

## Subject: English Language and Literature

Year 7 – Novice	Year 7 – Capable	Year 7 - Expert
<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences with some consistency including questions and exclamations</li> <li>• Punctuates speech with some accuracy including use of speech marks</li> <li>• Uses full-stops, exclamation marks and question marks with some consistency</li> <li>• Matches subject and verb with some consistency</li> <li>• Able to vary sentence types (simple, compound and complex) with some accuracy</li> <li>• Able to vary sentence openers to include adverbial phrases/clauses with some accuracy</li> <li>• Able to vary vocabulary, with some consistency in the accuracy of spelling of high frequency words and some accuracy in the spelling of more complex polysyllabic words, including appropriate prefixes and suffixes</li> <li>• Able to develop topic sentences to form coherent paragraphs with some use of discourse markers.</li> <li>• Paragraphing or sections used with some accuracy</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences accurately including questions and exclamations</li> <li>• Punctuates speech accurately including use of speech marks and commas to mark clauses</li> <li>• Uses full-stops, exclamation marks and question marks consistently, with some accurate use of commas and brackets to mark parentheses</li> <li>• Matches subject and verb accurately across present and past tense</li> <li>• Able to vary sentence types (simple, compound and complex) accurately</li> <li>• Able to vary sentence openers to include adverbial phrases/clauses accurately and to use subordinate clauses as front-loaded, end-loaded or embedded with some accuracy</li> <li>• Able to vary vocabulary, mostly with accuracy in the spelling of high frequency words and mostly accurate spelling of more complex polysyllabic words, including accurate use of appropriate prefixes and suffixes</li> <li>• Able to develop topic sentences to form coherent and cohesive paragraphs with use of discourse markers with some success to mark shifts in topic/focus/dialogue</li> <li>• Paragraphing or sections used, mostly with accuracy</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences accurately including questions and exclamations, with some accurate punctuating of clauses within sentences</li> <li>• Punctuates speech accurately including use of speech marks and commas to mark clauses; punctuation used accurately within speech</li> <li>• Uses full-stops, exclamation marks and question marks accurately, with use of commas and brackets to mark parentheses and some accurate use of colon, semi-colon, hyphen and ellipsis</li> <li>• Matches subject and verb accurately across a range of tenses</li> <li>• Able to vary sentence types (simple, compound and complex) accurately and with control</li> <li>• Able to vary sentence openers to include adverbial phrases/clauses and to use subordinate clauses as front-loaded, end-loaded or embedded with accuracy</li> <li>• Able to vary vocabulary, with accuracy in the spelling of high frequency polysyllabic words and accurate spelling of a range of more complex polysyllabic words, including Latinate or irregular words, with accurate use of appropriate prefixes and suffixes</li> <li>• Able to sequence coherent and cohesive paragraphs with some accuracy, using discourse markers to</li> </ul>

<p><b>Content: Narrative</b></p> <ul style="list-style-type: none"> <li>• Identify narrative voice</li> <li>• Identify narrative hook</li> <li>• Identify straightforward structural devices (Freytag's pyramid)</li> <li>• Create a straightforward narrative</li> <li>• Use a range of straightforward structural devices</li> <li>• Create a character and a setting</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify narrative voice and hook</li> <li>• Identify structural and language features within an extract</li> <li>• Identify genre features (fantasy)</li> <li>• Use a simple PEE/PETAL paragraph structure</li> <li>• Select relevant evidence</li> <li>• Identify straightforward language devices</li> <li>• Offer a straightforward opinion of a text and the effect of the writer's methods on the meanings created</li> </ul>	<p><b>Content: Narrative</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse narrative voice</li> <li>• Identify and analyse narrative hook</li> <li>• Identify and analyse straightforward and more varied structural devices</li> <li>• Create a narrative with some variety in structural devices</li> <li>• Use a range of straightforward and more varied structural devices</li> <li>• Create a character and a setting using some variety of language and structural devices</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse narrative voice and hook</li> <li>• Identify and analyse structural and language features within an extract</li> <li>• Identify and analyse genre features (fantasy)</li> <li>• Create linked PEE/PETAL paragraphs</li> <li>• Select relevant and appropriate evidence</li> <li>• Identify some variety of language devices</li> <li>• Offer a supported opinion of a text and the effect of the writer's methods on the meanings created</li> </ul>	<p>mark shifts in topic/focus/dialogue, mostly with accuracy</p> <ul style="list-style-type: none"> <li>• Paragraphing or sections used, with accuracy</li> </ul> <p><b>Content: Narrative</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate narrative voice</li> <li>• Identify, analyse and evaluate narrative hook</li> <li>• Identify, analyse and evaluate straightforward and more varied structural devices</li> <li>• Create a narrative with a variety of structural devices</li> <li>• Use a range of straightforward and more complex structural devices</li> <li>• Create a character and a setting using a variety of language and structural devices</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the narrative voice and hook</li> <li>• Identify, analyse and evaluate structural and language features within an extract</li> <li>• Identify, analyse and evaluate genre features (fantasy)</li> <li>• Create linked and developed PEE/PETAL paragraphs</li> <li>• Select relevant and appropriate evidence from across the text</li> <li>• Identify a range of language devices</li> </ul>
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**Content: Shakespeare, Poetry, Myths and Legends, Victorian Literature**

