

YEAR A1/ A2

| Autumn 1: Non-Chronological Reports | Autumn 2: Newspaper Articles | Spring 1: Balanced Arguments | Spring 2: Instructional Writing | Summer 1: Narrative Writing | Summer 2: Playscripts |
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| <p>Writing: Non-chronological reports: Non Fiction books</p> <ul style="list-style-type: none"> Using factual language Organising work using paragraphs and subheadings Creating a page for a non-fiction book Using the present tense First/ second/ third person writing Evaluating and editing work <p>Reading: Non-fiction books</p> <ul style="list-style-type: none"> Commenting on the features of non-fiction books Using the features of a non-fiction book to retrieve information (glossary, contents, index page) Alphabetical ordering Retrieving information <p>Communication: Presentations</p> <ul style="list-style-type: none"> Presenting information to an audience Using prompts/ pictures to structure a talk | <p>Writing: Non-chronological reports: Newspaper reports</p> <ul style="list-style-type: none"> Using facts and opinions Organising work using paragraphs (BUILDING ON SKILLS from Aut 1) Creating a newspaper report Opening with topic sentences (understanding the wh- words) Using past tense verbs Writing in the third person (subject/ verb agreement) Using quotations Evaluating and editing work <p>Please note: Lower ability groups may wish to focus on recounts which cover these skills and link to their own experience.</p> <p>Reading: Newspaper Articles</p> <ul style="list-style-type: none"> Commenting on the features of a newspaper Retrieving information Making predictions (based on photos/ headlines etc) <p>Communication: Interviews</p> <ul style="list-style-type: none"> Asking questions to gain information Presenting information to an audience (gained from interviews) | <p>Writing: Balanced Arguments</p> <ul style="list-style-type: none"> Writing an introduction Organising work using paragraphs (BUILDING ON SKILLS from Aut) Expressing points of view - for and against Using connectives to structure your argument (however, in addition, therefore etc) Using past tense verbs (BUILDING ON SKILLS from Aut 2) Writing in the third person (BUILDING ON SKILLS from Aut 2) Using an impersonal voice in writing Opportunities for reading balanced arguments and retrieving information Evaluating and editing work <p>Reading: Fiction (pls note: reading will also involve analysing balanced arguments. Upper groups could use 'This Week' Junior's Weekly Debates)</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Aut) Making predictions (BUILDING ON SKILLS from Aut 2) Inferring meaning Commenting on the writer's choice of language <p>Communication: Debates/ Discussion</p> <ul style="list-style-type: none"> Express a point of view Give reasons Show listening skills through relevant comments Demonstrate non manual features of communication (eye-contact, nodding etc) | <p>Writing: Instructional Writing</p> <ul style="list-style-type: none"> Using facts and opinions Organising work using paragraphs (REVIEW from Aut 1) Creating a set of instructions Opening with topic sentences (imperative verbs) Using past tense verbs Writing in the third person (subject/ verb agreement) Using quotations <p>Please note: Lower ability groups may wish to focus on recounts which cover these skills and link to their own experience.</p> <ul style="list-style-type: none"> Evaluating and editing work <p>Reading: Fiction (pls note: reading will also involve analysing instructions and understanding the concept of 'before' and 'after' - e.g. what happened before ...)</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Aut/ Spr 1) Making predictions (BUILDING ON SKILLS from Aut 2/ Spr 1) Inferring meaning (BUILDING ON SKILLS from Spr 1) Commenting on the writer's choice of language (DEVELOPING SKILLS from Spr 1) <p>Communication: Explanations</p> <ul style="list-style-type: none"> Explaining a process (e.g. Explaining how to play a game that they have created) Asking and answering questions linked to this process | <p>Writing: Narratives</p> <ul style="list-style-type: none"> Creating a plan/writing a 5 part narrative (opening, build up, problem, resolution, ending) Organising work using paragraphs (BUILDING ON SKILLS from Aut/Spr) Developing understanding and use of verb tenses Developing language (adjectives, adverbs, figurative lang - depending on ability) Extending use of connectives Using dialogue <p>Please note: Lower ability groups will adapt this to write words/ phrases/ sentences to tell a story.</p> <ul style="list-style-type: none"> Evaluating and editing work <p>Reading: Fiction</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Aut/ Spr) Making predictions (BUILDING ON SKILLS from Aut/ Spr) Inferring meaning (BUILDING ON SKILLS from Spr) Commenting on the writer's choice of language (BUILDING ON SKILLS from Spr) <p>Communication: Drama</p> <ul style="list-style-type: none"> Create a drama Develop a character through drama | <p>Writing: Scripts</p> <ul style="list-style-type: none"> Stage directions written in the present tense Up to four characters included to create an engaging scene Inclusion of dramatic events which interest the audience Direct speech used Correct layout Use of a narrator Evaluating and editing work <p>Reading: Plays</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Aut/ Spr) Making predictions (BUILDING ON SKILLS from Aut/ Spr) Inferring meaning (BUILDING ON SKILLS from Spr/Sum 1) Commenting on the writer's choice of language (BUILDING ON SKILLS from Spr/Sum) <p>Communication: Drama</p> <ul style="list-style-type: none"> Create a drama (BUILDING ON SKILLS from Sum 1) Develop a character through drama (BUILDING ON SKILLS from Sum 1) |

