

Progression

<h2 style="margin: 0;">Year 8</h2>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop an appreciation and love of reading, and read increasingly challenging material independently through: • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature • choosing and reading books independently for challenge, interest and enjoyment • rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
	A Study of William Shakespeare
	Noughts and Crosses
	Gothic Literature
	Time to Persuade
	Poetry through the ages

<h2 style="margin: 0;">Year 7</h2>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop an appreciation and love of reading, and read increasingly challenging material independently through: • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature • choosing and reading books independently for challenge, interest and enjoyment • rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
	The Garbage King
	Travel Writing
	An Introduction to Poetry
	An introduction to Dickens
	Boy Overboard

Reading

understand increasingly challenging texts through:	learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	making inferences and referring to evidence in the text	knowing the purpose, audience, for and context of the writing and drawing on this knowledge to support comprehension	checking their understanding to make sure that what they have read makes sense
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Building Blocks A Study of William Shakespeare	Shows detailed and perceptive understanding of language across a whole text (extract).	Exploratory stance, supported by increasingly confident referencing. Using PETER confidently. Specific meaning of quotations is unpicked and often developed. Confident with explicit meanings and probing implicit meaning.	Has an awareness of historical and cultural context. Understands of the writer's purpose and viewpoint are shown through analytical and evaluative comment Shows detailed and perceptive understanding of structure. Analyses the effects of the writer's choices of structure e.g. dialogue or narrative perspective. Selects a thoughtful and deliberate range of textual detail. Makes accurate use of a range of subject terminology.	Analysis of meaning in relation to the context of when the text was written or read.
Building Blocks Noughts & Crosses Gothic	Analyses the effects of the writer's choices of language.	Clear modelling of analytical writing on PETER. A willingness to unpick implicit, as well as explicit, meanings with some success. A willingness to develop ideas e.g. writer's intentions or another method the writer has used in the ref.	Some detailed exploration of context. Makes clear and accurate use of subject terminology. Explains clearly the effects of the writer's choices of structure. Selects a range of relevant textual detail.	Secure comments based in textual evidence, some attempt at detailed exploration. Selects clear range of textual examples and occasional quotations to support ideas and analysis.
Building Blocks Time to Persuade Poetry through the ages	Explains clearly some of the effects of the writer's choices of language at sentence level.	Developing the use of inference in exploring meaning using evidence from the texts. Deliberate use of PETE (GD – R), although not always fully successful. A willingness to unpick explicit meanings occasional unpicking of implicit meaning.	Developing explanation of context and its contribution to meaning. Makes some appropriate use of subject terminology. Comments on the effect of structure with increasing success. Selects some appropriate textual detail.	Viewpoint in texts is identified. Selects a range of relevant textual detail.

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Building Blocks The Garbage King	Developing comments on writer's use of language and its effect	Inferences based on evidence from different points in a text are often correct. PET used confidently and ER at times. Unpicks explicit meanings with some accuracy at the top of the band. Engages with writer's intentions.	Makes some comments on context in relation to meaning. Makes some comments on the effect of structure. Developing the ability to make references or textual details. Begins to make use of subject terminology, not always appropriately.	Selects some appropriate textual detail.
Building Blocks Travel Writing An Introduction to Poetry	Offers simple comment on the effect of language at sentence level.	Developing inference skills and responses to texts to show meaning. PET used confidently and E at times.	Some ability to comment on writer's main purpose and attempt to develop response. Makes simple comments on the effect of structure. Starting to develop the ability to make references or textual details.	Developing the ability to make connections between texts.
Building Blocks An introduction to Dickens Boy Overboard	Selects simple references or textual details.	PE used confidently and begins to use T. Engages with writer's intentions at a basic level. Sometimes develops ideas.	Developing awareness that writers have viewpoints and purposes. Makes simple use of subject terminology, not always appropriately.	Simple connections between texts spotted