- Identify key themes in a text and their universality
- Identify character tropes
- Identify language and grammatical differences in writers' choices
- Identify and decode unfamiliar vocabulary, using a glossary for support
- Identify contextual factors and make links to the popular culture of the period
- Identify differences in attitudes/values and perspectives of writers in different time periods
- Make links to popular culture
- Identify symbolism
- **Shakespeare-** recognise patterns in Shakespeare's language
- **Poetry-** Recognise different poetic forms and structures. Recognise structural devices such as stanzas, enjambment and volta
- **Myths and Legends-** Identify the notion of "the journey", "the struggle" and the art of story-telling
- **Victorian Literature-** Offer a straightforward comparison between modern and Victorian texts/themes/writers

**Content: Shakespeare, Poetry, Myths and Legends, Victorian Literature**

- Identify and analyse key themes in a text and their universality
- Identify and analyse character tropes including the hero and villain
- Identify and analyse language and grammatical differences in writers' language choices
- Identify, decode and analyse unfamiliar vocabulary, using a glossary for support and considering modern synonyms
- Identify and analyse contextual factors and make links to the popular culture and social issues of the period
- Identify and analyse differences in attitudes/values and perspectives of different time periods
- Make links to popular culture and modern interpretations
- Identify and analyse symbolism
- **Shakespeare-** Identify and label patterns in Shakespeare's language – iambic pentameter and rhyming couplets
- **Poetry-** Identify and label different poetic forms and structures including the sonnet form  
Identify and label structural devices such as stanzas, enjambment and volta

**Content: Shakespeare, Poetry, Myths and Legends, Victorian Literature**

- Offer an explained opinion of a text and the effect of the writer's methods on the meanings created
- Identify, analyse and evaluate key themes in a text and their universality
- Identify, analyse and evaluate character tropes including the hero and villain
- Identify, analyse and evaluate language and grammatical differences in writers' choices
- Identify, decode, analyse and evaluate unfamiliar vocabulary, using a glossary for support, considering modern synonyms and making links to language change over time
- Identify, analyse and evaluate the impact of contextual factors, making links to the popular culture and the social issues of the period
- Identify, analyse and evaluate differences in attitudes/values and perspectives of different time periods
- Make links to popular culture, modern interpretations and religious references
- Identify, analyse and evaluate symbolism
- **Shakespeare-** Identify and label patterns in Shakespeare's language – iambic pentameter and rhyming couplets – relating them to ideas in the text

