

IN UNITY WE SUCCEED

ENGLISH WRITING

2025 - 2026

N – 11 ENGLISH CURRICULUM



NURSERY - YEAR 11

N – 11 Curriculum English ~ Writing

Handwriting Spelling Composition Grammar Punctuation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Selected quality texts linked to child led learning approach	Selected quality texts linked to child led learning approach	Selected quality texts linked to child led learning approach	Selected quality texts linked to child led learning approach	Selected quality texts linked to child led learning approach	Selected quality texts linked to child led learning approach
	Nursery (2-3 years) <ul style="list-style-type: none">Enjoy drawing freelyAdd some marks to their drawings, which they give meaning to. For example: “That says mummy.”Make marks on their picture to stand for their name			Nursery (3-4 years) <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummyWrite some or all of their nameWrite some letters accuratelySometimes gives meaning to their marks, drawings and paintingsBegins to make letter-type shapes to represent the initial sound of their name and other familiar wordsIncludes mark making and early writing in their play		
R	Child led Activities - Focusing on Reception Skills Reception Knowledge					
	Writing -Identify sounds on a sound mat and use them when writing -Segments CVC words verbally -Use appropriate letters to represent sounds in writing. -Know what taught sounds look like and how to write them -Know how to write for different purposes -Know how to articulate thoughts when writing		Writing To think of and write a simple phrase of sentence, -To spell some words correctly using appropriate strategies i.e. phonics or common exception words. -To know how to write the taught letters. -To know how to spell some common exception words.		Writing -To think of and write a short, simple sentence or phrase that can be read by others. -To identify sounds in words and write appropriate letters to represent these sounds. -To know that a sentence ends with a full stop -know how to spell some familiar words.	
Year 1	Sharing a Shell, The Highway Rat, What the Ladybird Heard, Superworm, Room on the Broom, Winnie the Witch, Meg and Mog	There's a Dragon in your Book, Dragon Post, The Jolly Christmas Postman, Snowball	Traditional Tales (The Gingerbread Man, Hansel & Gretel, The Elves & the Shoemaker) & any other child led traditional tales	Burglar Bill, Cops & Robbers & child led texts	The Jolly Postman & child led texts	Traction Man & child led texts
	I sit correctly at a table, holding a pencil comfortably and correctly. I form the digits 0-9 correctly.		I form lower case letters in the correct direction, starting and finishing in the right place. (cursive- kicks and flicks) I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.		I name the letters of the alphabet in order. I form capital letters. I use letter names to show alternative spellings of the same phonemes.	

	<p>I spell unknown words using my phonemes (sounds). (phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</p> <p>I say a sentence out loud before I write it down. (Hold a sentence)</p> <p>I use the personal pronoun 'I'</p> <p>I leave spaces between words.</p> <p>I use a capital letter for the start of a sentence.</p>		<p>I write from memory simple dictated sentences including the words taught so far.</p> <p>I plan my writing by saying what I am going to write about. (build a sentence)</p> <p>I read my own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop. '; 'I used my sounds to help me spell that long word.')</p> <p>I use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')</p> <p>I begin to use other punctuation such as exclamation and question marks.</p> <p>I use a full stop accurately.</p>		<p>I spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen)</p> <p>I sequence sentences to form short narratives. (Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</p> <p>I use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)</p> <p>I may attempt to use other conjunctions.</p> <p>I make sure that word choices are relevant to the context and I use word banks to support this.</p> <p>I begin to use adjectives to add detail to my sentences.</p> <p>I use capital letters for the names of people, places and days of the week. (Aa)</p>	
<p>Year 2</p> <p>Handwriting</p> <p>Spelling</p> <p>Composition</p> <p>Grammar</p> <p>Punctuation</p>	Beegu, The Lighthouse Keepers Lunch	Vlad and the Great Fire, Mr Fawkes the King and the gunpowder plot, Charlie and the Great Fire of London	The Pirates of Scurvy Sands, Pirate School, Christopher Columbus NF	The Queen's Orang-Utan, The Queen's Knickers	Harry and his Bucketful of Dinosaurs, Dinosaurs Love Underpants, The Dinosaur's Diary	Whatever Next, Mousternaut
	<p>I use some of the diagonal and horizontal strokes needed to join letters.</p> <p>I understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I write capital letters (and digits) of the correct size/ orientation to one another.</p> <p>I segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. e.g. yesterday, exsighting, speshal, diffrent)</p> <p>I develop stamina for writing by writing for different purposes. (Real and fictional/own and other's experiences- including simple narratives, poems and recounts)</p> <p>My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</p> <p>I use full stops and capital letters- most are correct. (This will be consistent across a range of dictated and independent writing)</p> <p>I mostly use exclamation and question marks accurately to demarcate sentences.</p>		<p>I use spacing between words that reflects the size of the letters.</p> <p>I spell longer words using suffixes such as ment, ness, ful, less, ly (Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</p> <p>I spell common exception words (door, because, sugar, people, - see Year 2 spelling list)</p> <p>I plan and discuss the content of my writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)</p> <p>I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')</p> <p>I write, from memory, simple dictated sentences.</p> <p>I use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky')</p> <p>I use subordination (using when, if, that or because). (Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.)</p> <p>I use capital letters for the personal pronoun I and for most proper nouns.</p>		<p>I form lower case letters of the correct size relative to one another.</p> <p>I use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</p> <p>I spell words with different spellings (multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</p> <p>I identify and apply my knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</p> <p>I proof-read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</p> <p>I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</p> <p>I use sentences with different forms: statements, questions, exclamations and commands. ('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients')</p> <p>I use coordination (using or, and or but) You remembered your book bag but forgot your packed lunch.)</p> <p>I use present and past tenses correctly and consistently including the progressive form. (Consistently makes the</p>	

