers.	Confidently uses grammatic al 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 punctuatio n taught in KS1 Using and punctuatin g direct speech (i.e.	Continu e to apply the punctua tion previousl y taught	Continue to apply the punctuatio n previously taught Using brackets,	Continue to apply the punctuatio n previously taught	Accurate use of basic punctuati on including full stops, commas, apostrop hes,	Accurate use of basic punctuatio n and some wider punctuatio n such as brackets and colons.	Consiste ntly accurat e use of a range of punctua tion.	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

Γ	volamatia	Dunctuete	Inverted	Heine	dashes er	Hea tha	anostics	Dovolonina	Lisos	uso of	austain a d	crafting of
Use Constitution of the Co	exclamation mark  Using a capital effect for names of people, places, the days of the veek, and he personal pronoun 'I'	Punctuate correctly using exclamation marks, question marks, commas correctly for lists.  Use apostrophes correctly for contracted forms and the possessive in nouns (singular).	Inverted commas)  Securely use apostrophe s for contraction s and singular possession, and begin to use apostrophe s with plural nouns e.g. the girls' names	Using commas after fronted adverbia Is Indicatin g possessio n by using the possessiv e apostrop he with singular and plural nouns Use inverted commas and other punctua tion to indicate direct speech e.g. comma after the reporting clause; end with inverted commas Use a new line for a new speaker when writing	dashes or commas to indicate parenthesi s in order to clarify meaning or avoid ambiguity in writing  Using hyphens to form compoun d adjectives that precede a noun e.g. maneating shark, hand-held device  Using semicolons, colons or dashes to mark boundarie s between independent clauses and to indicate lists, separate items in a list  Continue to use apostroph es for possession	Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens, ellipsis) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity  Using hyphens to avoid ambiguity  Using semicolons, colons or dashes to mark boundaries between independent clauses  Using a colon to introduce a list punctuating bullet points consistentl	question marks and capital letters.  Experime nts with punctuati on for effect.	Developing use of punctuation for effect.	Uses punctua tion for effect with increasin g success.	use of punctuation for effect.	sustained crafting of punctuation for effect.	crafting of punctuation for effect.
				new speaker when	to use apostroph es for	punctuatin g bullet points						

					Punctuate correctly when using bullet points to list informatio n							
Transcription Spe	Using the spelling rule for adding —s or —es as the plural marker for nouns and the third person singular marker for verbs  Using the prefix un—  Using —ing,—ed,—er and—est where no change is needed in the spelling of root words  Spell most of the Year 1 common exception words correctly  Make recognisable attempts at spelling words not known	possessive apostrophe (singular)  Learning to spell more words with contracted forms  Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly  Homophones and near homophones  Spell most of the Year 2 common exception words correctly	Begin to use further prefixes and suffixes and understand how to add them  Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary  Increase range of spellings of words with contracted forms	Continu e to use further prefixes and suffixes and understa nd how to add them  Continu e to place the possessiv e apostrop he accurat ely in words with regular plurals and in words with irregular plurals Continu e to use the first 2 or 3 letters of a word to check its spelling	Use verb prefixes e.g. dis-, de-, mis-, over-and re  Confidentl y use dictionarie s to check the spelling and meaning of words by using the first 3 or 4 letters of a word  Continue to use a wide range of contractions consistentl y	Consistentl y use knowledg e of previously taught spelling rules from years 1-5 and apply these in written work  Continue to use further prefixes and suffixes and understan d the guidance for adding them  Consistentl y use dictionarie s to check the spelling and meaning of words as well as thesauruse s to check for synonyms	Accurate Spelling of common words, including irregular word patterns.	Generally accurate spelling of common and irregular words.	Consiste ntly accurat e spelling of commo n and irregular words with only occasio nal errors.	Developed and secure accuracy in spelling of common and irregular words.	Confident and sustained accuracy in spelling of common and if regular words.	Skilful, confident and sustained accuracy in spelling of common and if regular words.