read critically through:	knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	recognising a range of poetic conventions and understanding how these have been used	studying setting, plot, and characterisation, and the effects of these	understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	making critical comparisons across texts	studying a range of authors, including at least 2 authors in depth each year
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Building Blocks A Study of William Shakespeare Animal Farm	Offers an interpretation of texts and evaluation of structural choices. Analysis of language and appreciation of writer's choices.		Critically evaluates the text in a detailed way. Analyses effects of a range of writer's choices.	Demonstrates an understanding of how: meaning is interpreted and communicated through: use of performance space and spatial relationships on stage, relationships between performers and audience, the design of: set (including props, costume, and lighting) actor's vocal and physical interpretation of character. Different types of performance space (in-the-round, thrust, end on). The role of theatre makers in contemporary professional practice, including: performer, director, & designer.	Compares ideas and perspectives in a perceptive and increasingly embedded way. Analyses how writers' methods are used in both texts. Selects a range of judicious supporting detail from both texts. Shows a detailed understanding of the different ideas and perspectives in both texts.	Offer skilful, informed overview of one or more texts. Offers examples from the text to explain views convincingly. Has an awareness of historical and cultural context.
Building Blocks Noughts & Crosses Gothic	Some detailed exploration of structural choices and a range of features relating to organisation. Exploration of writer's use of language with appropriate use of terminology.		Confidently evaluates the text. Offers several examples from the text to explain views. Confidently explains the effect of writer's choices. Selects some relevant quotations to support views.	Demonstrates an understanding of how: Meaning is interpreted and communicated through: use of performance space, the design of: set (including props and costume), actor's vocal and physical interpretation of character. The role of theatre makers in contemporary professional practice, including: performer and director.	Compares ideas and perspectives in a clear and confident way. Explains clearly how several writers' methods are used. Selects relevant detail to support from both texts. Shows an increasingly understanding of the different ideas and perspectives in both texts. Makes statements which show clear differences between texts.	Has an awareness of historical and cultural context.
Building Blocks Time to Persuade Poetry through the ages	Shows an awareness of writer's use of structural features and other features relating to the organisation of a text.	Makes use of a range of subject terminology. Identifying a range of differences between two poems including some implicit meanings. Make statements linking the	Clearly evaluates the text. Offers examples from the text to explain views clearly. Clearly explains the effect of writer's choices.		Compares ideas and perspectives in a clear and relevant way. Explains clearly how writers' methods are used. Selects relevant detail to	Offer an informed overview of one or more texts. Offers an example from the text to explain views convincingly.

		writers' main ideas in two sources. Have an awareness of how language has changed over time. Make comparisons both within and across texts.	Selects relevant quotations to support views.		Support across two or pieces of text. Shows a good understanding of the different ideas and perspectives in both texts.	Has an awareness of historical and cultural context.
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Building Blocks The Garbage King	Begins to explore structural choices and features of organisation at text level. Comments on writer's choices using some quotation to support		Evaluates the text. Offers examples from the text to explain views clearly. Explains the effect of writer's choices. Mostly selects relevant quotations to support views.		With support, compares ideas and perspectives in a clear and relevant way. With support, explains clearly how writers' methods are used. Selects relevant detail to support, sometimes more confident with one text than the other. Shows an increasingly understanding of the different ideas and perspectives in both texts.	Developing the ability to offer an informed overview of one or more texts. Offers an example from the text to explain views convincingly. Has an awareness of historical and cultural context.
Building Blocks Travel Writing An Introduction to Poetry	Understanding of some features of organisation and writer's use of language.	Shows some interpretation from one/both poems. Attempts inference(s) from one/both poems. Selects some appropriate references/textual detail from one/both poems. Statements show some difference(s) between texts.	Developing the ability to evaluative comment on the text. Offers some examples from the text which explain view. Develop the ability to, identify the writer's methods. Developing the ability to make references or textual details.		Compares ideas and perspectives. Makes comments on how writers' methods are used. Selects appropriate textual detail/references, not always supporting from one or both texts. Identifies different ideas and perspectives.	
Building Blocks An introduction to Dickens Boy Overboard	Some awareness of writer's language choices and organisation in a text.		With support, offers evaluative comment on the text. With support, offers some examples from the text which explain view. With support, identifies the writer's methods. With support, makes references or textual details.	Begins to demonstrates an understanding of how: Meaning is interpreted and communicated through: use of performance space, the design of: set (including props and costume), actor's vocal and physical interpretation of character. The role of theatre makers in contemporary professional practice, including: performer and director.	Attempts to compare ideas and perspectives. Makes some comment on how writers' methods are used. Selects some appropriate textual detail/references, not always supporting from one or both texts. Identifies some different ideas and perspectives.	Has an awareness of historical and cultural context.