			<p>correct choice eg: 'She is drumming; she drummed, she was drumming'</p> <p>I use adjectives, adverbs and expanded noun phrases to add detail and specify.</p> <p>I begin to use commas to separate items in a list.</p> <p>I sometimes use apostrophes for singular possession.</p>			
<p>Year 3</p> <p>Handwriting</p> <p>Spelling</p> <p>Composition</p> <p>Grammar</p> <p>Punctuation</p>	Look up, Street Beneath my Feet, Goldilocks and the Three Bears	How to Wash a Woolly Mammoth, Stone Age Boy, Polar Express	Mrs Armitage on Wheels, Journey, NF text TBC (India)	Emma Jane's Aeroplane, 3 Little Pigs, 3 Little Wolves & the Big Bad Pig, Revolting Rhymes	Flat Stanley, Egyptian Cinderella, Usborne Egypt	You want to be an Inventor, The Twits
	<p>I increase the legibility, consistency and quality of my handwriting.</p> <p>I understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I use the diagonal and horizontal strokes that are needed to join letters.</p> <p>I use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I write a non-narrative using simple organisational devices such as headings and subheadings.</p> <p>In narrative writing, I develop resolutions and endings.</p> <p>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, because, although)</p> <p>I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car /the an a)</p> <p>I begin to use inverted commas for some direct speech punctuation.</p>		<p>I spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto)</p> <p>I spell correctly word families based on common words. (solve, solution, solver)</p> <p>I identify the root word in longer words.</p> <p>I make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses)</p> <p>I look at and discuss different models of writing, taking account of purpose and audience.</p> <p>I plan my writing by discussing and recording ideas. (timeline, flowchart, spider diagram, jottings)</p> <p>I write a narrative with a clear structure, setting, characters and plot.</p> <p>I suggest improvement to my writing through assessing the writing with peers and through self-assessment.</p> <p>I use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard)</p> <p>I understand the purpose of adverbs.</p> <p>I use adverbs effectively in my writing.</p> <p>I use conjunctions, adverbs and prepositions to express time and cause. (the next thing, next, soon, so, before, after, during, in, because of)</p> <p>I use apostrophes for possession with increasing accuracy including plural possession</p>		<p>I recognise and spell additional homophones. (he'll/heel/heal)</p> <p>I make comparisons from a word already known to apply to an unfamiliar word.</p> <p>I spell some identified commonly misspelt words from the Year 3 and 4-word list.</p> <p>I identify structure, grammatical features and use of vocabulary for effect in texts.</p> <p>I compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ coordinating conjunctions.</p> <p>I begin to organise paragraphs around a theme. (Supported by planning then moving to independence)</p> <p>Word choices are adventurous and carefully selected to add detail and to engage the reader.</p> <p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p> <p>Commas are sometimes used to mark clauses and phrases.</p>	
<p>Year 4</p> <p>Handwriting</p> <p>Spelling</p>	Escape from Pompeii, Roman Diary: The Journal of Iliona, Young Slave	Romans on the Rampage, A Christmas Carol	Blackpool author -Dan Worsley's Impossible Tales	Rainforests (By Becky Brown & Nick Crumpton)	The Akimbo Adventures	Plastic Planet: How Plastic Came to Rule the World (and What You Can Do to Change It)
	<p>I use the diagonal and horizontal strokes that are needed to join letters.</p> <p>I understand which letters, when adjacent to one another, are best left unjoined. b/p/s/x</p>		<p>I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		<p>I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</p>	