	Use logical phonic strategies when trying to spell unknown words			in a dictionar y  Continu e to increase the range of spellings of words with contract ed forms		and further link knowledg e together  Continue to use a wide range of contractions consistently						
Hogg	Sit correctly at a table, holding a pencil comfortabl y and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Begin to form capital letters  Begin to form digits 0-9  Understand which letters belong to which handwritin g 'families' and to	Consistently form lower-case letters of the correct size relative to one another  Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Begin to increase the legibility, consistency and quality of their handwritin g	Confide ntly use the diagonal and horizont al strokes that are needed to join letters and understa nd which letters, when adjacen t to one another, are best left unjoined  Continu e to increase the legibility, consiste ncy and quality of their handwriting	Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters  Begin to choose the writing implement that is best suited for a task	Confidentl y choose which shape of a letter to use when given choices and deciding whether or not to join specific letters  Confidentl y choose the writing implement that is best suited for a task	Ensure handwriting continues to develop in accordance with agerelated expectations.	Ensure handwriting continues to develop in accordanc e with age- related expectatio ns.	Ensure handwrit ing continue s to develop in accorda nce with age- related expecta tions.	Ensure handwriting continues to develop in accordance with age- related expectations.	Ensure handwriting continues to develop in accordanc e with age- related expectation s.	Ensure handwriting continues to develop in accordance with age- related expectations.

	practise these (Ascende /descende s)	between						

# 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 <b>courage</b> & bravery in new situations.	Showing enthusiasm for change. Detaching from things.
Themed Week	Introduction to Black What is a play? What is an author	K History Week				
Year 1 Texts	How to Find Gold	A Necklace of Raindrops	Beegu	In the Savannah	Halibut Jackson	Lila & the Secret of
	Augustus & his Smile	The Elves in the Shelves	Traction Man	In the Antarctic	The Robot & the Bluebird	Maasai and I
Virtues & Golden Threads Themes	Developing friendships, working patiently & collaboratively	Respecting different cultures, promoting imagination & creativity.	Acceptance, dealing with new surroundings &	<b>Respecting</b> our planet. <b>Awe</b> & wonder at how	Developing a sense of <b>courage</b> and <b>confidence</b> to	By showing a great deal of <b>sacrifice</b> and <b>determination</b>

	with those different to you.  Being courageous, dealing with feelings of sadness, hope, resilience & love.	Being <b>obedient</b> and showing <b>accountability</b> 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: Who is Shakespeare Author Study: Rita Ph	?				
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 <b>truth</b> & thinking about <b>justice</b> .  Developing understanding & <b>compassion</b> 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: Shakespeare week: Author Study: Malori	King Lear				

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 <b>tolerance</b> .  Finding <b>courage</b> in a scary situation so that others can <b>rely</b> on you	righteousness and accountability through acting compassionately towards the	finding <b>creative</b> solutions.
Themed Week	Black History Week: Shakespeare week: Author Study: Jamila	Julius Caesar				
Year 4 Texts	Iron Man The Ice Bear	Arthur & the Golden Rope	The Lost Happy Endings	The Village that Vanished	Varjak Paw	The Lion the Witch and the Wardrobe
		The Frog Prince cont.		The Heavenly Elephant		
	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 <b>truth</b> about actual events & exploring how to find <b>justice</b> . <b>Awe</b> & wonder at God's creation and being <b>brave</b> when exploring.	Showing determination when faced with difficult challenges & working collaboratively.	Exploring relationships with family & being in <b>awe</b> of a fantasy world where <b>help</b> is needed.
Themed Week	Black History Week: Shakespeare week: Author Study: Shaun	Hamlet				

Year 5 Texts	Adventures of Odysseus The Highwayman	Ice Trap Shackleton The Princess Blanket		Journey to t 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 you to a new v & experiencing & optimism.	world	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 Shakespeare week Author Study: Elizal	:: A Midsummer Night's	s Dream				
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.	being <b>enthusiastic</b>	Using tact, creativity & wisdom to get out of a difficult situation.	Demonstratin g how love, kindness can help those in need & provide renewed optimism.  Sacrificing safety, showing courage to help people	Demor	resilient & hopeful. Instrating hope & ce in search of the	Developing leadership, commitment & overcoming barriers through determination.

