	Year 7						Ye		
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1
	Childhood		Difference		Change		Identity		Free
	Reading Fiction - Modern Novel - The Breadwi	Reading & Writing Non-fiction - Childhood	Writing Fiction - Modern Drama - The Labyrint	Poetry Analysis - Poetry from Other Cultures	Reading & Writing Non-fiction - The Rhetoric c	Reading & Writing Fiction - Language Change	Reading Fiction - modern Drama - Frankenstei	Reading Fiction & Narrative Writing - Gothic Fi	Writing Non-fiction - Opinion Writing - Animal
communicate effectively matching task according to purpose, form and audience		o		o	o	o	o	o	o
select and adapt tone, style and register		o			o	o	o	o	o
communicate imaginatively, originally and with authorial intent		o	o		o	o	o	o	o
use a range of language devices		o			o	o	o	o	o
make language choices for effect and to shape meaning		o	o		o	o	o	o	o
establish a writing voice		o	o		o	o	o	o	o
organise information using coherent paragraphs	o	o	o	o	o	o	o	o	o
plan to link ideas between and within parargraphs		o	o		o	o	o	o	o
employ a range of structural features including discourse markers and topic sentences		o		o	o	o	o	o	o
use a variety of sentence forms and openers		o	o		o	o	o	o	o
use accurate Standard English	o	o	o	o	o	o	o	o	o
plan, edit, redraft, proofread		o			o	o	o	o	o
use a range of punctuation accurately and for effect		o	o		o	o	o	o	o
spell high frequency and ambitious vocabulary accurately		o	o		o	o	o	o	o

use ambitious vocabulary and ambitious formal vocabulary	o	o	o		o	o	o	o	o
use a range of reading strategies	o	o	o	o	o	o	o	o	o
identify, select and retrieve explicit and implicit information	o	o	o	o	o	o	o	o	o
identify and interpret explicit and implicit information across a range of texts		o		o	o	o		o	o
select and retrieve evidence across a range of texts		o		o	o	o		o	o
synthesise evidence across a range of texts		o		o		o		o	o
identify, explain and analyse how writers use language to achieve effects and influence the reader	o	o	o	o	o	o	o	o	o
identify, explain and analyse how writers use structure to achieve effects and influence the reader	o	o	o	o	o		o	o	o
use relevant subject terminology fluently	o	o	o	o	o	o		o	o
identfiy a writer's ideas and perspective	o	o	o	o	o	o		o	o
compare writers' ideas and perspectives across texts		o		o	o	o		o	o
make judgements and justify opinions	o	o	o	o	o	o		o	o
support judgements with reference to texts using paraphrase and quotations	o	o	o	o		o	o	o	o
make evaluative comments and offer alternative interpretations		o	o	o	o	o		o	o
embed and contextualise quotations		o	o	o				o	
understand question foci		o	o	o		o		o	o
understand the chronology of a text	o	o	o	o	o	o	o	o	o
understand different readers have different perspectives		o		o		o		o	
locate information and relevant quotations	o	o	o	o					o
make inferences	o	o	o	o	o	o	o	o	o
explore and understand writers' methods	o	o	o	o	o		o	o	o
understand how to link contextual factors	o	o	o	o	o	o		o	
offer alternative readings			o	o	o		o	o	
respond to a range of tasks on a text	o	o	o			o	o	o	
understand characterisation	o		o	o			o	o	
understand plot, structure and narrative voice	o	o	o	o				o	
be able to apply a range of narrative theories									
show understanding of the different layers of meaning		o	o	o	o	o	o	o	
reference and range across whole texts		o	o	o	o			o	o
track narrative lines and character arcs	o	o	o				o	o	
understand a number of difference perspectives and audiences for a text		o		o		o			
use awareness of contextual factors to underpin readings		o	o	o	o	o		o	
communicate author's intent clearly	o	o	o	o					o

make critital, exploratory and conceptualised responses to a task/ text				o				o	
compare and connect themes, ideas and events within and across texts	o	o	o	o		o	o	o	o
understand and analyse the conventions of a range of forms			o	o	o		o		o
make judicious use of precise references to support interprepation	o	o	o	o				o	
use sophisticated subject specific terminology	o	o	o	o	o	o		o	o
spell and punctuate with consistent accuracy with a high level of vocabulary	o	o	o	o	o	o	o	o	o
to know and use effectively a range of revision strategies									
make effective notes	o	o	o	o				o	
write in an academic style				o				o	
annotate texts to support understanding		o		o		o		o	o
research effectively	o	o		o		o			o
highlight priorities and essential detail when communicating ideas	o	o	o	o	o	o	o	o	o
shape, initiate and develop talk	o	o	o	o	o	o	o	o	o
sustain listening and interrogate content	o	o	o	o	o	o	o	o	o
use a repertoire of strategies to meet the purpose of a range of discourses	o	o	o	o	o	o	o	o	o
discuss, present and debate individually, in pairs and in groups	o	o	o	o	o	o	o	o	o

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