	<ul style="list-style-type: none"> <li>• <b>Myths and Legends-</b> Identify and analyse the notion of “the journey”, “the struggle” and the art of story-telling</li> <li>• <b>Victorian Literature-</b> Offer a supported comparison between modern and Victorian texts/themes/writers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poetry-</b> Identify and label different poetic forms and structures including the sonnet form, linking chosen form to content Identify and label structural devices such as stanzas, enjambment and volta, linking choices to meaning</li> <li>• <b>Myths and Legends-</b> Identify, analyse and evaluate the notion of “the journey”, “the struggle” and the art of story-telling</li> <li>• <b>Victorian Literature-</b> Offer an explained comparison between modern and Victorian texts/themes/writers</li> </ul>
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	<b>Year 8 – Novice</b>	<b>Year 8 – Capable</b>	<b>Year 8 - Expert</b>
	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences accurately including questions and exclamations</li> <li>• Punctuates speech accurately including use of speech marks and commas to mark clauses</li> <li>• Uses full-stops, exclamation marks and question marks consistently, with some accurate use of commas and brackets to mark parentheses</li> <li>• Matches subject and verb accurately across present and past tense</li> <li>• Able to vary sentence types (simple, compound and complex) accurately</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences accurately including questions and exclamations, with some accurate punctuating of clauses within sentences</li> <li>• Punctuates speech accurately including use of speech marks and commas to mark clauses; punctuation used accurately within speech</li> <li>• Uses full-stops, exclamation marks and question marks accurately, with use of commas and brackets to mark parentheses and some accurate use of colon, semi-colon, hyphen and ellipsis</li> <li>• Matches subject and verb accurately across a range of tenses</li> <li>• Able to vary sentence types (simple, compound and complex) accurately and with increasing control</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences, with some consistency, including some more complex structures</li> <li>• Uses varied punctuation across a text with some accurate deployment of semi-colons, colons and punctuation of dialogue</li> <li>• Matches subject and verb accurately across a range of tenses</li> <li>• Able to vary sentence types (simple, compound and complex) accurately and with control in order to create effects</li> <li>• Able to vary sentence openers to include adverbial phrases/clauses and to use subordinate clauses as front-loaded, end-loaded or</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to vary sentence openers to include adverbial phrases/clauses accurately and to use subordinate clauses as front-loaded, end-loaded or embedded with some accuracy</li> <li>• Able to vary vocabulary, mostly with accuracy in the spelling of high frequency words and mostly accurate spelling of more complex polysyllabic words, including accurate use of some appropriate prefixes and suffixes</li> <li>• Able to develop topic sentences to form coherent and cohesive paragraphs with use of discourse markers with some success to mark shifts in topic/focus/dialogue</li> <li>• Paragraphing or sections used, mostly with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to vary sentence openers to include adverbial phrases/clauses and to use subordinate clauses as front-loaded, end-loaded or embedded with accuracy</li> <li>• Able to vary vocabulary, with accuracy in the spelling of high frequency polysyllabic words and increasingly accurate spelling of a range of more complex polysyllabic words, including Latinate or irregular words, with increasingly accurate use of appropriate prefixes and suffixes</li> <li>• Able to sequence coherent and cohesive paragraphs with some accuracy, using discourse markers to mark shifts in topic/focus/dialogue, mostly with accuracy</li> </ul>	<p>embedded with accuracy to create effects</p> <ul style="list-style-type: none"> <li>• Able to vary vocabulary, with accuracy in the spelling of high frequency polysyllabic words and accurate spelling of a range of more complex polysyllabic words, including Latinate or irregular words, with accurate use of appropriate prefixes and suffixes</li> <li>• Able to sequence coherent and cohesive paragraphs with increasing accuracy, using discourse markers to mark shifts in topic/focus/dialogue, mostly with accuracy</li> </ul>
	<p><b>Content: Rhetoric, Charity Advertising Campaign and Discrimination Speeches</b></p> <ul style="list-style-type: none"> <li>• Identify common and straightforward rhetorical devices</li> <li>• Identify themes across a range of non-fiction text types especially speeches (political, protest and historical) and other persuasive texts</li> <li>• Identify a writer's viewpoint with reference to the text</li> <li>• Identify the writer's methods, identifying straightforward and common rhetorical devices,</li> </ul>	<p><b>Content: Rhetoric, Charity Advertising Campaign and Discrimination Speeches</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse a range of rhetorical devices</li> <li>• Identify and analyse themes across a range of non-fiction text types especially speeches (political, protest and historical) and other persuasive texts</li> <li>• Identify and analyse a writer's viewpoint with supported reference to the text</li> <li>• Identify and analyse the writer's methods, identifying a range of rhetorical devices, language devices and structural devices</li> </ul>	<p><b>Content: Rhetoric, Charity Advertising Campaign and Discrimination Speeches</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate a range of rhetorical devices</li> <li>• Identify, analyse and evaluate themes across a range of non-fiction text types especially speeches (political, protest and historical) and other persuasive texts</li> <li>• Identify, analyse and evaluate a writer's viewpoint with well-chosen reference to the text</li> </ul>

	<p>language devices and some structural devices</p> <ul style="list-style-type: none"> <li>• Identify contextual factors and make links to attitudes of writers considering gender/race/religion/class/socio-economic factors</li> <li>• Identify the needs of the audience and employ some strategies to meet them</li> <li>• Produce a charity advert campaign using some codes, conventions, language and structural devices with some success</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify dual narrative and explain the effect</li> <li>• Identify structural sequence and development of narrative</li> <li>• Identify genre features</li> <li>• Identify character tropes and writer's choice of characterisation</li> <li>• Create linked PEE/PETAL paragraphs</li> <li>• Select relevant and appropriate evidence</li> <li>• Identify some variety of language devices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse contextual factors and explain attitudes of writers considering gender/race/religion/class/socio-economic factors</li> <li>• Identify and analyse the needs of the audience and employ a range of strategies to meet them</li> <li>• Produce a charity advert campaign using a range of codes, conventions, language and structural devices with success</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse the dual narrative and explain the effect</li> <li>• Identify and analyse the structural sequence and development of narrative</li> <li>• Identify and analyse genre features</li> <li>• Identify and analyse character tropes and writer's choice of characterisation</li> <li>• Create linked and developed PEE/PETAL paragraphs</li> <li>• Select relevant and appropriate evidence from across the text</li> <li>• Identify and analyse a range of language devices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the writer's methods, identifying a range of rhetorical devices, including more complex devices, language devices and structural devices</li> <li>• Identify, analyse and evaluate contextual factors and explore attitudes of writers considering gender/race/religion/class/socio-economic factors</li> <li>• Identify, analyse and evaluate the needs of the audience and employ a range of well-chosen strategies to meet them</li> <li>• Produce a charity advert campaign using a range of well-chosen codes, conventions, language and structural devices effectively</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the dual narrative and explain the effect</li> <li>• Identify, analyse and evaluate the structural sequence and development of narrative</li> <li>• Identify, analyse and evaluate genre features</li> <li>• Identify, analyse and evaluate character tropes and writer's choice of characterisation</li> <li>• Create linked and fully developed PEE/PETAL paragraphs</li> </ul>
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- Offer a supported opinion of a text and the effect of the writer's methods on the meanings created