Themed Week	Black History Week: Princess Sophia/Dileep Singh Shakespeare week: The Tempest Author Study: Beverley Naidoo										
Year 7 Texts	Detective Fiction  Students study a range of detective fiction short stories, with a focus on the origins and key features of the genre. They will meet a host of classic characters along the way.	'Trash'  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.	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.	Shakespeare's Villains  The students will build on their work in the annual Primary Shakespeare Weeks, with a reintroduction 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.	'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.	' 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 determination and understandin g the importance of justice.	Living within poverty leads to questions of simplicity and determination.	Love and forgiveness vs enmity/hate. Showing courage to help people that are not	Considering context: James I and his love of God; The repercussions of enmity vs. hate in	Love and forgiveness as a key component of poetry of identity. Self-discipline and honesty in Richard III.	Love and forgiveness vs enmity/hate					

			being treated with <b>justice</b> .	Macbeth and Richard III.		
Links to Other Learning	Building on introductions to narrative studied in the Year 6 texts 'Stormbreaker' (spy genre) and 'Tom's Midnight Garden', students will analyse the art of storytelling and the detective genre.  These concepts will be revisited throughout the curriculum and questions asked about the nature of mystery and seeking justice, specifically when studying 'An Inspector Calls' and 'Jekyll and Hyde' at GCSE.  Trash: 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 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.	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.	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.
Year 8 Texts	'Frankenstein' and Gothic	Poetry of injustice.	'The Tempest'	Justice- Non- Fiction	Dystopian Fiction	'The Giver'
	Fiction  Students will read a range of Gothic fiction extracts from the 19th Century, analysing the key features of Gothic Fiction. Students will study and abridged version of	By studying a range of poetry from different eras and cultures with the central theme of injustice, the students will develop their understanding of justice built from Year 7 with texts like 'Trash' and 'The Bone Sparrow' and 'The Tempest' and 'Justice-Non-Fiction' unit later in Year 8.	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	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	Students will read a range of Dystopian fiction extracts, analysing the key features of Dystopian fiction. Studying this genre will build students critical thinking and challenge them to see beyond the here and now and predict what their future may look like. This genre will be revisited when studying 'The Giver' and at A-level when studying 'The Handmaid's Tale'.	Marked by the rise of dystopian literature in young adult fiction, The Giver holds historical significance. Its exploration of themes like free will, memory, and the cost of eliminating pain has resonated with readers, making it a thought-provoking contribution to the genre.

	Mary Shelley's novel alongside excerpts of Phillip Pullman's playscript version. The students will continue their exploration of the gothic genre whilst encountering creative writing moments in the style of the gothic.		historical context through the study of colonisation.	discussion using highly challenging subject matter.		
Virtues & Golden Threads Themes	Trust and detachment when considering characters' ambitions. Trust in God is a key concern at the heart of Frankenstein.	Respect and compassion when considering the injustices faced by certain groups of people in the community. Looking at the commitment and determination shown by key individuals when speaking out against these injustices. Love and forgiveness vs enmity/hate. Respect and wisdom as key messages in this poetry.	Compassion and forgiveness.	Respect for the views of others. Collabora tion in discussions and debates.	Respect for the choices and views of others. Wise leadership is at the heart of Dystopian Fiction.	Gratitude for the choices we get to make.
Links to Other Learning	Students will revisit their 19th Century	Students will build on their understanding of poetic forms established	Students' understanding of the themes	Non-Fiction paper at GCSE. In Year 5, the students	Building on knowledge of different genres and their typical features, thus	The study of a whole novel meets the KS3 curriculum