<p>Composition Grammar Punctuation</p> <p>Write a poem (Ent curr)</p>	<p>I use the first two or three letters of a word to check its spelling in a dictionary. I write from memory simple dictated sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. I use a range of sentences with more than one clause- through use of conjunctions. ‘We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’ I use a wider range of conjunctions, such as, although, however, despite, as well as: I use the correct article ‘a’ or ‘an’. My sentences are often opened in different ways to create effects. All my sentences are correctly demarcated.</p>		<p>I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian) I use plural ‘s’ and possessive ‘s’ correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.) I write a narrative with a clear structure, setting, characters and plot. I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction). I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen. I remembered to write ‘they’, ‘it’, and ‘she’ every other time, so that my writing was less repetitive). I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. I use fronted adverbials of place, time and manner, including the use of a comma. (‘Later that day, I went shopping’, I use the apostrophe for omission and possession. – (women’s rights, boys’ cloakroom) I secure the use of punctuation in direct speech-, including a comma after the reporting clause. (The conductor shouted, “Sit down!”)</p>		<p>I spell identified commonly misspelt words from the Year 3 and 4 word list. I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them). My endings are developed and close the narrative appropriately relating to the beginning or a change in a character. I use expanded noun phrases with modifying adjectives. (‘The strict teacher with curly hair.’) I use adverbs and prepositions to express time, place and cause. I build cohesion within paragraphs through controlled use of tenses; subordinating and coordinating conjunctions. I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he’s) I almost always use commas for fronted adverbials.</p>	
<p>Year 5</p> <p>Handwriting Spelling Composition Grammar Punctuation</p> <p>Write a story for a younger child (Ent curr)</p>	<p>The Boy at the Back of the Class</p>	<p>The Highwayman, The Demon Headmaster</p>	<p>The Good Turn</p>	<p>Shackleton's Journey, Scott of the Antarctic</p>	<p>Holes, The Magic Box</p>	<p>A Midsummer Night's Dream, Mr William Shakespeare's Plays</p>
	<p>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best suited for a task. (e.g. quick notes, letters). I form verbs with prefixes, e.g. dis, de, miss, over and re. I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. I begin to proofread my work for spelling and punctuation errors. My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. I organise writing into paragraphs to show different information or events. (TIP TOP - Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed - main point, topic, event, idea with an explanation or additional detail). I ensure the correct and consistent use of tense throughout a piece of writing.</p>		<p>I spell some words with ‘silent’ letter. (e.g. knight, psalm, solemn) I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle) I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with). I develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). I add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’).</p>		<p>I can spell identified commonly misspelt words from Year 5 and 6 word-list. (Draw on knowledge of root words e.g. ordinary to spell extraordinary / ordinarily). My settings are used to not only create atmosphere but also to indicate a change. Models from my reading are often used or integrated into my writing. I manage shifts in time and place effectively and guide the reader through my text. I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) I choose words for deliberate effect and I use them thoughtfully and with precision. I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling(inside I was angrier than a bull about to charge).</p>	

	<p>I start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time - later, When the, As the dawn broke,) (adverbials of place - nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner - as quick as a flash, with legs swinging in the air,).</p> <p>I use a thesaurus for alternative word choices.</p> <p>I use commas to clarify meaning or avoid ambiguity in writing.</p>		<p>I use stylistic devices to create effects in writing. (simile, metaphor, personification).</p> <p>I use modal verbs or adverbs to indicate the degrees of possibility. (There might be... It could be... We may be... Sometimes... Possibly... Occasionally...).</p> <p>I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in sentence).</p> <p>I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I use colons to introduce a list.</p> <p>I use inverted commas and other punctuation to accurately indicate direct speech.</p>			
<div>Year 6</div> <div>Handwriting Spelling Composition Grammar Punctuation</div> <div>Write a speech (Ent curr)</div>	<div>Goodnight Mr Tom</div>	<div>Letters from the Lighthouse</div>	<div>Rooftoppers, Dan Worsley narrative</div>	<div>Three Cheers for Inventors, Victorians (DK Eyewitness NF)</div>	<div>The Island, The Giant's Necklace, The Long Walk, SATs revision, Unstoppable (PSHE link & run by BFCT)</div>	<div>The Chocolate Tree, Rain Player, NF Mayan Civilisation, NF The Story of Chocolate</div>
	<p>I produce legible joined handwriting and develop my own personal fluent joined handwriting style.</p> <p>I use a range of spelling strategies not just phonics</p> <p>I use a dictionary to check spelling/meaning.</p> <p>I proofread and edit my work to check for spelling and punctuation errors (Year 3/4 and Y5/6 word lists).</p> <p>I ensure I use the correct homophone.</p> <p>I spell most words with silent letters.</p> <p>I use a thesaurus to develop word understanding & build a bank of antonyms & synonyms.</p> <p>I use the correct tense throughout a piece of writing.</p> <p>I use modal verbs mostly appropriately to suggest degrees of possibility (could, would, might).</p> <p>I add precision, detail and qualification using prepositional phrases and adverbs.</p> <p>I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</p> <p>I can mostly use commas correctly to mark phrases and clauses - clarity.</p>		<p>I change verbs into nouns by adding suffixes (tion/sion/ment - cancel- cancellation/expand- expansion/ excite- excitement/enjoy- enjoyment).</p> <p>I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event.</p> <p>I adopt the grammar and vocabulary used in my writing to suit the audience and purpose (choose the appropriate form and register/structure/layout).</p> <p>I create atmosphere and describe settings - I use antonyms and synonyms to enhance the description.</p> <p>I describe and integrate dialogue to convey character and advance the action (use of inverted commas, mostly correct).</p> <p>I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</p> <p>I use a range of cohesive devices, including adverbials within and across paragraphs (pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ ellipses in narratives).</p> <p>I ensure correct subject verb agreement in singular and plural, e.g. was - I (one person) were - we (more than one - the children were).</p> <p>I use a wide range of clause structures, sometimes varying their position within the sentence (relative clauses/ embedded clauses/ subordinate and coordinating clauses/ adverbials/ prepositional clauses).</p> <p>I use structures typical of very formal speech (Subjunctive forms - If I were/ Were they to come, or question tags - he is your friend, isn't he?).</p> <p>I make some correct use of a further range of punctuation across a range of writing (colons to start lists: semicolons to</p>		<p>I make sure that I can spell the vast majority of words that appear in the Y5/6 list.</p> <p>My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</p> <p>My writing is evaluated as a matter of course and proofreading ensures a high level of accuracy.</p> <p>I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</p> <p>I use a range of verb forms to create more subtle meanings.</p> <p>I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</p> <p>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p>	