**Content: Narrative Writing**

- Identify codes and conventions used in a range of short stories
- Identify narrative hooks in a range of story openings
- Identify genre and purpose of short stories
- Identify structural devices used to engage the reader and maintain interest
- Identify language devices chosen by the writer to create effects for the reader
- Create a story opening using some of the codes and conventions
- Create a short story, meeting genre conventions, and using some structural devices to create a cohesive narrative
- Create a short story using some descriptive, linguistic and literary devices to create meanings for the reader

- Offer an explained opinion of a text and the effect of the writer's methods on the meanings created

**Content: Narrative Writing**

- Identify and analyse the codes and conventions used in a range of short stories
- Identify and analyse narrative hooks in a range of story openings
- Identify and analyse genre and purpose of short stories
- Identify and analyse structural devices used to engage the reader and maintain interest
- Identify and analyse language devices chosen by the writer to create effects for the reader
- Create a story opening using a range of appropriate codes and conventions
- Create a short story, meeting genre conventions, and using a range of structural devices to create a cohesive, engaging narrative
- Create a short story using a range of descriptive, linguistic and literary devices to develop character, setting and plot

- Select relevant and appropriate evidence from across the text
- Identify, analyse and evaluate a range of language devices
- Offer an developed opinion of a text and the effect of the writer's methods on the meanings created

**Content: Narrative Writing**

- Identify, analyse and evaluate the codes and conventions used in a range of short stories
- Identify, analyse and evaluate narrative hooks in a range of story openings
- Identify, analyse and evaluate genre and purpose of short stories
- Identify, analyse and evaluate structural devices used to engage the reader and maintain interest
- Identify, analyse and evaluate language devices chosen by the writer to create effects for the reader
- Create a story opening using a wide range of well-chosen codes and conventions
- Create a short story, meeting genre conventions, and using a wide range of structural devices to create a cohesive, engaging and sustained narrative
- Create a short story using a wide range of well-chosen descriptive, linguistic and literary devices to effectively portray character, setting and plot

**Content: Shakespeare**

- Identify and respond to key themes across a text
- Identify and define character tropes: hero, villain and tragic hero
- Identify and label patterns in Shakespeare's language – iambic pentameter and rhyming couplets
- Link contextual knowledge of Elizabethan/Jacobean world to ideas in the text
- Identify dramatic devices across a whole play
- Identify features of a tragedy
- Identify language devices and linguistic devices within key quotations

**Content: Poetry**

- Identify key themes across a range of poems linked by theme
- Identify and label different poetic forms and structures including

**Content: Shakespeare**

- Identify, respond and analyse to key themes across a text
- Identify, define and analyse representations of character tropes: hero, villain and tragic hero
- Identify, label and analyse patterns in Shakespeare's language – iambic pentameter and rhyming couplets including relevance to character status and scene
- Develop contextual knowledge of Elizabethan/Jacobean world and make explicit links to ideas in the text
- Identify and analyse Shakespeare's use of dramatic devices across a whole play
- Identify and analyse features of a tragedy
- Identify and analyse language devices and linguistic devices within key quotations and within an extract

**Content: Poetry**

- Identify and analyse key themes across a range of poems linked by them

**Content: Shakespeare**

- Identify, analyse and evaluate key themes across a text
- Identify, analyse and evaluate representations of character tropes: hero, villain and tragic hero supported with specific reference to the text
- Identify, analyse and evaluate patterns in Shakespeare's language – iambic pentameter and rhyming couplets including relevance to character status and scene, making links between structure and language choices
- Develop contextual knowledge of Elizabethan/Jacobean world and make explicit links to ideas in the text supported with relevant references to the text
- Identify, analyse and evaluate Shakespeare's use of dramatic devices across a whole play
- Identify, analyse and evaluate features of a tragedy
- Identify, analyse and evaluate language devices and linguistic devices within key quotations, moving from an extract to examples from across the play

**Content: Poetry**

- Identify, analyse and evaluate key themes across a range of poems linked by theme