	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'.	during the Identity unit from Year 7 ahead of War Poetry in Year 9 and Power and Conflict poetry at GCSE.	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.	engaged in discussions about right and wrong during the study of the novel 'There's a Boy in the Girl's Bathroom'.	considering the impact of these features of meaning, particularly for Dystopian literature, how it reflects the current world and their life experiences.	requirements and builds on the study of the Bone Sparrow and Trash in Year 7 and the theme of freedom and justice. The 'coming of age' story is also prevalent in Rooftoppers, Treasure Island, Trash and considering the troubles of the world through the lens of a young person, which is further mirrored in Year 9 with the study of 'Purple Hibiscus'.
Year 9 Texts	'Of Mice and Men'  John Steinbeck's classic Depressionera novella provides an important opportunity for the students to read one of the great works of American literature whilst gaining a deep	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 characters, the methods that Shakespeare uses to create meaning and a deep understanding of the context of the	Division and Conflict- A Literary Fiction Anthology.  Students will continue their pursuit of being 'GCSE Ready' through the study of this anthology- style unit of work on Unseen Fiction Extracts, collated around the thematic pathway of 'Division and Conflict'. Students will read	Protest- 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 current issues such as racial inequality, food poverty and masculinity – ideas that are discussed during the study of 'Of Mice and Men' and other key texts during the year with a focus on Language Paper 2 Section A.	Protest- A Non-Fiction Anthology: Speaking  The final element of GCSE preparedness comes in the form of this Non-Fiction Speaking and Listening unit of work, which follows the GCSE Language Speaking Endorsement. Students will use the non-fiction texts and rhetorical devices to create and present

	appreciation of the complexities of the context of the 1930s as we approach the end of Key Stage 3.		Elizabethan era, specifically focusing on the role of women in society, the desire to maintain status and the nature of crime and punishment.	and analyse extracts from such texts as Across the Barricades; Rani and Sukh; Birdsong; The Handmaid's Tale and Twelve Years a Slave.		a speech on a current issue.
Virtues & Golden Threads Themes	By the end of this novel, the reader is left with major questions around the virtues of trust and accountability.	The golden thread of <b>Peace and collaboration</b> is at the heart of this study of war and conflict.	The play centres on <b>love</b> in the face of <b>Enmity and Hate</b> .	By studying what happens when a lack of acceptance and collaboration exists, the students gain appreciation for the presence of these virtues.	Tolerance and acceptance for others are considered deeply here.	Tolerance and acceptance for others are considered deeply here.
Links to Other Learning	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	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 students will, by now, have a rich and lifelong appreciation for Shakespeare.	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.	The unit is designed to teach and consolidate the skills of Language paper 2: how to summarise information, compare and consider writer's viewpoints/perspectives. This is essential for success at GCSE and beyond.	By practising their speaking skills and careful crafting of language to meet the audience/reader's needs, students will understand the importance of a writer's craft - a key skill they are familiar with from KS3.

ensure the students' skills of analysis and appreciation of symbolism will continue to ensure they are 'GCSE Ready'					
English Literature: 'An Inspector Calls'  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. Students will broaden and deepen their knowledge of the themes of inequality, gender, relationships and power.	English Literature: 'Macbeth'  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'. They will develop the skills of analytical essay writing.	English Language: Paper 1 Section A  Students begin their journey towards excellence in the required skills of the AQA GCSE English Language examination. They will develop their skills from KS3 on analysing language and structure to a range of unseen texts.  English Language: Paper 1 Section B	English Language: Paper 2 Section A  Students begin their journey towards excellence in the required skills of the AQA GCSE English Language examination.  English Language: Paper 2 Section B  In preparation for this examination unit, the students will finely hone their skills of non- fiction writing and persuasive writing that has been developed throughout their study of English at Key Stage 3.	Speaking and Listening Endorsement Students will prepare the first draft of their speech for their speaking exam with a focus on how the texts they have been studying resonate with the current affairs.	English Literature: Power and Conflict  The students will continue their deep analysis of the AQA Poetry Anthology.  In addition, teachers will consolidate the students' understanding of 'Unseen Poetry Analysis'. Using an investigative approach to poetry, students will be able to respond in depth to any poem.