Writing

Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

write accurately, fluently, effectively and at length for pleasure and information through:	summarising and organising material, and supporting ideas and arguments with any necessary factual detail	applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
<h3>Year 8</h3>			
Building Blocks A Study of William Shakespeare Animal Farm	Effectively organise detailed connected ideas. Integrate discourse markers and structural choices to create effects.	Construct a wide range of complex, imaginative sentence structures to achieve complex impacts.	Creative selection and adaptation of a wide range of forms using a well-judged, instinctive voice to explore different perspectives.
Building Blocks Noughts & Crosses Gothic	Organise my writing in a controlled way to create effects. Use paragraphing/structure/linking devices to create effects.	Construct a wide range of sentence structures, often with effects and sometimes impact.	Imaginative control over writing to sustain interest. A range of careful choices are made which are appropriate to the text type. Book reflects an ability to adapt style and register.
Building Blocks Time to Persuade Poetry through the ages	Organise my writing in a controlled way to create effects. Use paragraphing/structure/linking devices to create effects.	Construct an increasing variety of sentence structures, often with effects.	Purpose is clear and constantly maintained. Audience is targeted. A range of choices are made which are appropriate to the text type. Book reflects an ability to adapt for audience.
<h3>Year 7</h3>			
Building Blocks The Garbage King	Organise my writing so that it is well-structured. Consistently use appropriate paragraphs. Use a range of linking techniques appropriately.	Construct a variety of sentence structures, sometimes for effect.	Purpose is to be established with some attempt to match style to audience. Make choices that are appropriate to the text type.
Building Blocks Travel Writing An Introduction to Poetry	Use a variety of punctuation effectively, as well as semi-colons and colons to mark independent clauses.	Construct a variety of sentence structures using more complex connectives (e.g. subordinating conjunctions)	Purpose is beginning to be established with some attempt to match style to audience. Simple choices are made which are appropriate to the text type.
Building Blocks An introduction to Dickens Boy Overboard			

plan, draft, edit and proof-read through:	considering how their writing reflects the audiences and purposes for which it was intended	amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.
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Building Blocks A Study of William Shakespeare Animal Farm	Communicate a range of convincing and complex ideas. Craft a number of language, structure and sentence structure choices to enhance impact, effectively matched to audience and purpose.	Choose precise, extensive and ambitious vocabulary to suit my purpose	Punctuation is executed highly imaginatively to enable subtle distinctions of meaning.
Building Blocks Naughts & Crosses Gothic	Communicate a range of convincing and imaginative ideas. Craft stylistic choices to create effects and enhance impact.	Choose extensive and ambitious vocabulary, mostly precisely, to suit my purpose	Punctuation deployed to craft meaning; spelling and grammatical features are accurate.
Building Blocks Time to Persuade Poetry through the ages	Effectively communicate developed ideas in a way that would hold the reader's interest. Consistently match stylistic choices to the form, audience and purpose.	Choose increasingly sophisticated vocabulary to suit my purpose.	Employs a range of punctuation accurately and for effect; spelling of irregular words is generally accurate. Deliberate choices made regarding tense.

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Building Blocks The Garbage King	Clearly communicate with imaginative detail. Demonstrate sound awareness of writing for several different audiences and styles, both formal and informal. Ideas, tone and language choices are mostly matched to form, audience and purpose.	Show a range of common vocabulary in my work with some effective choices	Range of punctuation (including speech) used accurately; spelling of more complex words is generally, correct. Tense of writing is consistent.
Building Blocks Travel Writing An Introduction to Poetry	Clearly communicate ideas, developed with some imaginative detail. Demonstrate sound awareness of how to write in several 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.	Show a range of common vocabulary in my work with some effective choices	Basic grammatical structures are usually correct; high-frequency words are usually spelt correctly. More consistent control over tense
Building Blocks An introduction to Dickens Boy Overboard	Clearly communicate relevant ideas developed with some detail. Show some awareness of several different forms and some purposes. Show some control over sentence types.	Show some range of vocabulary in my work, expanding choices beyond general words known.	Basic grammatical structures are usually correct; high-frequency words are usually spelt correctly. More consistent control over tense

Grammar & Punctuation

consolidate and build on their knowledge of grammar and vocabulary through:	extending and applying the grammatical knowledge set out in English Appendix 2 of the key stage 1 and 2 programmes of study to analyse more challenging texts	studying the effectiveness and impact of the grammatical features of the texts they read	drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
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Building Blocks A Study of William Shakespeare Animal Farm	Use the full range and carefully select advanced punctuation for subtle effect.	Imaginatively use a range of language features to influence the reader which is linked to purpose, audience and format.	Write effectively in Standard English and a range of styles, manipulating the formality I use for specific effect.	
Building Blocks Noughts & Crosses Gothic				
Building Blocks Time to Persuade Poetry through the ages		Use an extensive range of language features thoughtfully to influence the reader which is linked to purpose, audience and format.	Begin to write assuredly in Standard English and a range of styles, influencing the formality I use.	