		<p>separate items in lists and dashes to emphasise ideas/ use of semicolon/colon to mark clauses - it's raining; I'm fed up).</p> <p>I can use punctuation for parenthesis, mostly correctly (brackets/commas/dashes).</p>	
Year 7	Journeys – The Origins of Drama and Language-Antigone, alongside various Myths and Legends	Love and Conflict The Writer's craft– Medieval to Modern – Medieval to Modern – Book Thief, The Children of Terezin, Salt to the Sea.	Social Issues –Introduction to Rhetoric: Julius Caesar, 20 th and 21 st century speeches, persuasive writing
	Character description	Protest poem, with commentary	Produce a speech using rhetorical features
<p>Spelling</p> <p>Composition</p> <p>Grammar</p> <p>Punctuation</p>	<p>I can develop my summarising skills.</p> <p>I can use my knowledge of adverbs in my writing. (manner, place)</p> <p>I can comment on the effect of a writer's choice of vocabulary in my writing</p> <p>I can de-code words and draw on my developing knowledge of pre-fixes and suffixes</p> <p>I draw in the spelling strategies I developed in year 6 and use these to check spelling and meaning</p> <p>I can spell a range of the tier 2 words for Unit 1 and I am beginning to feel comfortable using the words appropriately in my work.</p> <p>I can spell and define most of the tier 3 terms for Unit 1 and can use the words in the correct context.</p> <p>I can use sensory language to develop character description.</p> <p>I am beginning to write analytically.</p> <p>I understand what allusions are and can discuss how writer's use mythological allusions.</p> <p>I can use metaphor, personification and simile effectively and I can identify when writer is cliched.</p> <p>I am beginning to use juxtaposition for effect in my writing.</p> <p>When writing academically I am embed appropriate subject terminology.</p> <p>I can use verbs of inference when discussing writer's use of language.</p> <p>I can select appropriate vocabulary when crafting my own characters.</p> <p>I am beginning to use discourse markers when writing academically.</p> <p>I can identify, discuss and use a range of verbs, nouns and adjectives.</p> <p>I understand subject verb agreement and can use this knowledge to proof read my work.</p> <p>I understand tense.</p> <p>I understand the function of articles and can use them effectively to define a noun as specific or non-specific.</p> <p>I can identify prepositions and I am beginning to use them in my academic writing.</p>	<p>I can develop my confidence in writing a summary of a text.</p> <p>I can express my opinion in my writing</p> <p>I can develop my ability to comment on the effect of a writer's choice of vocabulary</p> <p>I can recall, define and spell words from unit 1 use them in my writing.</p> <p>I have a growing knowledge of prefixes and suffixes and continue to use this knowledge to decode unfamiliar words.</p> <p>I can spell and define a variety of tier 2 and 3 vocabulary, including linked to historical context.</p> <p>I am developing my knowledge of morphology and understand how language and spelling has changed over time.</p> <p>I can use tier 3 vocabulary when writing analytically about historical context.</p> <p>I can use tier 2 vocabulary when writing analytically the concepts explored within a text</p> <p>I can consider and write about context of production and reception.</p> <p>I can write about how characters reflect bigger concepts, outside of the text.</p> <p>I am beginning to speculate in my academic writing.</p> <p>I can pick out language techniques within a poem and write about the ideas the poet may have wanted us to consider.</p> <p>I am beginning to feel confident writing about comparisons across texts.</p> <p>I can write about links between plot, character and context.</p> <p>I understand the key elements of a sentence and how a sentence is grammatically constructed.</p> <p>I am developing my ability to identify and discuss the effect of simple, compound and complex sentences.</p> <p>I am developing my use of appropriate discourse markers.</p> <p>I can use comparative connectives.</p> <p>I can confidently punctuate speech</p> <p>I can use brackets appropriately</p>	<p>I can develop my ability in writing to show my opinion</p> <p>I can further develop my confidence around written summary skills</p> <p>I can recall, define and spell words from unit 1 and 2 and use them in my writing.</p> <p>I regularly draw on my knowledge of prefixes and suffixes.</p> <p>I can spell and use words linked to rhetoric.</p> <p>I am beginning to confidently use the tier 2 and 3 vocabulary linked to Unit 2.</p> <p>I am becoming for confident identifying and defining archaic language.</p> <p>I can confidently discuss tragic structure in my writing, drawing on knowledge from unit 1.</p> <p>I am beginning to understand Shakespearean vocabulary.</p> <p>I understand rhetoric (ethos-pathos-logos) and I am beginning to use these principles to make my writing persuasive.</p> <p>I can confidently express my point of view and I am beginning to do this in a convincing way.</p> <p>I am developing my knowledge of how to structure a coherent argument.</p> <p>When writing I consider audience and purpose and I adapt my language choices accordingly.</p> <p>I can use rhetorical sentence structures in my writing.</p> <p>I am developing my understanding of how to write for different text types.</p> <p>I can use relevant topic sentences to strengthen the clarity of my writing</p> <p>I can paragraph for effect.</p> <p>I can punctuate for effect when using rhetorical sentence structures.</p>

