



English Long Term Curriculum Map

The knowledge and skills described in the National Curriculum have been mapped out across year groups and then divided into the academic year.

The Writing Framework June 2025 has been woven into this curriculum map

A pupil working through the plan below from Autumn 1 in year 1 to Summer 2 in year 9 would have covered all aspects of the National Curriculum in a sequential, logical way.

Some of the individual objectives are started in one half term but then are ongoing through all of the rest of the year. They are revisited through the various topics / concepts being taught

Teachers take this map and then use it to devise a sequence of learning activities over the half term. Teachers start by considering the starting points of each of the pupils in their class group.

Given that we are teaching pupils with SEND or with an often challenging educational history there will be pupils who are chronologically older but are still working at the level of a much younger pupil.

Our teachers ensure that they plan lessons which will build on strong foundations then move forward through the map ensuring the learning is embedded in the memory of the individual pupils

For example, some of our pupils may be chronologically year 7 but are working through the map at year 3. They may also be working at year 3 in writing but at year 5 in reading

This map helps a teacher to plan lessons which meet the exact need of the individual pupils while teaching a similar topic to a whole class.

	Reading
	Writing
	Speaking and Listening

*Students working at year Reception, 1 and 2 levels would be expected to be also undertaking the phonics programme.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Reception	To practise developing phonic awareness following the schools prescribed approach Read Write Inc					
	To read words consistent with their phonic knowledge by sound blending					
					By the end of the summer term pupils should be able to Say and sound for each letter of the alphabet and at least 10 digraphs	
					By the end of the summer term pupils should be able to Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	

	To build the foundations of writing through oral composition			
	To build the foundations of writing through developing handwriting and spelling skills			
	To build the foundations of writing through developing correct pencil grip and sitting position			
	To compose simple phrases orally (with adults linking to written text)			
		To begin to form the shapes of letters alongside growing phonic awareness		
			To more accurately form recognisable letters most of which are correctly formed	
				To write simple words/ phrases from adult dictation
				To write simple phrases and sentences that can be read by others
				To spell words by identifying sounds in them and representing the sounds with a letter or letters (using grapheme - phoneme correspondences)
	To listen to adults sharing short text (stories, poems, rhyme, or other text)	To begin to share or repeat short phrases / sentences which would reflect understanding of the text shared with them		
	To practise oral composition of short phrases and sentences			

	To develop vocabulary and the ability to talk about needs, wishes and feelings
	To develop key vocabulary in each of the topics/ subjects taught over the year
	To begin to develop the ability to take turns in group conversations – developing to the early skills of social interaction (listening to opposing view and responding appropriately)
	Linked skills which should form part of teaching and learning activities for pupils at this stage of development - developing gross and fine motor skills to develop strength, coordination and positional awareness - Developing core strength, stability, balance and spatial awareness - Developing fine motor control and precision
1	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
	Reads accurately by blending sounds in unfamiliar words

	Reads common exception words.					
	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Fairy Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Key Stories.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Poetry.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Traditional Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Non-fiction.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2. Becoming very familiar with Non-fiction.
	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.					
	As they read they correct inaccurate reading.					

			Predicts what might happen on the basis of what has been read to them.	Predicts what might happen on the basis of what has been read independently.
				Discusses the significance of title and events.
				Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read.

	To sit correctly at a table holding a pencil comfortably and correctly				
	To form lower case letters in the correct direction, starting and finishing in the right place				
	Form capital letters				
	Form digits 0 – 9				
	To understand which letters belong to which handwriting ‘families’ and to practise these				
	Spell words containing each of the 40+ phonemes already taught.				
	Name the letters of the alphabet in order.				
	Understands how words combine to make sentences				
		Begins to join words and joining clauses using and			
		Write sentences by 1: sequencing to form short narratives.			
		Write sentences 2: re-reading what has been written to check in makes sense.			
		Introduces capital letters and full stops to demarcate sentences			
		Introduces capital letters for names and personal pronoun			
				Introduces question marks and exclamation marks	

	Writes simple sentences dictated by the teacher that include words using GPC and common exception words					
	Writes simple sentences that include words using GPC and common exception words					
	Practises sentences orally before writing them					
	Develops vocabulary through discussion and practise of new topic related words					
	Listens carefully to the things other people have to say in a group.					
	Keep to the main topic when talking in a group.					
	Joins in with role-play					
	Speaks clearly and confidently in front of people in my class.					
	Holds attention when playing and learning with others.					
	Starts a conversation with an adult they know well	Starts a conversation with an adult they know well or with friends.	Re-tells a well known story and remembers the main characters.	Asks questions in order to get more information.	Joins in with a conversation as a group.	