			Students begin their journey towards excellence in the required skills of the AQA GCSE English Language examination. They will create their own piece of descriptive writing and honing their skills of spelling, punctuation and grammar, as well as their ability to write creatively.			
Virtues & Golden Threads Themes	The characters in 'An Inspector Calls' struggle with compassion, kindness and moderation. The students will consider what happens with the absence of these virtues.	From the <b>courage</b> of soldi the lack of <b>accountability</b> Renaissance Duke, the vir explored throughout this o wonderful poems.	of a fiendish tues are	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.	The characters in Dr. Jekyll and Mr. Hyde seek righteousness and accountability following the actions of a man lacking in compassion towards others	There is significant resilience required when faced with the puzzle of an unseen poem.

inks to other learning	to ensure they have	e had some experience o	f the requirements of	and content of the G	Century texts, Non-Fiction and unseen fiction to CSE specification. At Primary level, the student sent in these carefully-selected set texts.
Year 11 Texts	English Literature: Unseen Poetry and Power and Conflict	English Literature: Complete the rest of the poems from the Power and Conflict anthology.	English Literature: Revising 'Macbeth'	English Literature: Developing and Revising 'An Inspector Calls' and Power and Conflict Poetry.	Fine-Tuning Exam Skills and Past Paper Practic (English Literature and English Language).  GCSE Examinations.
	The students will continue their deep analysis of the AQA Poetry Anthology.	English Literature: Revising 'An Inspector Calls'	English Language: Revisiting Paper	English Language: Revisiting Paper 2	
	In addition, teachers will consolidate the students' understandin g of 'Unseen Poetry Analysis'. Using an investigative approach to poetry, students will be able to respond in depth to any poem.				
'irtues & Golden hreads/Themes	of the virtues w	hen discussing the action	s of the characters	and, due directly to h	hey are encouraged to utilise the rich language now embedded their understanding of the virtu pehaviours of fictional characters through this v

Links to other learning	to ensure they have	e had some experienc	e of the requirements of	and content of the G	Century texts, Non-Fiction CSE specification. At Prin sent in these carefully-sele	nary level, the students
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.	'Wuthering Heights' (Teacher 1) and 'The Handmaid's Tale' (Teacher 2)  In their study of Wuthering Heights, students explore complex themes of love, revenge, social class, and the destructive nature of obsession. They examine how Emily Brontë uses Gothic elements – a genre students will be familiar with from their study at KS3 - and a multi-layered narrative to depict intense human emotions and the consequences of generational conflict. At the heart of the novel lies the turbulent relationship between Heathcliff and Catherine, highlighting the struggle between passion and societal expectations.	Unseen Poetry Students continue 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	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 continue to 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.	Revision – essay writing skills In the final term, students consolidate their learning across all set texts and refine their critical and comparative essay writing skills in preparation for end-of-year examinations. They revisit key texts – Wuthering Heights, The Handmaid's Tale, A Thousand Splendid Suns, and A Streetcar Named Desire – deepening their understanding of core themes such as power, identity, loss, love, and societal constraints. These are explored through diverse genres and historical contexts, allowing students to make sophisticated cross-textual connections. Students also continue their study of poetry through the Edexcel Anthology, engaging with both Romantic and Contemporary poems. With Teacher I guiding them through