	I can effectively use apostrophes. I can use a variety of punctuation to enhance my writing, including hyphen and semicolon.	I can use commas appropriately	
Year 8	Renaissance to Romantics - The Tempest 19 th century poetry and prose	The Gothic – Portrayal of Victorian monsters from Dracula to Hyde. Sherlock Holmes. The Raven	Modernism: Animal Farm Spoken word and non-fiction social issues
	Descriptive piece with a focus on setting/ nature	Opinion piece- modern day monster/ hero	Write a formal letter in response to a current social issue
Spelling Composition Grammar Punctuation	I can further develop my summarising skills I can develop my ability to formulate critical opinions and personal response. I can recall, define and use key words from year 7. I can spell a range of the tier 2 and 3 words from Unit 1 and I am beginning to feel comfortable using the words appropriately in my work. I draw on my secure knowledge of prefixes and suffixes to decode unfamiliar words. I am beginning to feel comfortable spelling/defining Shakespearean language. I can spell and define a range of words linked to the Renaissance and Romantic era. I can analyse Shakespeare's use of language, drawing on knowledge from year 6 and 7. I can confidently write about the presentation of character and discuss how stage directions contribute to this. I am growing confident when writing comparatively about texts from different periods. I can use figurative language to develop setting. I can use pathetic fallacy. I can confidently use sensory language to make my writing immersive. I understand the difference between comparative and superlative adjectives and can use these. I can use apostrophes of possession and contraction appropriately.	In writing I can develop my knowledge of evaluating and forming an opinion. I can select an effective sentence type in my writing. I can select an effective noun phrases in my writing I can select effective adverbs in my writing I can use of semi colons effectively I can select effective punctuation I can recall, define and use key words from unit 1 and year 7 and use these regularly in my writing. I continue to draw on my knowledge of prefixes, suffixes and morphology to confidently decode words. I understand different key terms associated with the language of the media. I am beginning to feel confident spelling, defining and in instances using, pre-19 th century vocabulary. I can confidently discuss the Victorian era when writing about the context of gothic fiction. I can write about literary conventions and features of genre when analysing a text. I understand what is meant by a social commentary and I am beginning to write about how literature can be used as a form of social commentary. I can write about imagery, including religious, scientific and ornithological. I am beginning to use shared cultural allusions in my transactional writing. I can confidently use figurative language for effect. I am beginning to feel confident using the language of the media- adapting my writing to suit the form of an article. I understand noun appositive phrases I understand conjunctive adverbs I can use semi colons appropriately	I can express my opinion in my writing. I can recall, define and use key words from year 7, unit 1 and unit 2 and use these regularly in my writing. I continue to confidently draw on my knowledge of prefixes, suffixes and morphology to confidently decode words. I can spell and define key terms around the context of Animal Farm. I can consider how spelling and language has morphed over time and how language can be adapted as reflection of cultural identity or to make a social comment. I can analyse narrative structure. I am varying my own use of narrative structure, including flashback and flashforward I can now write about rhetoric in more depth, understanding the branches of rhetoric and the contexts these are used in. I am developing my use of extended metaphor for cohesion and effect. I can confidently use repetition for effect. I understand the conventions of a letter and how to use these in my own writing. I can confidently express my point of view when writing a persuasive letter. I can draw on my knowledge of grammar from year 7 and 8 to proof read and edit my work. I can confidently make connections between sentences and paragraphs Drafting and redrafting has become part of my writing process.
Year 9	Poetry as an Act of Resistance	Modern Day Monsters- The Crucible, alongside fiction/ non-fiction extracts	Marginalised Voices: Clap When you Land , alongside poetry/ short stories
	Story opening– inc. character and setting description	letter from the point of view of a character	Article- Opinion Piece (text transformation)