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
2	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Answers questions about the Poems that have been read.	Answers questions about Traditional Tales that have been read.	Discusses the sequence of events in books and how items of information are related.	Introduced to non-fiction books that are structured in different ways.
	Reads accurately words of two or	Re-reads these books to build up their	Predicts what might happen on the basis	Predicts what might happen on the basis	Introduced to non-fiction books that	Develops pleasure in

	more syllables that contain the same graphemes as above.	fluency and confidence in word reading.	of what has been read so far.	of what has been read so far.	are structured in different ways.	reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Non-fiction.
	Reads most words [at instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Understands both the books that they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.				Participates in discussions about Non-fiction that are read independently, taking turns and listening to others.

	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Fairy Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Key Stories.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Poetry.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Traditional Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Non-fiction.	
	Participates in discussions about Fairy Tales that are read to them, taking turns and listening to others.	Participates in discussions about Key Stories that are read independently, taking turns and listening to others.	Participates in discussions about Poetry that are read independently, taking turns and listening to others.	Participates in discussions about Traditional Tales that are read independently, taking turns and listening to others.	Participates in discussions about Non- fiction that are read independently, taking turns and listening to others.	
		Retells the Fairy Tales.				
	Writes lower case and capital letters and digits of the correct size, orientation and relationship to one another					
	Start to use horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to each other are best left unjoined					
	Uses spacing between words that reflects the size of the letters, so that later joins do not create extra confusing shapes					
	Uses capital letters, full stops question marks and exclamation marks to demarcate sentences.					
	Develops positive attitudes towards and stamina for writing by writing or different purposes.					

	Segmenting spoken word into phonemes and representing these by graphemes, spelling many correctly.				
		Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence.			
			Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).		
					Use commas to separate items in a list.
					Use apostrophes to mark where letters are missing in spelling and mark singular possession in nouns
	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Uses suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.	Uses the correct choice and consistent use of present tense and past tense throughout a written piece.		
	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation.				
	To continue to orally rehearse composition before writing				

	To talk in complete sentences.	To hold the attention of people they are speaking to by adapting the way they talk.	To perform a simple poem from memory.	To retell a story using narrative language and linking words and phrases.	To ask questions to get more information and clarify meaning.	To decide when they need to use specific vocabulary.
	To take it in turns when talking in pairs or small groups.	To understand how to speak for different purposes and audiences.				

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
3	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Fiction- Fairy Tales.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Plays.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Poetry.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Traditional Tales.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction.
	Identify themes and conventions in a wide range of books.					
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
		Uses a dictionary to check the meaning of words they have read.	Understands what they have read independently by drawing inferences	Understands what they have read independently by drawing inferences	Retrieves and records information from non-fiction.	Retrieves and records information from non-fiction.

			such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		
			Predicts what might happen from details stated and implied.	Predicts what might happen from details stated and implied.		
	Proof- reads for spelling and punctuation errors.					
	Uses the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.					
		Expresses time, place and cause using Conjunctions, adverbs and prepositions	Uses present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play.'	To develop the use of fronted adverbials including the use of commas after use		
	In narratives, creates setting, characters and plot.				Organises paragraphs around a theme.	Organises paragraphs around a theme.
		Introduces inverted commas to punctuate direct speech.			Correctly use inverted commas to punctuate direct speech.	Apostrophes to mark plural possession
					Uses headings and sub-headings to aid presentation.	Uses headings and sub-headings