	<p>the sonnet form, recognising rhyme scheme</p> <ul style="list-style-type: none"> <li>• Identify and label structural devices such as stanzas, enjambment and volta</li> <li>• Identify poet's viewpoints and messages within a range of poems</li> <li>• Make links between the context of a poem's production and the impact on meaning for the reader</li> <li>• Identify structural choices made by poets</li> <li>• Identify poetic, linguistic and language features used by poets</li> <li>• Make comparisons between poems, using PEE/PETAL responses</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse different poetic forms and structures including the sonnet form, recognising rhyme scheme</li> <li>• Identify and analyse a range of structural devices including rhyme scheme, volta, enjambment and stanza length</li> <li>• Identify and analyse poet's viewpoints and messages within a range of poems</li> <li>• Make explicit links between the context of a poem's production and the impact on meaning for the reader supported by specific reference to the poem</li> <li>• Identify and analyse structural choices made by poets</li> <li>• Identify and analyse poetic, linguistic and language features used by poets</li> <li>• Make comparisons between poems, using developed PEE/PETAL responses</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyse and evaluate different poetic forms and structures including the sonnet, recognising various sonnet forms and rhyme schemes (Shakespearean and Petrarchan)</li> <li>• Identify, analyse and evaluate a wide range of structural devices including rhyme scheme, volta, enjambment and stanza length to explore pace and rhythm</li> <li>• Identify, analyse and evaluate poet's viewpoints and messages within a range of poems</li> <li>• Make explicit links between the context of a poem's production and the impact on meaning for the reader supported by specific reference to the poem</li> <li>• Identify, analyse and evaluate structural choices made by poets</li> <li>• Identify, analyse and evaluate poetic, linguistic and language features used by poets</li> <li>• Make comparisons between poems, using developed PEE/PETAL responses</li> </ul>
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	<b>Year 9 – Novice</b>	<b>Year 9 – Capable</b>	<b>Year 9 - Expert</b>
	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences, with some consistency, including some more complex structures</li> <li>• Uses varied punctuation across a text with some accurate deployment of semi-colons, colons and punctuation of dialogue</li> <li>• Uses a range of sentence structures and forms for impact across a diverse range of texts</li> <li>• Spelling of most words, including some more complex words, is generally accurate</li> <li>• Vocabulary is becoming varied and complex</li> <li>• Grammatical structures are generally accurate</li> <li>• Paragraphing and discourse markers are used, generally with accuracy, to create clarity for the reader</li> </ul> <p><b>Content: Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>• Read and understand a range of texts including canonical texts, modern texts and texts specifically from the fantasy genre</li> <li>• Identify the codes and conventions of fantasy writing</li> <li>• Identify the character tropes of fantasy writing</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences, generally accurately, including complex structures</li> <li>• Uses varied punctuation across a text with generally accurate deployment of semi-colons, colons and punctuation of dialogue</li> <li>• Uses a wide range of sentence structures and forms for impact across a diverse range of texts</li> <li>• Able to vary vocabulary, with accuracy in the spelling of high frequency polysyllabic words and increasingly accurate spelling of a range of more complex polysyllabic words, including Latinate or irregular words, with increasingly accurate use of appropriate prefixes and suffixes</li> <li>• Grammatical structures are generally accurate</li> <li>• Paragraphing and discourse markers are used, generally with accuracy, to create clarity for the reader</li> </ul> <p><b>Content: Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>• Read, understand and analyse a range of texts including canonical texts, modern texts and texts specifically from the fantasy genre making comparisons where appropriate</li> <li>• Identify and analyse the codes and conventions of fantasy writing</li> <li>• Identify and analyse the character tropes of fantasy writing</li> </ul>	<p><b>Grammar/TA</b></p> <ul style="list-style-type: none"> <li>• Punctuates sentences, mostly accurately, including complex structures</li> <li>• Uses varied punctuation across a text with mostly accurate deployment of semi-colons, colons and punctuation of dialogue</li> <li>• Uses the full range of sentence structures and forms for impact across a diverse range of texts</li> <li>• Spelling of most words is accurate</li> <li>• Vocabulary is increasingly wide, varied, complex and precise</li> <li>• Grammatical structures are mostly accurate</li> <li>• Paragraphing and discourse markers are used, mostly with accuracy, to create clarity for the reader</li> </ul> <p><b>Content: Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>• Read, understand, analyse and evaluate a range of texts including canonical texts, modern texts and texts specifically from the fantasy genre making comparisons naturally where they arise</li> <li>• Identify, analyse and evaluate the codes and conventions of fantasy writing</li> <li>• Identify, analyse and evaluate the character tropes of fantasy writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify writer's use of imagery, including sensory imagery and other descriptive techniques</li> <li>• Identify writer's language and linguistic choices used to create descriptions of setting and character</li> <li>• Identify writer's structural choices in creating detailed descriptions</li> <li>• Identify vocabulary choices made by writer's including semantic fields, specific choices to create precise meaning and more complex synonyms</li> <li>• Create a sustained description by using appropriate codes and conventions</li> <li>• Create appropriate settings using some range of descriptive techniques including language and linguistic devices</li> <li>• Create appropriate characters using some range of descriptive techniques including language and linguistic devices</li> <li>• Create a sense of a journey throughout a description by using some appropriate structural devices</li> <li>• Create sensory imagery, using appropriate and varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyse writer's use of imagery, including sensory imagery and other descriptive techniques</li> <li>• Identify and analyse writer's language and linguistic choices used to create descriptions of setting and character</li> <li>• Identify and analyse writer's structural choices in creating detailed descriptions</li> <li>• Identify and analyse vocabulary choices made by writer's including semantic fields, specific choices to create precise meaning and more complex synonyms</li> <li>• Create a developed description by using a range of codes and conventions</li> <li>• Create developed settings using a range of descriptive techniques including language and linguistic devices, sensory imagery and minutiae (zooming in and out)</li> <li>• Create developed characters using a range of descriptive techniques including language and linguistic devices, sensory imagery and minutiae (zooming in and out)</li> <li>• Create a cohesive journey