YEAR B1/B2

| Autumn 1: Letters/Emails | Autumn 2 : Leaflets | Spring 1: Persuasive Language: Advertisements | Spring 2: Playscripts/ Shakespeare | Summer 1: Narrative Writing | Summer 2: Poetry |
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| <p>Writing: Letters and Emails</p> <ul style="list-style-type: none"> Formal and informal letters - recognising how the language changes Responding to a variety of letters and emails using appropriate greeting, content and sign off to meet to meet the needs of the audience and the purpose. Evaluating and editing work <p>Reading: Non-Fiction/ Web pages (Building on Skills from A1/2 Aut 1) (pls note: reading will also involve responding to letters and emails)</p> <ul style="list-style-type: none"> Retrieve information Comment on the structure of a non-fiction text Ask relevant questions to clarify meaning Use the layout features to retrieve information <p>Communication: Discussion (Paired and Group)</p> <ul style="list-style-type: none"> Communicate in a logical way, expressing ideas. Show they have listened and understood through the comments that they have made Asking relevant questions to clarify meaning | <p>Writing: Leaflets</p> <ul style="list-style-type: none"> Using persuasive devices Describe what and why people should visit/ get involved Use layout which is engaging and well laid out Include key information <p>Reading: Fiction (Building on skills from A1/A2) (pls note: reading will also involve analysing leaflets, commenting on layout and retrieving information)</p> <ul style="list-style-type: none"> Retrieving information Making predictions Inferring meaning Commenting on the writer's choice of language <p>Communication: Discussion (Build on work from last half term)</p> <ul style="list-style-type: none"> Communicate in a logical way, expressing ideas. Show they have listened and understood through the comments that they have made Asking relevant questions to clarify meaning (Discuss ideas for a class outing using information from leaflets, for example) | <p>Writing: Advertisements</p> <ul style="list-style-type: none"> Develop appealing adjectives Give a description of the benefits Use persuasive devices, e.g. exaggeration, superlatives, imperative verbs Organise work using an engaging layout <p>Reading: Fiction (Building on skills from last half term) (pls note: reading will also involve analysing adverts, commenting on layout and retrieving information)</p> <ul style="list-style-type: none"> Retrieving information Making predictions Inferring meaning Commenting on the writer's choice of language <p>Communication: Presentation</p> <ul style="list-style-type: none"> Present information to sell a product/ service/ event Adapt language to suit the needs of the audience Ask and respond to a variety of questions | <p>Writing: Scripts (BUILDING FROM WORK IN A1/A2 SUM 2)</p> <ul style="list-style-type: none"> Stage directions written in the present tense Up to four characters included to create an engaging scene Inclusion of detailed dramatic events which interest the audience Direct speech used Correct layout Use of a narrator Evaluating and editing work <p>Reading: Plays</p> <ul style="list-style-type: none"> Retrieving information Making predictions Inferring meaning Commenting on the writer's choice of language <p>Communication: Drama (Building on skills from A1/2 Sum 1/2)</p> <ul style="list-style-type: none"> Perform a drama following a script Create and perform their own script Evaluate their performance and suggest improvements | <p>Writing: Narratives (BUILDING FROM WORK IN A1/A2 SUM 1)</p> <ul style="list-style-type: none"> Creating and developing a 5 part narrative with appropriate detail to interest the reader Organising work using paragraphs with discourse markers Developing understanding and use of verb tenses Developing language (adjectives, adverbs, figurative lang - depending on ability) Extending use of connectives Using dialogue Evaluating and editing work <p>Please note: Lower ability groups will adapt this to write words/ phrases/ sentences to tell a story.</p> <p>Reading: Fiction (Building on skills Aut 2/Spr1)</p> <ul style="list-style-type: none"> Retrieving information Making predictions Inferring meaning Commenting on the writer's choice of language <p>Communication: Drama (Developing skills from A1/2 Aut 2)</p> <ul style="list-style-type: none"> Hot seating: Developing questioning skills to interview a character from a story they have read. Responding to questions in character | <p>Writing: Poetry</p> <ul style="list-style-type: none"> Choosing words carefully for maximum effect on the audience. Producing imaginative writing Editing and re-drafting work <p>Reading: Poetry</p> <ul style="list-style-type: none"> Examining the language used by the poet. Commenting on the effectiveness of language features. <p>(Note: Lower ability pupils can look at adjectives, nouns, verbs whereas higher level learners can examine the similes, metaphors, alliteration etc)</p> <p>Communication: Poetry</p> <ul style="list-style-type: none"> Perform poems from memory adapting tone and expression as appropriate. Watch their performances, evaluate and improve |