						to aid presentation.
	To show that they have listened carefully because they make relevant comments.					
	To continue to orally rehearse before writing					
	To sequence and communicate ideas in an organised and logical way, always using complete sentences.	To present ideas or information to an audience.	To perform poems from memory adapting expression and tone as appropriate.	Retells a story using narrative language and add relevant detail.	To recognise that meaning can be expressed in different ways, depending on context.	To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
			To show that they know when standard English is required and use it.		To take a full part in paired and group discussions.	To take a full part in paired and group discussions.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Listens to and discusses a range of Fiction-Fairy Tales.	Listens to and discusses a range of Plays.	Listens to and discusses a range of Poetry.	Listens to and discusses a range of Traditional Stories.	Listens to and discusses a range of Non-Fiction. Including reference books and text books.	Listens to and discusses a range of Non-Fiction. Including reference books and text books.
	Identifies themes and conventions in a wide range of books.					
	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.					
	Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.					
	Predicts what might happen from details stated and implied.					

	Uses dictionaries to check the meaning of words that have been read.				
Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.				Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.	
		Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.		Identifies main ideas drawn from more than one paragraph and summarises these.	
		Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.		Retrieves and records information from non-fiction.	
Using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun					
Indicating degrees of possibility using adverbs or modal verbs					
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Can choose an appropriate pronoun or noun within and across sentences to aid					

	cohesion and avoid repetition.					
		Uses inverted commas and other punctuation to indicate direct speech.	Uses standard English forms of verb inflections instead of local spoken forms.	Uses fronted adverbials correctly	Organises paragraphs around a theme.	Organises paragraphs around a theme.
	In narratives creates setting, characters and plot					
	Adapts what they are saying to the needs of the listener of audience					
	Uses standard English when required					
	Show that they know that language choices vary in context					
	Orally sequences, develops and communicates ideas in an organised and logical way, using complete sentences					
	Resents to an audience using appropriate intonation, controlling the tone and volume so that the meaning is clear					
		Performs plays from memory conveying ideas about characters and situations by adapting expression and tone	Performs poems form memory, conveying ideas about characters and situations by adapting expression and tone	Shows that they understand the main point and details of discussion	Ask questions to clarify or develop my understanding.	Justifies an answer by giving evidence.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Increases familiarity with a wide range of books including	Increases familiarity with a wide range of books including	Increases familiarity with a wide range of books including Fiction from	Increases familiarity with a wide range of books including	Increases familiarity with a wide range of books including books from	Increases familiarity with a wide range of books including books from

	Fairy Tales and Traditional stories.	Modern Fiction/Plays.	our Literary Heritage/ Poetry.	Traditional stories/ Myths and legends.	other cultures and Traditions/non-fiction.	other cultures and Traditions/non-fiction.
	Participates in discussions about books that are read to the child and those that can be read independently.					
	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.					
	Checks that the book makes sense to the reader, discussing individual's understanding and exploring the meaning of the words in context.					
					Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.	
			Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-fiction.	Retrieves, records and presents information from non-fiction.

	Identifies the audience for and purpose of the writing					
	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun are used accurately					
	Indicating degrees of possibility using adverbs or modal verbs					
	Converts nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify.)	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity			
	Proof-reads for spelling and punctuation errors.					
			Ensures the consistent and correct use of tense throughout a piece of writing.	Selects appropriate form and uses other similar writing as models for their own.	Uses devices to build cohesion within a paragraph (e.g. then, after that, this and firstly.)	Selects the appropriate form and uses other similar writing as models for their own.
				Describes setting, characters and atmosphere.	Selects the appropriate form and uses other similar writing as models for their own.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet

						points and underlining.)
				Uses commas to clarify meaning or avoid ambiguity.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining.)	
				Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must.)		
	Develops ideas and opinions by providing relevant detail.					
	Expresses their point of view in appropriate ways through discussion					