	Students will also inspiring novel of	contemporary voices
	compare their own volition.	such as Burnside and
		Thorpe, and Teacher 2
	Wuthering Heights with A Thousand	focusing on the
		Romantic works of
	Splendid Suns by	Wordsworth and Keats,
	Khaled Hosseini.	students revisit
	Both novels explore	universal themes of
	themes of love,	nature, emotion,
	suffering,	memory, and human
	endurance, and	experience. These texts
	the impact of social	form a strong
	constraints -	foundation for
	particularly on	analytical comparison,
	women. Through	critical thinking, and
	this comparison,	precise written
	students gain insight	expression.
	into how different	Unseen Poetry remains
	cultures and	a key component of
	historical contexts	their development,
	shape similar	where students
	human	practise a structured
	experiences.	and confident
	Students have	approach to analysing
	previously studied	unfamiliar poems. This
	Historical Fiction	ensures they are
	texts, such as 'The	equipped with the
		tools to interpret language, form and
	Bone Sparrow',	structure
	'Jekyll and Hyde'	independently.
	and 'An Inspector	Throughout this term,
	Calls' - they will use	essay writing is at the
	this knowledge to	forefront. Students
	delve into the	refine their ability to
	writer's intentions	construct clear,
	and big ideas	insightful, and well-
	about our world	supported arguments,
	today.	drawing on a broad
		range of texts.
	As part of their A-	Dedicated time is also
1	Level coursework,	given to coursework,

students study	where students
Margaret Atwood's	compare The
The Handmaid's	Handmaid's Tale with a
Tale, a powerful	dystopian novel of their
dystopian novel	own choice—offering
that explores	them the opportunity
themes of power,	to develop original
control, gender	lines of inquiry and
oppression, and	engage in
resistance. Through	independent literary
Atwood's chilling	research.
vision of a	By the end of the year,
theocratic regime,	students will have
students examine	developed not only a
how language,	deep understanding of
politics, and	the literature studied
ideology can be	but also the academic
used to suppress	confidence and
individual freedom	critical voice essential
and identity. The	for success in their final
novel invites rich	exams and beyond.
discussion around	
autonomy,	
surveillance, and	
the role of women	
in society.	
For their	
coursework,	
students compare	
The Handmaid's	
Tale with another	
dystopian novel of	
their choice,	
· · · · · · · · · · · · · · · · · · ·	
developing	
independent	
research and	
comparative	
analysis skills. This	
builds on their	
earlier exploration	
of dystopian fiction	
in Year 8 through	

		an abridged version of Frankenstein, and later during GCSE with the study of Jekyll and Hyde, both of which introduced them to themes of duality, science, and societal fear.		
Year 13 Texts	'Hamlet' (Teacher 1) and continuing The Romantics (Teacher 2)  Using the Edexcel Shakespeare Critical Anthology on Shakespearean tragedies, students will use their knowledge of Shakespeare from primary and secondary to build a more nuanced understanding of Shakespearean tragedies. Hamlet is a challenging text that explores big ideas such as the meaning of life, revenge and	Continuing 'Hamlet' (Teacher 1) and revising 'Contemporary Poetry' (Teacher 2)  Using the Edexcel Shakespeare Critical Anthology on Shakespearean tragedies, students will use their knowledge of Shakespeare from primary and secondary to build a more nuanced understanding of Shakespearean tragedies. Hamlet is a challenging text that explores big ideas such as the meaning of life, revenge and justice, fate and free will. Students will also build on their essay writing skills from KS3, however with the challenge of integrating critical reading.  Students will complete their study of the set Contemporary poetry and revise previously studied poems with a deeper analysis.	Revising 'A Thousand Splendid Sun's and 'Wuthering Heights'  Students will consolidate their knowledge and ideas of the set texts with a more nuanced approach in comparing 'A Thousand Splendid Suns' and 'Wuthering Heights'.	Exam skills – poetry and prose essay practice  Using past papers, examiner's notes and mark schemes, teachers will hone students' exam skills with an essay a week and regular feedback.

	justice, fate and free will.  Students will complete their study of the set Romantic poetry and revise previously studied poems with a deeper analysis.
Virtues & Golden Threads/Themes	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.
Links to other learning	At Key Stage 3 and 4, students have studied poetry, Shakespeare, challenging novels, 19th 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 19<sup>th</sup> 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.