<p>Spelling Composition Grammar Punctuation</p>	<p>I can spell confidently spell a range of tier 2 and 3 words from year 7 and 8 and I can use these appropriately in my writing, relating them to new contexts. I can confidently spell words linked to Unit 1. I understand their meaning and can use them appropriately in my writing. I can draw on my knowledge of poetic terminology and feel confident spelling and using more complex terms. I understand how spelling and morphology are connected. I can discuss how spellings may differ dependent on context, speaker and dialect. I understand that in poetry words may be intentionally misspelt for effect and that this not appropriate in all writing forms. I continually draw on my knowledge of prefixes, suffixes and root words when analysing complex texts.</p> <p>I can draw on my knowledge from year 7 and 8 and analyse the poetic devices used by different poets., commenting on effect. I understand how poets explore social issues and can discuss this. I am developing my ability to discuss form and explore why a poet may adapt form for effect. I can make explicit links between a poet's craft and their intentions I am can write comparatively about two poems. I can explore the language in non-fiction texts and make thematic/ contextual links between the texts and poems. I can confidently discuss how context of production influence a writer.</p> <p>I understand subject, direct object and indirect object I can identify and use the passive I can effectively identify and use auxiliary verbs</p> <p>I can explore and use punctuation specific to creating effect within, for instance when looking at enjambement, caesura and end stop lines.</p>	<p>I can spell confidently spell a range of tier 2 and 3 words from year 7 and 8 and I can use these appropriately in my writing, relating them to new contexts. I can confidently spell words linked to Unit 1 and 2. I understand their meaning and can use them appropriately in my writing. I feel confident drawing on my knowledge of pre-19th century and Victorian language and understand how to decode words I do not understand. I am developing my ability to spell and used words linked to the media. I continually draw on my knowledge of prefixes, suffixes and root words when analysing complex texts.</p> <p>I can confidently analyse and discuss dramatic devices and stagecraft, drawing on my knowledge from year 7 and 8. I am beginning to develop my confidence when writing about literary theory. I understand what intertextual references/ allusions are and I am growing in confidence when discussing these and identifying them in texts. I can confidently discuss context of production and relate this to context of reception. I am beginning to feel comfortable exploring ideas linked to reader response. I feel confident exploring increasingly abstract and complex 'big ideas' in a text and writing about these analytically e.g. the reinforcement of patriarchal/ puritanical ideas throughout literature I can consciously craft my own writing, using complex devices like synaesthesia and extended metaphor. I am starting to feel confident identifying cliché and overuse devices in my work and editing as I write.</p> <p>I understand restrictive and non-restrictive clauses I can confidently use colons, hyphens I can effectively punctuate speech</p>	<p>I can spell confidently spell a range of tier 2 and 3 words from year 7 and 8 and I can use these appropriately in my writing, relating them to new contexts. I can confidently spell words linked to Unit 1, 2 and 3. I understand their meaning and can use them appropriately in my writing. I can confidently spell a range of complex terms lined to Aristotelian the rhetoric and rhetorical sentence structures I continually draw on my knowledge of prefixes, suffixes and root words when analysing complex texts. I feel confident analysing a range of narrative structures and can raw on my knowledge from year 7 and 8 when discussing these. I feel confident analysing structural shifts in a text and how dramatic tension is subtly built. I am growing in confidence when using these structural shifts in my own writing. I am growing in confidence when looking at a text critically. I can begin to analyse the reliability of a narrator and express my opinion on a text in an academic manner. I feel confident analysing rhetoric and using rhetoric effectively in my own writing. I draw on my knowledge from year 7 and 8 and I am beginning to understand the more complex aspects of rhetoric such and the difference between deliberative and demonstrative. I can manipulate the chronological structure of my writing for effect and I am beginning to feel confident using parallelism. I am growing in confidence when using complex techniques such as sarcasm and bathos. As a result of this, I am developing a clear voice as a writer.</p> <p>My use of structural features is inventive and I can vary them for effect. I can seamlessly integrate discourse markers My grammar, spelling and tone can be adapted to suit the context of my writing. I can use punctuation for persuasive effect.</p>
Year 10	Academic essay writing in response to reading poetry modern drama, 19th and 21st century texts. Non fiction writing using variety of forms and confidence in expressing an opinion in writing	Academic essay writing in response to reading medieval drama –range of poetry and fiction extracts. Fiction writing.	Academic essay writing in response to 19th century novella and a range of poetry.
	<p>I can use academic writing skills to write about An Inspector Calls context I can write about key themes in a modern drama including; social class, capitalism, role of women I can write about the importance of setting and stage direction. I can write about the portrayal of female characters. I can write about morality and social responsibility</p>	<p>can write about the historical and social context in Macbeth. I can use my knowledge of Aristotelian tragedy and apply it to my writing about Macbeth. I can write about plot and structure in Macbeth. I can summarise acts and show my understanding of key characters and plot. I can write about Shakespeare's use of symbol and motif</p>	<p>I can develop my academic writing with effective use of discourse markers and analytical verbs.</p> <p>I can develop my ability to analyse a text in my writing and to include apt references.</p>