		Performs plays from memory, making careful choices about how they convey ideas. Adapting expression and tone.	Performs Poems from memory, making careful choices about how they convey ideas. They adapt expression and tone.	Uses Standard English in formal situations.		
	Adapts spoken language depending on the audience, the purpose or the context.					
	Engages the listener by varying expression and vocabulary.					
	Begins to use hypothetical language to consider more than one possible outcome or solution.	Performs their own compositions, using appropriate intonation and volume so that the meaning is clear.		Shows that they understand the main points, including implied meanings in a discussion.	Selects the appropriate register according to context.	
				.	Listens carefully in discussions. Makes contributions and asks questions that are responsive to others' ideas and view.	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Increases familiarity with a wide range of books including Fairy Tales and Traditional stories.	Increases familiarity with a wide range of books including Modern Fiction/Plays.	Increases familiarity with a wide range of books including Fiction from our Literary Heritage/ Poetry.	Increases familiarity with a wide range of books including Traditional stories/ Myths and legends.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.
	Participates in discussions about books that are read to the child and those that can be read independently.					
	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.					
			Checks that the book makes sense to the reader, discussing		Summarises the main ideas draw from more than one paragraph,	Summarises the main ideas draw from more than one paragraph,

			individual's understanding and exploring the meaning of the words in context.		identifying key details that support the main ideas.	identifying key details that support the main ideas.
			Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-fiction.	Retrieves, records and presents information from non-fiction.
	Identifies the audience for, and purpose of, the writing.					
	Proof-reads for spelling and punctuation errors.					
	Understands and applies the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out- discover; ask for- request; go in- enter.)					
	Understands and demonstrates the difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms					
	Uses dictionaries to check the spelling and meaning of words.					
	Using of the passive to affect the presentation of information in a sentence					
	Ensures the consistent and correct uses of tenses throughout a piece of writing					
				Selects appropriate form and uses other similar	Punctuates bullets points to list information.	Uses the colon to introduce a list.

			.	writing as models of their own.		
			Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me.')	Describes setting, characters and atmosphere.	Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
					Uses further organisational and presentational devices to structure text and to guide the reader (e.g.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g.

					headings, bullet points, underlining.)	headings, bullet points, underlining.)
	Explains ideas and opinions giving reasons and evidence.	Performs their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.				
	Expresses possibilities using hypothetical and speculative language.	Performs plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.	Performs poems from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere			
	Talks confidently and fluently in a range of situations, using formal and Standard English, if necessary.					
	Engage listeners through choosing appropriate vocabulary and register that is matched to the context.					
	Takes an active part in discussions and can take on different roles.					
	Sustains and argues a point of view in a debate, using formal language for persuasion.					
	Makes contributions to discussions, evaluating others' ideas and respond to them. Listens to and consider the opinions of, others in discussions.					

	Asks questions to develop ideas and take account of others' views.
--	--

KS3

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
7	NC Coverage- Historical Fiction. Suggestion: Shakespeare.	NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage- Fiction/ Poetry. Pre- 1914.	NC Coverage- Contemporary Fiction/ Short stories.	NC Coverage- Non-fiction/ Contemporary.	NC Coverage- Non-fiction/ Historical.
	Able to comment about how a text fits into a particular genre. (Historical Fiction)	Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Plays/ Prose.)	Able to comment about how a text fits into a particular genre. (Fiction/ Poetry. Pre- 1914.)	Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Short stories.)	Able to comment about how a text fits into a particular genre. (Non-fiction/ Contemporary.)	Able to comment about how a text fits into a particular genre. (Non-fiction/ Historical.)
	Show understanding of the writer's view point by reading between the lines for less obvious meaning					

	Able to summarise a text accurately to show understanding.	Able to critically compare 2 texts. Suggestion: Comparing traditional Shakespeare to contemporary Shakespeare.	Able to summarise a text accurately to show understanding.	Comments are relevant to the task or question set.	Comments are relevant to the task or question set.	Able to critically compare 2 non-fiction texts. (Contemporary and historical.)
	Able to make relevant points with quotations and text references to support comments.		Able to make relevant points with quotations and text references to support comments.		Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader.	Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader.
	Able to convey the correct tone of voice for the text type and try to engage the reader.					

	Able to keep content appropriate for the text type. Narrative essays.	Able to keep content appropriate for the text type. Script writing.	Able to keep content appropriate for the text type. Writing Poetry.	Able to keep content appropriate for the text type. Writing stories.	Able to keep content appropriate for the text type. Non-narrative text writing. Suggestion: Arguments.	Able to keep content appropriate for the text type. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
	Correct spelling of simple words including homophones and some complex words.	Vocabulary chosen is appropriate for purpose and audience.	Grammar is accurate throughout including verb tense.			
	Use a range of punctuation to make meaning clear: , () ? ! : ;	Use a range of punctuation to make meaning clear: , () ? ! : ;	Some Literary/ language devices are used e.g. simile and metaphor.	Narrative shows precision in setting out speech.	Able to control and sequence writing with connectives and paragraph links.	
	Able to structure sentences in a variety of ways: simple, compound and complex sentences.					