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Building Blocks The Garbage King	Use the full range and advanced punctuation securely within and between sentences, and for effect, including ellipsis and parenthesis.	Use most language features confidently, such as humour, sarcasm, rhetoric, personification etc. according to purpose, audience and format.	Write confidently in Standard English and a range of styles, varying my formality for effect.	
Building Blocks Travel Writing An Introduction to Poetry	Use a variety of punctuation effectively, as well as semi-colons and colons to mark independent clauses.	Use some language features to hold the readers' interest for different purposes, such as creating atmosphere, using dialogue, exaggeration, similes etc.	Write in Standard English and other styles, such as colloquial language for effect.	
Building Blocks An introduction to Dickens Boy Overboard				

Spoken English

<p>speak confidently and effectively, including through:</p>	<p>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p>	<p>giving short speeches and presentations, expressing their own ideas and keeping to the point</p>	<p>participating in formal debates and structured discussions, summarising and/or building on what has been said</p>	<p>improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
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<p>Shakespeare</p>	<p>In discussion, a range of significant contributions, the ability to express idea/information / feelings and value others' ideas can be made.</p>	<p>Experiment with style of talk in a demanding range of formal and informal situations. Assured use of standard English which can be adjusted for effect.</p>	<p>In a presentation, the ability to organise ideas in an assured way to meet the needs of the audience, using existing vocabulary, tone of voice, volume and emphasis can be made.</p>	<p>In role, the ability to create complex characters effectively through using a range a range of thoughtful dramatic approaches such as dramatic irony, entrances and exits and tone can be made.</p>
<p>Noughts and Crosses Gothic Literature</p>	<p>To develop an understanding of a specific 'standard' of English depending on the lexical field of each text, considering the context of each novel. To use new language in classroom discussions fluently.</p>	<p>To write and perform in-role, including monologues conveying characters' inner thoughts and motivations.</p>	<p>The ability to contribute thoughtfully to debates surrounding sensitive topics; maturity in consideration of own and others' ideas.</p>	<p>To use playscripts as comparative texts to develop understanding of archaic or unfamiliar language. To use hot-seating to develop wider understanding of character, further informing performance styles.</p>
<p>Time to Persuade Poetry through the ages</p>	<p>Can contribute articulately to discussions considering the merits of persuasive arguments.</p>	<p>Ability to consider the impact of formality, tone and emphasis when aiming to persuade through a speech.</p>	<p>Discussion around use of standard and non-standard English in poetry, considering when and where such techniques work.</p>	<p>The ability to explore rhythm and structure through performance poetry, considering audience impact and author intent.</p>

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<p>The Garbage King</p>	<p>To feedback ideas articulately in pairs, groups and whole-class settings.</p>	<p>To research and contribute to group discussions with increasing confidence, considering the audience.</p>	<p>To participate in a formal debate, providing and listening to arguments, building upon what has been said with the view to persuade others to agree with your argument.</p>	<p>To explore the story through a comparison playscript, considering how both dialogue and stage directions contribute to atmosphere and character.</p>
<p>Travel Writing An Introduction to Poetry</p>	<p>Through 'think, pair, share', to improve responses in order to share concise and relevant ideas during class discussions.</p>	<p>To give clear verbal explanations about choices made in response to a stimulus.</p>	<p>To agree with and challenge others' ideas appropriately for the context.</p>	<p>To use and evaluate the effectiveness of rhyme, rhythm and onomatopoeia in performance poetry.</p>
<p>An introduction to Dickens Boy Overboard</p>	<p>To speak fluently in front of an audience.</p>	<p>To clearly give a speech to an audience of peers and adults.</p>	<p>To vary sentence structures and length for effect when speaking.</p>	<p>Consciously adapt tone, pace and volume of voice within a single situation.</p>