	<p>I can write about authorial intent I can write about structure in a text. I can write about narrative voice. In poetry I can write about context, themes, language, form and structure in a response to a range of poetry. I can develop my ability to compare poetry in my academic writing</p> <p>I can write about context, language, structure and form in response to a range of poems. I can write in a range of non-fiction forms appropriate to the purpose. I can use of range of linguistic devices in a non-fiction context I can embed apt references in my writing. I can use appropriate language devices in my writing I can write about overarching themes from a text I can use appropriate terminology to comment on the effects of language in my writing. I can use structural techniques effectively in my writing I can write about structural techniques effectively in my writing. I can make reference to inference in my writing I can use appropriate analytical verbs for comparison in my writing. I can use rhetorical devices effectively in my writing I can vary my sentence and paragraph lengths effectively in my writing. I can use punctuation effectively. I can use ambitious vocabulary in my writing I can use tone effectively to express my point of view in my writing I can use allusions to express opinion I can include effective counterarguments in my writing.</p>	<p>I can write about themes in Macbeth I can re-visit the representation of women in Macbeth- focus on nuanced views of LM I can write about how Shakespeare uses dramatic devices to explore contentious social issues. I can write about Shakespeare's use of form and structure. I can write about how Shakespeare uses language to craft character and convey social concepts. I can write about the Supernatural and Human Nature in Macbeth. I can write about Banquo and Macbeth as Binary opposites I can write about Kingship and Machiavelli in Macbeth. I can write about character relationships throughout the play I can develop my knowledge of different critical perspectives, particularly what might a Freudian reading of Macbeth highlight I can develop my skills in structuring an academic essay I can write an effective thesis statement</p> <p>I can develop my use of figurative devices in fiction writing. I can develop my ability to embed apt references in an academic I can write about language and structural devices in an academic response. I can develop my ability to write about overarching themes within a text. I can develop my use of discourse markers and connecting ideas across paragraphs in my writing. I can develop my ability to show comprehension skills in response to an academic text. I can develop my ability to write about a range of structural devices. I can develop my ability to use dialogue effectively in my writing I can develop my ability to use structure effectively in my own fiction writing. I can develop my ability to use effective narrative voice in my writing I can develop my ability to vary sentence and paragraph lengths, I can develop my ability to use ambitious vocabulary effectively in my writing. I can develop my ability to use ambitious punctuation effectively. I can develop my proofreading and editing ability can develop my ability to craft a convincing character utilising Macbeth I can develop contrasting characters in my writing.</p>	<p>In poetry I can write about context, themes, language, form and structure in a response to a range of poetry. I can develop my ability to compare poetry in my academic writing. I can write about the social and historical context of 'A Christmas Carol' I can write an academic response to a range of poetry I can write about the plot and structure of 'A Christmas Carol' I can write about the language used in A Christmas Carol and a range of poems. I can write about a writer's use of paradox/ parallel syntax- when discussing character I can write about themes, symbols and motifs from a range of texts. I can write about Dickens' use of Christian allegory- I can write about different critical responses to 'A Christmas Carol'</p> <p>I can write about context, language, structure and form in response to a range of poems. I can write in a range of non-fiction forms appropriate to the purpose. I can use of range of linguistic devices in a non-fiction context I can embed apt references in my writing. I can use appropriate language devices in my writing I can write about overarching themes from a text I can use appropriate terminology to comment on the effects of language in my writing. I can use structural techniques effectively in my writing I can write about structural techniques effectively in my writing. I can make reference to inference in my writing I can use appropriate analytical verbs for comparison in my writing. I can use rhetorical devices effectively in my writing I can vary my sentence and paragraph lengths effectively in my writing. I can use punctuation effectively. I can use ambitious vocabulary in my writing I can use tone effectively to express my point of view in my writing I can use allusions to express opinion I can include effective counterarguments in my writing.</p>
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Year 11	Macbeth and A Christmas Carol revision of themes and big ideas. Poetry revision with a link to big ideas. In Language writing non fiction texts.	An Inspector Calls and range of unseen poetry. Looking at themes and big ideas.	Revision of a range of Literature and Language skills
	<p>I can write about Jacobean and Victorian context.</p> <p>I can use my knowledge of Aristotelian Tragedy in relation to Macbeth in my writing</p> <p>I can write about the character relationships throughout literature texts.</p> <p>I can write about plot and structure in Macbeth and A Christmas Carol.</p> <p>I can write about theme/ concept/ big ideas in literature texts.</p> <p>I can use write an academic essay</p> <p>I can write about Shakespeare's use of language symbol and motif</p> <p>I write about dramatic devices in my analysis of the literature texts.</p> <p>I can academically write about critical theory.</p> <p>I can comment on authorial intent</p> <p>Historical and social context of production and reception</p> <p>I can write about the features of genre- ghost stories</p> <p>I can write about Dickens' use of structure</p> <p>I can write about Key themes/ concepts/ symbols in literature texts</p> <p>I can write about the significance of the narrator-</p> <p>I can write about Dickens' use of Christian, political and social allegory-</p> <p>I can write about Dickens' use of figurative language throughout</p> <p>I can write about critical considerations- does the novel advocate socialism or just a kinder form of capitalism?</p> <p>I can write about Dickens' use of paradox/ parallel syntax-</p> <p>can write about context, language, structure and form in response to a range of poems.</p> <p>I can write in a range of non-fiction forms appropriate to the purpose.</p> <p>I can use of range of linguistic devices in a non-fiction context</p> <p>I can embed apt references in my writing.</p> <p>I can use appropriate language devices in my writing</p> <p>I can write about overarching themes from a text</p>	<p>I can write about Priestley's intentions and context of 1912 and 1945</p> <p>I can write about Priestley's 'political' life and social views</p> <p>I can write about the significance of Theatre and Priestley's use of Drama</p> <p>I can write about theatre as community – make explicit links to Greek theatre.</p> <p>I can write about AIC as a morality play</p> <p>I can write about Priestley's use of stage directions, lighting and setting</p> <p>I can write about The Birlings as symbolic of Capitalist Ideals in an Edwardian Society</p> <p>I can write about Mr Birling- a symbol of immorality</p> <p>I can write about the generational divide between the younger and older Birlings</p> <p>I can write about class and gender</p> <p>I can write about consent and implied consent in the text</p> <p>I can write about Mrs Birling- ignorance and prejudice (Language of prejudice and dramatic irony)</p> <p>I can write about Eric Birling exposing the façade of the upper middle class (motif of alcohol)</p> <p>I can write about social responsibility</p> <p>I can write about The Inspector as a proxy for Priestley's views</p> <p>I can write about Priestley's use of metaphor and religious imagery</p> <p>I can write about the significance of War – cautionary message</p> <p>I can write about the structure of the play</p> <p>The importance of each act on stage and the significance of time.</p> <p>I can write about character arcs within the play</p> <p>I can write about the text as a 'who-done it'</p> <p>I can write an effective critical essay</p> <p>I can use the language of critical thought</p> <p>I can craft effective thesis statements</p> <p>I can craft and develop an argument</p>	<p>I can refine my ability to write about historical and social context of the key texts.</p> <p>I can refine my ability to write about key characters and themes.</p> <p>I can refine my ability to write about a writer' intent.</p> <p>can write about context, language, structure and form in response to a range of poems.</p> <p>I can write in a range of non-fiction forms appropriate to the purpose.</p> <p>I can use of range of linguistic devices in a non-fiction context</p> <p>I can embed apt references in my writing.</p> <p>I can use appropriate language devices in my writing</p> <p>I can write about overarching themes from a text</p> <p>I can use appropriate terminology to comment on the effects of language in my writing.</p> <p>I can use structural techniques effectively in my writing</p> <p>I can write about structural techniques effectively in my writing.</p> <p>I can make reference to inference in my writing</p> <p>I can use appropriate analytical verbs for comparison in my writing.</p> <p>I can use rhetorical devices effectively in my writing</p> <p>I can vary my sentence and paragraph lengths effectively in my writing.</p> <p>I can use punctuation effectively.</p> <p>I can use ambitious vocabulary in my writing</p> <p>I can use tone effectively to express my point of view in my writing</p> <p>I can use allusions to express opinion</p> <p>I can include effective counterarguments in my writing.</p> <p>can develop my use of figurative devices in fiction writing.</p> <p>I can develop my ability to embed apt references in an academic</p> <p>I can write about language and structural devices in an academic response.</p> <p>I can develop my ability to write about overarching themes within a text.</p>