	Talk about how to speak and listen. Using Standard English.	Talk in role as another person. Performing Play scripts.	Talk in role as another person. Performing Poetry.	Talk and listen to an audience. Giving a short speech.	Talk and listen with other people. Participating in formal debates and structured discussions.	Talk and listen to an audience. Giving a presentation.
--	---	--	--	--	--	--

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
8	NC Coverage-Historical Fiction. Suggestion: Shakespeare.	NC Coverage-Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage-Fiction/ Poetry. Pre- 1914.	NC Coverage-Contemporary Fiction/ Short stories.	NC Coverage-Non-fiction/ Contemporary.	NC Coverage-Non-fiction/ Historical.

	Able to summarise texts accurately and succinctly.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.
	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on the language choices of writers and their effects.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on a writer's viewpoint.	Able to comment on a writer's viewpoint.
	Able to comment on how writer's suggest/ imply ideas about characters and actions.					Able to convey explicitly how writer's hook/ engage their reader.

	Able to make appropriate comments for the task or question set.					
	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Narrative essays.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Script writing.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing Poetry.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing stories.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative text writing. Suggestion: Arguments.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
	Able to proof read, edit and make improvements to writing independently.					
	Controlled use of a variety of sentences types in all pieces of writing.					

	Full range of punctuation is used and generally used accurately.	Full range of punctuation is used and generally used accurately.	Able to use imagery to create specific effects.	Able to use imaginative description that engages the reader.	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)
	Spelling of complex words is generally correct, including uncommon and ambitious vocabulary.	Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar.	Able to use imagery to create specific effects.	Able to use imagery to create specific effects.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.
	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)				

	Talk about how to speak and listen with increasing confidence. Using Standard English.	Talk in role as another person with increasing confidence. Performing Play scripts.	Talk in role as another person with increasing confidence. Performing Poetry.	Talk and listen to an audience with increasing confidence. Giving a short speech.	Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions.	Talk and listen to an audience with increasing confidence. Giving a presentation.
--	--	---	---	---	---	---

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
9	NC Coverage- Historical Fiction. Suggestion: Shakespeare.	NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage- Fiction/ Poetry. Pre- 1914.	NC Coverage- Contemporary Fiction/ Short stories.	NC Coverage- Non-fiction/ Contemporary.	NC Coverage- Non-fiction/ Historical.

	Able to summarise texts accurately and succinctly.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on writer's view point.	Able to comment on the language choices of writers and their effects.
	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Able to comment on the language choices of writers and their effects.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.

	Able to comment on how writer's suggest/ imply ideas about characters and actions.		Able to comment on how writer's suggest/ imply ideas about characters and actions.			Able to convey explicitly how writer's hook/ engage their reader.
	Able to make appropriate comments for the task or question set.					
	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Narrative essays.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Script writing.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing Poetry.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Writing stories.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative text writing. Suggestion: Arguments.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
	Able to proof read, edit and make improvements to writing independently.					

	Controlled use of a variety of sentences types in all pieces of writing.				
	Full range of punctuation is used and generally used accurately.	Full range of punctuation is used and generally used accurately.	Able to use imagery to create specific effects.	Able to use imaginative description that engages the reader.	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)
	Spelling of complex words is generally correct, including uncommon and ambitious vocabulary.	Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar.	Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar .	Able to use imagery to create specific effects.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.
	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)				

	Talk about how to speak and listen with increasing confidence. Using Standard English.	Talk in role as another person with increasing confidence. Performing Play scripts.	Talk in role as another person with increasing confidence. Performing Poetry.	Talk and listen to an audience with increasing confidence. Giving a short speech.	Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions.	Talk and listen to an audience with increasing confidence. Giving a presentation.
--	---	--	--	--	--	--

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.