

English	Curriculum Intent
	<p>We aim to ensure all students have an equity of experience in their English lessons which should be enjoyable and engaging. This means we aim to provide opportunities for students to be presented with a variety of experiences through:</p> <ul style="list-style-type: none"> - Engagement with a wide range of provoking texts, both: fiction and non-fiction; modern and historic; British and multi-cultural - Opportunities in oracy such as: reading aloud to enhance understanding of meaning; participation in discussions; being actively involved in expressing and justifying opinions; drama activities - Holistic approaches to teaching and learning, ensuring depth of learning, and using text drivers to deconstruct, analyse, evaluate and model for reading and writing purposes (see Aims and Progression statements for each year) - Allowing for key concepts, themes and knowledge to be revisited, expanded and embedded - Knowledge and skills-rich learning that is built upon termly and yearly - challenging, engaging and inspirational teaching - provide a structured approach to progression through the domains in Reading and Writing of: Engagement; Comprehension; Writer's Craft; Idea Generation Planning; Composition and Style; Editing and Proof-reading; Vocabulary; Sentence Structure and Punctuation; Text Structure and organisation; Form and Presentation and Spelling - knowledge and skills of oracy, reading and writing will support each other

Year 7	By the end of Year 7 students should:
Reading	<ul style="list-style-type: none"> ➤ Choose appropriate strategies to make sense of texts independently and apply their growing knowledge of root words, prefixes and suffixes. ➤ Explain and justify how texts relate to audience, purpose, time and culture and refer to specific aspects of texts that exemplify this. ➤ Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas. ➤ Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation, reference and own words.

	<ul style="list-style-type: none"> ➤ Discuss how writers use language, including figurative language, considering the impact on the reader. ➤ Explore how structural/ presentational choices support the writer's intentions. ➤ Discuss and compare writers' methods and choices. ➤ Refer to the text to support ideas and opinions, justifying inferences with evidence.
Writing	<ul style="list-style-type: none"> ➤ Engage in a wide range of writing for different purposes, developing their own particular preferences and style. Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously. ➤ Note and develop initial ideas that are appropriate for chosen audience/ purpose/form, drawing on reading and research where necessary. ➤ Adapt writing, according to purpose and audience, using appropriate features for the type of writing. Viewpoint established and mostly maintained including consistent and correct use of tense. ➤ Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing. ➤ Use vocabulary for effect. ➤ Select appropriate grammar, understanding how such choices can change and enhance meaning. Use a wide range of clause structures with correct subject/ verb agreement. Use punctuation accurately. ➤ Write legibly, fluently and with increasing speed by choosing appropriate writing implements. ➤ Spell most words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Year 8	By the end of Year 8 students should:
Reading	<ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes. ➤ Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning. ➤ Comment on form and genre, recognising generic features and shifts in formality.

	<ul style="list-style-type: none"> ➤ Explore how the context in which texts are set and written can alter meaning. ➤ Select and summarise the main information in a text and similarities and/or differences between texts in their own words. ➤ Discuss how writers use language, including figurative language at word and phrase level, explaining the impact on the reader. ➤ Recognise and comment on a writer's presentation, organisation of a text and use of main structural features and how this guides the reader. ➤ Discuss and compare writers' methods and choices. ➤ Justify inferences with evidence, picking out key words and phrases that explicitly and implicitly show feelings or ideas and explaining their effect on the reader.
Writing	<ul style="list-style-type: none"> ➤ Maintain a positive attitude to writing, understand its importance and value and engaging in a wide range of writing for different purposes use writing to develop and refine ideas. ➤ Generate ideas; selecting from a range of stimuli to inspire and inform thinking; sift out relevant ideas to include in writing. ➤ Craft writing, according to purpose, audience, form, genre and viewpoint, utilising appropriate features to influence the reader. ➤ Include some analytical style for essay writing: using present tense, referring to the writer by their surname and quotations/referencing. ➤ Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning. ➤ Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing. ➤ Use known grammatical structures understanding how such choices change and enhance meaning. ➤ Use a wide range of clause and phrase structures for impact, varying their position within a sentence. ➤ Use a wide range of devices for cohesion within paragraphs to guide and influence the reader. ➤ Write legibly, fluently and with increasing speed by making appropriate choices. ➤ Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning.

Year 9	By the end of Year 9 students should:
Reading	<ul style="list-style-type: none"> ➤ Apply their growing knowledge of root words, prefixes and suffixes ➤ Read texts aloud (including their own work) to a group or whole class, using appropriate intonation and controlling tone and volume, to reflect character, atmosphere and meaning. ➤ Comment on the use of generic features and shifts in formality within texts, including texts that contain features from more than one genre, and their effects on the reader. ➤ Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning. ➤ Select and summarise information and abstract themes Select and summarise the main information in a text and similarities and/or differences between texts in their own words. ➤ Discuss and analyse how the writer uses language to build meaning across a text, explaining the effect on the reader, and what this suggests about writer's intentions. ➤ Recognise and explain how the presentation, organisation of the text/s and specific structural features affect the reader. ➤ Discuss and compare the impact of writers' methods within and across texts, considering the intended impact on the reader. ➤ Draw together evidence from a range of places to back up their ideas about explicit and implicit meaning. ➤ Use a range of analytical vocabulary and appropriate terminology to discuss the writer's methods.
Writing	<ul style="list-style-type: none"> ➤ Experiment with and make deliberate choices about different forms, audiences, purposes, genres and authorial voices. ➤ Generate ideas calling on stimuli, including knowledge of texts and experiences of the world, to inspire and inform thinking, synthesising related ideas to include in writing. ➤ Adapt planning, focusing on the purpose of writing, and choosing the most effective method. ➤ Craft writing for purpose, audience, form, genre and viewpoint, independently choosing features to influence the reader. ➤ Write in an analytical style, integrating references to the text/s into explanation and response. ➤ Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.

- Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.
- Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing
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- Experiment with a wide range of vocabulary and phrase structures to achieve deliberate, cumulative effect, justifying decisions made.
- Make appropriate choices from known grammatical structures understanding how such choices change and enhance meaning
- Experiment with positioning a wide range of clause and phrase structures to achieve deliberate effect, justifying decisions made.
- Use a full range of punctuation accurately and for impact.
- Use a wide range of devices for cohesion within paragraphs to guide and influence the reader (e.g. conjunctions, adverbials, pronoun control, connective chains, semantic field, noun choices)
- Sustain a plot or argument across a whole text using cohesive devices, i.e. create a convincing plot for a story experimenting with structures for effect, set out a clear line of argument across a text.
- Write legibly, fluently and with increasing speed by making appropriate choices
- Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning. Identify and correct most spelling errors, choosing appropriate support.