	<p>I can use appropriate terminology to comment on the effects of language in my writing.</p> <p>I can use structural techniques effectively in my writing</p> <p>I can write about structural techniques effectively in my writing.</p> <p>I can make reference to inference in my writing</p> <p>I can use appropriate analytical verbs for comparison in my writing.</p> <p>I can use rhetorical devices effectively in my writing</p> <p>I can vary my sentence and paragraph lengths effectively in my writing.</p> <p>I can use punctuation effectively.</p> <p>I can use ambitious vocabulary in my writing</p> <p>I can use tone effectively to express my point of view in my writing</p> <p>I can use allusions to express opinion</p> <p>I can include effective counterarguments in my writing</p>	<p>I can support an argument grounded in the text</p> <p>I can write about historical and social context</p> <p>I can write to show an understanding of genre-social/political allegory/ morality play</p> <p>I can write about key characters and character relationships</p> <p>I can show an understanding of each Act /pivotal moments/ the importance of structure and whole text knowledge</p> <p>I can write about key themes and concept.</p> <p>I can show understanding of key characters</p> <p>I can write and show the features of post-war drama/ post-modernism/ Brechtian Theatre</p> <p>I can write about Priestley's use of euphemism and dialogue</p> <p>I can write about imagery throughout the play</p> <p>I can write about Priestley's use of irony, language and symbolism</p> <p>I can write about Priestley's use of sentence structure</p> <p>I can write about Priestley's use of setting through stage direction</p> <p>I can write about Priestley's use of dramatic irony/ dramatic devices.</p> <p>I can develop my use of figurative devices in fiction writing.</p> <p>I can develop my ability to embed apt references in an academic</p> <p>I can write about language and structural devices in an academic response.</p> <p>I can develop my ability to write about overarching themes within a text.</p> <p>I can develop my use of discourse markers and connecting ideas across paragraphs in my writing.</p> <p>I can develop my ability to show comprehension skills in response to an academic text.</p> <p>I can develop my ability to write about a range of structural devices.</p> <p>I can develop my ability to use dialogue effectively in my writing</p> <p>I can develop my ability to use structure effectively in my own fiction writing.</p> <p>I can develop my ability to use effective narrative voice in my writing</p> <p>I can develop my ability to vary sentence and paragraph lengths,</p> <p>I can develop my ability to use ambitious vocabulary effectively in my writing.</p> <p>I can develop my ability to use ambitious punctuation effectively.</p> <p>I can develop my proofreading and editing ability</p> <p>I can develop my ability to craft a convincing character utilising Macbeth</p>	<p>I can develop my use of discourse markers and connecting ideas across paragraphs in my writing.</p> <p>I can develop my ability to show comprehension skills in response to an academic text.</p> <p>I can develop my ability to write about a range of structural devices.</p> <p>I can develop my ability to use dialogue effectively in my writing</p> <p>I can develop my ability to use structure effectively in my own fiction writing.</p> <p>I can develop my ability to use effective narrative voice in my writing</p> <p>I can develop my ability to vary sentence and paragraph lengths,</p> <p>I can develop my ability to use ambitious vocabulary effectively in my writing.</p> <p>I can develop my ability to use ambitious punctuation effectively.</p> <p>I can develop my proofreading and editing ability</p> <p>I can develop my ability to craft a convincing character.</p> <p>I can develop contrasting characters in my writing.</p> <p>I can develop my use of figurative techniques in my writing, specifically; imagery, semantic fields, descriptive detail and use of contrast.</p> <p>I can develop my ability to craft setting to create an atmosphere</p> <p>Develop my ability to shape a convincing narrative</p>
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