throughout a description by using effective structural devices</li> <li>• Create developed and powerful sensory imagery, using a wide and complex variety of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the writer's use of imagery, including sensory imagery and other descriptive techniques</li> <li>• Identify, analyse and evaluate the writer's language and linguistic choices used to create descriptions of setting and character</li> <li>• Identify, analyse and evaluate the writer's structural choices in creating detailed descriptions</li> <li>• Identify, analyse and evaluate vocabulary choices made by writer's including semantic fields, specific choices to create precise meaning and more complex synonyms</li> <li>• Create a consistently engaging description by using a wide range of codes and conventions</li> <li>• Create developed and consistently engaging settings using a wide range of well-chosen descriptive techniques including language and linguistic devices, sensory imagery and minutiae (zooming in and out)</li> <li>• Create developed and consistently engaging characters using a wide range of well-chosen descriptive techniques including language and linguistic devices, sensory imagery and minutiae (zooming in and out)</li> <li>• Create a cohesive and extended journey throughout a description</li> </ul>
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	<p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify the codes and conventions of the gothic genre</li> <li>• Identify key themes across the text</li> <li>• Identify narrative sequence with some reference to structural features and their development</li> <li>• Identify character development with some reference to the writer's methods</li> <li>• Create linked and developed PEE/PETAL paragraphs in response to key quotations and extracts</li> <li>• Select relevant and appropriate evidence from across the text in order to support a viewpoint or analytical point</li> <li>• Identify a range of language devices and support with specific reference to the text</li> <li>• Offer an explained opinion of a text and the effect of the writer's methods on the meanings created</li> </ul>	<p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse the codes and conventions of the gothic genre</li> <li>• Identify and analyse key themes across the text</li> <li>• Identify and analyse narrative sequence with some reference to structural features and their development</li> <li>• Identify and analyse character development with clearly explained reference to the writer's methods</li> <li>• Create developed and cohesive PEE/PETAL paragraphs in response to key quotations and extracts in order to develop a line of argument</li> <li>• Select precise evidence from across the text in order to support a viewpoint or analytical point and explain or justify choices</li> <li>• Identify and analyse a wide range of language devices and support with precise reference to the text</li> <li>• Offer a clearly explained opinion of a text and support with a clear explanation of the effect of the writer's methods</li> </ul>	<p>by using a wide range of effective structural devices</p> <ul style="list-style-type: none"> <li>• Create developed and powerful sensory imagery, using a wide and complex variety of vocabulary, with precision and concision</li> </ul> <p><b>Content: Novel</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the codes and conventions of the gothic genre</li> <li>• Identify, analyse and evaluate key themes across the text</li> <li>• Identify, analyse and evaluate the narrative sequence with reference to a range of structural features and their impact on the development of plot</li> <li>• Identify, analyse and evaluate character development with precise reference to the writer's methods to develop critical ideas</li> <li>• Create developed, detailed and cohesive PEE/PETAL paragraphs in response to key quotations and extracts and whole text in order to develop a clear and possibly critical line of argument</li> <li>• Select precise evidence from across the text in order to support a viewpoint or analytical point and explain or justify choices in detail</li> <li>• Identify, analyse and evaluate a wide range of language devices</li> </ul>
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	<p><b>Content: Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• Identify the codes and conventions used in a range of short stories, making reference to short stories studied previously</li> <li>• Identify narrative hooks in a range of story openings and offer an explanation of their impact on the reader</li> <li>• Identify the genre and purpose of short stories</li> <li>• Identify structural devices, including cyclical narratives and use of flashback, offering some explanation of how it is used to engage the reader and maintain interest</li> <li>• Identify some range of language devices chosen by the writer to create effects for the reader and offer some explanation of their impact on meaning</li> <li>• Create a short story opening and be able to explain how it has hooked their reader</li> <li>• Create a short story, meeting genre conventions, and using a range of structural devices in</li> </ul>	<p><b>Content: Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse the codes and conventions used in a range of short stories, making reference to short stories studied previously</li> <li>• Identify and analyse narrative hooks in a range of story openings and offer a clear explanation of their impact on the reader</li> <li>• Identify and analyse the genre and purpose of short stories, explaining reasons for ideas</li> <li>• Identify and analyse structural devices, including cyclical narratives and use of flashback, offering a clear explanation of how it is used to engage the reader and maintain interest</li> <li>• Identify a range of language devices chosen by the writer to create effects for the reader and offer a clear explanation of their impact on meaning</li> <li>• Create a short story opening and be able to explain how it has hooked their reader, identifying devices used and justifying their impact</li> <li>• Create a short story, meeting genre conventions, and using a wide range of structural devices in addition to either a</li> </ul>	<p>and support with precise reference to the text</p> <ul style="list-style-type: none"> <li>• Offer a developed and possibly critical opinion of a text and support with a detailed explanation of the effect of the writer's methods</li> </ul> <p><b>Content: Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate the codes and conventions used in a range of short stories, making comparative reference to short stories studied previously</li> <li>• Identify, analyse and evaluate narrative hooks in a range of story openings and offer a detailed and possibly critical explanation of their impact on the reader</li> <li>• Identify, analyse and evaluate the genre and purpose of short stories, explaining in detail, reasons for ideas</li> <li>• Identify, analyse and evaluate structural devices, including cyclical narratives and use of flashback, offering a detailed, and possibly critical, explanation of how it is used to engage the reader and maintain interest</li> <li>• Identify a wide range of language devices chosen by the writer to create effects for the reader and offer a detailed and possibly critical explanation of their impact on meaning</li> </ul>
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addition to either a cyclical narrative or use of a significant flashback, to create a cohesive narrative

