English

Reading

Strand	Year 5	Year 6
Vocabulary	Vocabulary from texts/wider curriculum and Spelling Shed.	Vocabulary from texts/wider curriculum and Spelling Shed.
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	To discuss how characters, change and develop through texts by drawing inferences based on indirect clues. To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.
Prediction	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
Explain	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates
Retrieve	Retrieval to aid in explaining, prediction and inference	Retrieval to aid in explaining, prediction and inference
Sequence	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Range of reading	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books
By the end of the year	Pupils will have an understanding of the key skills needed to decode and comprehend a text. They will have developed strategies for answering broad comprehension based questioning and have been exposed to a range of high quality texts.	The overarching aim for English in the national curriculum is to develop a love of literature though widespread reading for enjoyment. Pupils will have the knowledge to decode and understand new vocabulary and appreciate its meaning in the context it was used. Comprehension skills develop through pupil's experience of high-quality discussion with the teacher, as well as from reading and discussion a range of stories, poems and non-fiction.

Strand	Year 7	Year 8
Understanding and Response (Ideas, Evidence, Evaluation) Pupils can:	Clearly explain a range of ideas. Understand less obvious meanings. Use a range of relevant quotations to support ideas.	Explain ideas with thoughtful detail. Show some awareness of patterns, links and/or different interpretations. Use a range of the most apt and precise quotations to support ideas.
Analysis of Language and Structure (Techniques, Terms, Comments) Pupils can:	Consistently identify and comment on a range of writers' choices within texts. Apply a range of accurate terminology at word, sentence and text level when discussing texts. Often offer specific comments about how writer's choices in a text might affect the reader	Consistently identify and comment on a wide range of features, patterns and details within texts. Consistently apply mostly accurate terminology at word, sentence and text level when discussing texts. Consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered.
Connections (Context, Comparisons) Pupils can:	Make some specific links between the text and its historical context. Draw out some relevant specific similarities and differences with specific examples.	Develop relevant links between the text and contextual factors/ reactions. Draw out a range of relevant precise comparisons with specific examples.
End of the Year	Pupils will be able to demonstrate an understanding of significant changes to literature throughout the years by beginning to display the skills that will be prevalent at KS4. Analytical paragraphs will be structured using P.E.E. Pupils will start using examples from the text and understanding how context plays a big part in shaping an author's choices.	Pupils will be able to demonstrate a greater understanding of significant changes to literature throughout the years and using close analytical skills to examine this. Pupils will be more familiar with the regular P.E.E paragraph set up and will be beginning to use P.E.T.A.L paragraphs to show better analytical skills. Pupils will be using relevant quotations from the text and will be embedding them into analytical paragraphs.

Writing

Strand	Year 5	Year 6
Phonics and whole word reading	Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task
Context for writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	Noting and developing initial ideas, drawing on reading and research where necessary	Noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader
Editing writing	Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing	Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural,

	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors	distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors
Performing writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility	Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility
Grammar	Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion, including adverbials of time, place and number	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Synonyms & Antonyms Further cohesive devices such as grammatical connections and adverbials Use of ellipsis
Punctuation	Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis	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 consistently
Grammar terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
End of the year	By the end of the year, pupils will have written in a variety of genres, improving their vocabulary and punctuation choices. They will further develop their understanding of key grammatical features, corresponding terminology and apply them in their work with more frequency.	The aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong toolset to achieve this. Pupils will be able to structure and form piece of independent writing confidently, adjusting the tone for the audience as necessary. They will be able to understand, identify and include specific grammatical terminology in their writing.

	Strand	Year 7	Year 8
Content and organisation	Style and impact	Clearly communicate ideas, developed with some imaginative detail. Demonstrate sound awareness of how to write in a number of different purposes and show some awareness of writing for a particular audience. Some selection of sentences and vocabulary attached to form, purpose and/or audience.	Clearly communicate with imaginative detail. Demonstrate sound awareness of writing for a number of different audiences and styles, both formal and informal. Ideas, tone and language choices are mostly matched to form, audience and purpose.
	Organisation	Organise ideas clearly, likely with a clear beginning and ending. Show a wide range of vocabulary with some complexity in their work, with some effective choices. Consistently use paragraphs. Start to use more complex conjunctions (e.g. subordinating conjunctions).	Organise their writing so that it is well-structured. Consistently use appropriate paragraphs. Use a range of linking techniques appropriately.
Technical accuracy	Sentence structure and punctuation	Construct a variety of sentence structures using more complex connectives (e.g. subordinating conjunctions) Use a range of punctuation mostly with success.	Construct a variety of sentence structures, sometimes for effect. Use a range of punctuation mostly with success and sometimes for effect
	Vocabulary	Show a wide range of vocabulary with some complexity in their work, with some effective choices.	Choose increasingly sophisticated vocabulary to suit the purpose. Tense agreement consistent throughout.
	Spelling	Spell most common vocabulary accurately with some polysyllabic vocabulary secure.	Spell generally accurately, including a range of polysyllabic vocabulary
	End of Year	Pupils should be able to demonstrate they can write accurately, fluently and effectively at a range of text types. Pupils will begin to make choices with the reader in mind.	Pupils should be able to demonstrate they can write with increasing levels of confidence. They should be able to organise their ideas sufficiently and use grammatical features to support coherence and cohesion within a text.