YEAR C1/C2

| Autumn 1: Descriptive Writing | Autumn 2: Letters of Complaint | Spring 1: Review Writing | Spring 2: Balanced Arguments | Summer 1: Persuasive Speeches | Summer 2: Non-chronological Writing Review: Letters/ Newspaper/ Leaflet |
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| <p>Writing: Descriptions</p> <ul style="list-style-type: none"> Visual sensory details (sight, touch, smell, taste, hearing) Using adjectives to paint a picture Figurative language incl similes/ metaphors Adverbs to describe verbs Using alliteration to highlight feelings Repetition to add emphasis Using personification as a technique of presenting things Evaluating and editing work <p>Reading: Fiction</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Yr 7/8) Use PEEL if able. Making predictions (BUILDING ON SKILLS from Yr 7/8) Inferring meaning (BUILDING ON SKILLS from Yr 7/8) Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8) <p>Communication: Discussion (Paired) (Build on work Y7 Spr1 & Y8 Aut)</p> <ul style="list-style-type: none"> Communicate in a logical way, expressing ideas. Show they have listened and understood through the comments that they have made Asking relevant questions to clarify meaning: (e.g. describing a scene - one describes and their partner draws it) | <p>Writing: Letters of Complaint</p> <ul style="list-style-type: none"> Using formal language Correct layout/ paragraphs Clearly explaining the problem/ adding detail Offering solutions to the problem Using emotive language Evaluating and editing work <p>Reading: Fiction (pls note: reading will also involve answering questions linked to letters of complaint that they have read)</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Yr 7/8) Use PEEL if able. Making predictions (BUILDING ON SKILLS from Yr 7/8) Inferring meaning (BUILDING ON SKILLS from Yr 7/8) Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8) <p>Communication: Drama (Building on skills from A1/2 Sum 1/2 and B1/2 Spr2/Sum2)</p> <ul style="list-style-type: none"> Perform a drama following a script Create and perform their own script Evaluate their performance and suggest improvements (e.g. create a scene where they need to complain about something) | <p>Writing: Reviews</p> <ul style="list-style-type: none"> Express strengths and weaknesses Give a personal opinion with confidence and authority. Using evidence to support views Drawing a conclusion, saying whether something will be useful for, or interesting to, its audience and purpose Giving a personal opinion with confidence and authority Evaluating and editing work <p>Reading: Non-Fiction (Building on Skills from A1/2&B1/2) (pls note: reading will also involve answers questions after reading reviews)</p> <ul style="list-style-type: none"> Retrieve information Comment on the structure of a non-fiction text Ask relevant questions to clarify meaning Use the layout features to retrieve information <p>Communication: Presentations (BUILDING ON SKILLS FROM Y7 Aut1 & Y8 Spr 1)</p> <ul style="list-style-type: none"> Presenting information to an audience Using prompts/ pictures to structure a talk | <p>Writing: Balanced Arguments (BUILDING ON SKILLS from Year 7)</p> <ul style="list-style-type: none"> Writing an introduction Organising work using paragraphs Expressing points of view - for and against, including detail Using a range of connectives to structure your argument Using past tense verbs consistently and accurately Writing in the third person Using an impersonal voice in writing Opportunities for reading balanced arguments and retrieving information Evaluating and editing work <p>Reading: Non-Fiction (Building on Skills from A1/2&B1/2) (pls note: reading will also involve answers questions after reading reviews)</p> <ul style="list-style-type: none"> Retrieve information Comment on the structure of a non-fiction text Ask relevant questions to clarify meaning Use the layout features to retrieve information <p>Communication: Debates/ Discussion (BUILDING ON SKILLS from Yr 7 Spr 1)</p> <ul style="list-style-type: none"> Express a point of view Give reasons Show listening skills through relevant comments Demonstrate non manual features of communication (eye-contact, nodding etc) | <p>Writing: Speeches</p> <ul style="list-style-type: none"> Welcome and introductions Involve the audience (e.g. using rhetorical questions, personal pronouns) Adapt the language to suit the needs of the audience Using a range of persuasive features incl: list of 3, facts, statistics, opinions, repetition Vary sentence length Use personal anecdotes Use emotive language Thank the audience Evaluating and editing work <p>Reading: Fiction</p> <ul style="list-style-type: none"> Retrieving information (BUILDING ON SKILLS from Yr 7/8 and 9 Aut) Use PEEL if able. Making predictions (BUILDING ON SKILLS from Yr 7/8 and 9 Aut) Inferring meaning (BUILDING ON SKILLS from Yr 7/8 and 9 Aut) Commenting on the writer's choice of language (BUILDING ON SKILLS from Yr 7/8 and 9 Aut) <p>Communication: Presentations (BUILDING ON SKILLS FROM Y7 Aut1 & Y8 Spr 1)</p> <ul style="list-style-type: none"> Presenting information to an audience Using prompts/ pictures to structure a talk | <p>Writing: Non-Chronological: Letter/Newspaper/ Leaflet</p> <ul style="list-style-type: none"> Review layout and features of these different styles of writing. Identify targets/ areas of weakness and focus on these Identify the purpose for different types of writing <p>Reading: Variety of reading sources</p> <ul style="list-style-type: none"> Retrieve information Use PEEL to justify responses. Comment on the structure of a non-fiction text Ask relevant questions to clarify meaning Use the layout features to retrieve information <p>Communication: Presentations/ Debates/ Drama</p> <ul style="list-style-type: none"> Assess through a variety of tasks |