- Create a short story using a range of descriptive, linguistic and literary devices to develop character, setting and plot
- Create a narrative voice and/or some clarity between representations of characters
- Use some effective dialogue to develop plot and character

**Content: Macbeth**

- Identify key themes across the text
- Identify poetic, linguistic and language devices, making links between language choices, meanings created and Shakespeare's intentions
- Identify features of a tragic hero in Macbeth
- Understand the plot and characters and some of the

cyclical narrative or use of a significant flashback, to create a cohesive and engaging narrative

- Create a short story using a wide range of descriptive, linguistic and literary devices to develop character, setting and plot
- Create a narrative voice with clarity between representations of characters
- Use a range of effective dialogue throughout a story to develop plot and character

**Content: Macbeth**

- Identify and analyse key themes across the text
- Identify and analyse poetic, linguistic and language devices, making clear links between language choices, meanings created and Shakespeare's intentions
- Identify features of a tragic hero in Macbeth and analyse their effects on the audience

- Create a short story opening and be able to justify how it has hooked the reader, identifying and evaluating the devices used and their impact

- Create a short story, meeting genre conventions, and using a wide range of structural devices in addition to either a cyclical narrative or use of a significant flashback, to create a cohesive and consistently engaging narrative

- Create a short story using a wide range of well-chosen descriptive, linguistic and literary devices to develop character, setting and plot
- Create an effective narrative voice with consistent clarity between representations of characters
- Use a range of effective dialogue throughout a story to develop plot and character

**Content: Macbeth**

- Identify, analyse and evaluate key themes across the text
- Identify, analyse and evaluate poetic, linguistic and language devices, making precise links between language choices, meanings created and Shakespeare's intentions
- Identify features of a tragic hero in Macbeth, analyse their effects on both the modern and contemporary audience

messages Shakespeare intended to convey through them

**Content: WW1 Poetry**

- Identify key themes across texts
- Identify similarities and/or differences between poems' messages
- Identify similarities and/or differences in poets' attitudes, messages and motivations for writing
- Make specific links to contextual factors including WW1 knowledge (cross-curricular link to History in Year 9) using evidence from the poems to support connections made
- Identify structural devices and forms of poetry, identifying rhyme schemes and patterns
- Identify poetic, linguistic and language devices, making links between language choices, meanings created and poets' intentions
- Identify commonalities between poems written by seminal WW1 poets
- Annotate effectively to highlight structural and language devices using approaches to unseen poetry
- Read and understand a range of supporting non-fiction making

- Analyse the plot and characters and some of the messages Shakespeare intended to convey through them

**Content: WW1 Poetry**

- Identify and analyse key themes across texts
- Identify and analyse similarities and/or differences between poems' messages
- Identify and analyse similarities and/or differences in poets' attitudes, messages and motivations for writing
- Make specific links to contextual factors including WW1 knowledge (cross-curricular link to History in Year 9) using evidence from the poems to support connections made and explaining their relevance
- Identify and analyse structural devices and forms of poetry, identifying rhyme schemes and patterns and explaining their impact on meanings
- Identify and analyse poetic, linguistic and language devices, making clear links between language choices, meanings created and poets' intentions
- Identify and analyse commonalities between poems written by seminal WW1 poets and explain them with some clarity
- Annotate precisely and with clear focus on a question to highlight structural and language devices using approaches to unseen poetry
- Read and understand a range of supporting non-fiction making specific

- Analyse and evaluate the plot and characters and some of the messages Shakespeare intended to convey through them

**Content: WW1 Poetry**

- Identify, analyse and evaluate key themes across texts
- Identify, analyse and evaluate similarities and/or differences between poems' messages
- Identify, analyse and evaluate similarities and/or differences in poets' attitudes, messages and motivations for writing
- Make precise links to contextual factors including WW1 knowledge (cross-curricular link to History in Year 9) using well-chosen evidence from the poems to support connections made and explaining their relevance in detail
- Identify, analyse and evaluate structural devices and forms of poetry, identifying rhyme schemes and patterns and explaining, in detail, their impact on meanings
- Identify, analyse and evaluate poetic, linguistic and language devices, making precise links between language choices, meanings created and poets' intentions
- Identify, analyse and evaluate commonalities between poems written by seminal WW1 poets and explain them with clarity

	<p>links to themes and messages in the poems studied</p> <ul style="list-style-type: none"> <li>• Create a comparative plan identifying similarities and difference between poems, including themes, structure and language</li> <li>• Write linked comparative paragraphs</li> </ul> <p><b>Content: Journey's End</b></p> <ul style="list-style-type: none"> <li>• Identify key themes and ideas in the play</li> <li>• Identify key features of a modern play including dramatic devices, entrances and exits, monologue, dialogue and stage craft</li> <li>• Make links between message of WW1 poets and Sheriff's message in Journey's End</li> <li>• Make links to contextual factors, including Sheriff's ideas about social class, using evidence from the text to support.</li> </ul>	<p>links to themes and messages in the poems studied and synthesising evidence across texts</p> <ul style="list-style-type: none"> <li>• Create a comparative plan identifying and analysing similarities and differences between poems, including themes, structure and language</li> <li>• Write linked and developed comparative paragraphs</li> </ul> <p><b>Content: Journey's End</b></p> <ul style="list-style-type: none"> <li>• Identify and analyse key themes and ideas in the play</li> <li>• Identify and analyse key features of a modern play including dramatic devices, entrances and exits, monologue, dialogue and stage craft</li> <li>• Analyse links between message of WW1 poets and Sheriff's message in Journey's End</li> <li>• Make specific links to contextual factors, including Sheriff's ideas about social class, using appropriate evidence from the text to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate precisely, in detail and with clear focus on a question to highlight structural and language devices using effective approaches to unseen poetry</li> <li>• Read and understand a range of supporting non-fiction making specific and detailed links to themes and messages in the poems studied and synthesising well-chosen evidence across texts</li> <li>• Create a detailed comparative plan identifying and analysing similarities and differences between poems, including themes, structure and language</li> <li>• Write linked, developed and detailed, possibly critical, comparative paragraphs</li> </ul> <p><b>Content: Journey's End</b></p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate key themes and ideas in the play</li> <li>• Identify, analyse and evaluate key features of a modern play including dramatic devices, entrances and exits, monologue, dialogue and stage craft</li> <li>• Analyse and evaluate links between message of WW1 poets and Sheriff's message in Journey's End</li> <li>• Make precise links to contextual factors, including Sheriff's ideas about social class, using accurately chosen evidence from the text to support.</li> </ul>
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**Content: Power and Conflict Anthology Poetry**

- Identify key themes and ideas across a range of poems
- Identify similarities and/or differences in poets' attitudes, messages and motivations for writing
- Identify structural devices and forms of poetry, identifying rhyme schemes and patterns
- Identify poetic, linguistic and language devices, making links between language choices, meanings created and poets' intentions
- Annotate effectively, with some independence, to highlight structural and language devices using approaches to unseen poetry
- Identify contextual links between the poets' social/historical/cultural history and themes within the poems, making specific reference to the text
- Create a comparative plan, with some independence, identifying similarities and difference between poems, including themes, structure and language
- Write linked comparative paragraphs supported with reference to the text, with some independence

**Content: Power and Conflict Anthology Poetry**

- Identify and analyse key themes and ideas across a range of poems
- Identify and analyse similarities and/or differences in poets' attitudes, messages and motivations for writing
- Identify and analyse structural devices and forms of poetry, identifying rhyme schemes and patterns and explaining their impact on meanings
- Identify and analyse poetic, linguistic and language devices, making clear links between language choices, meanings created and poets' intentions
- Annotate precisely and with clear focus on a question to highlight structural and language devices using approaches to unseen poetry
- Make specific links to contextual factors using precise evidence from the poems to support connections made and explaining their relevance
- Create a comparative plan with independence, identifying and analysing similarities and differences between poems, including themes, structure and language
- Write linked and developed comparative paragraphs with precise reference to the text, with independence
- Make a range critical statements to make analytical points and create a line of argument

**Content: Power and Conflict Anthology Poetry**

- Identify, analyse and evaluate key themes and ideas across a range of poems
- Identify, analyse and evaluate similarities and/or differences in poets' attitudes, messages and motivations for writing
- Identify, analyse and evaluate structural devices and forms of poetry, identifying rhyme schemes and patterns and explaining, in detail, their impact on meanings
- Identify, analyse and evaluate poetic, linguistic and language devices, making clearly developed links between language choices, meanings created and poets' intentions
- Annotate precisely, and independently, with clear focus on a question to highlight structural and language devices using approaches to unseen poetry
- Make specific links to contextual factors using precise and well-chosen evidence from the poems to support connections made and explaining their relevance in detail
- Create a comparative plan with independence, identifying and analysing similarities and differences between poems, including themes, structure and language

	<ul style="list-style-type: none"><li>• Make some critical statements to make analytical points and suggest a line of argument</li></ul>		<ul style="list-style-type: none"><li>• Write linked, developed and detailed, possibly critical, comparative paragraphs with precise and well-chosen reference to the text, with independence</li><li>• Make a wide range critical statements to make analytical points and create a clear line of argument</li></ul>
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