

ENGLISH – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The English Department strives to develop a passion in students to express themselves, develop their communication skills and gain a love of literature. Our vision is underpinned by the whole school ethos of ‘Aspire, Challenge, Achieve’ in which students are taught through a curriculum that is rigorous and inspiring. We aim to empower and prepare our students to communicate confidently and strive to become life-long learners.

Fostering a love of reading is central to the ethos of our department. Our curriculum helps students to value and understand the power of language in all its forms, including their own use of words. Schemes of work aim to enrich and promote enjoyment in the subject, as well as developing a vocabulary which is rich and sophisticated. There is also an emphasis on written accuracy.

By encouraging creativity, we allow our students to express themselves as individuals, to grow emotionally and artistically and, importantly, to have a voice which is unique, relevant and appropriate for life in the modern world, including the world of work. An appreciation of both literary heritage and the embracing of diversity fundamentally underpins the programme of study we offer.

We place value on extra-curricular events and department opportunities in English. We have a range of English reading enrichment programmes as well as activities linked to KS3 curriculum themes, which help to equip students with the knowledge and cultural capital they require for future life and their chosen career path.

ENGLISH – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

7	INTRODUCTION TO ENGLISH TRANSITION NOVEL FICTION WRITING AND LIT STYLE READING		A MIDSUMMER NIGHT’S DREAM THEME OF MAGIC SPEAKING AND LISTENING DRAMA BASED AND LIT STYLE READING		BONE SPARROW AND PIG HEART BOY THEME OF GROWING UP TRANSACTIONAL WRITING AND EVALUATION STYLE READING	
	HUNGER GAMES & NOUGHTS & CROSSES THEME OF DYSTOPIA DYSTOPIAN CREATIVE WRITING AND LIT STYLE READING		HARRY POTTER THEME OF CLASS AND SOCIETY SPEAKING AND LISTENING DRAMA BASED AND LIT STYLE READING		REFUGEE BOY/TRASH/ORANGES IN NO MAN’S LAND THEME OF WIDER WORLD TRANSACTIONAL WRITING AND COMPARISON STYLE READING	
	TO KILL A MOCKINGBIRD/OMM THEME OF OPPRESSION TRANSACTIONAL WRITING AND LIT STYLE READING		ROMEO AND JULIET THEME OF LOVE AND TRAGEDY SPEAKING AND LISTENING DRAMA BASED AND LIT STYLE READING		ANIMAL FARM THEME OF ALLEGORICAL WORLDS EVALUATION SKILLS EXAM PREP FOR CREATIVE WRITING AND LANGUAGE ANALYSIS	
10	GCSE LITERATURE PAPER 2 CONFLICT POETRY	GCSE ENGLISH LANGUAGE PAPER 1: CREATIVE	ENGLISH LITERATURE PAPER 2 AN INSPECTOR CALLS	GCSE LITERATURE PAPER 2 CONFLICT POETRY	ENGLISH LITERATURE PAPER 1: 8702	REVISION FOR PPE EXAMS PPE1
	LANGUAGE PAPER 1 CREATIVE WRITING	GCSE LITERATURE PAPER 2 UNSEEN POETRY		GCSE PAPER 2 LANGUAGE- TRANSACTIONAL WRITING	MACBETH REVISION FOR PPE EXAMS	SPEAKING AND LISTENING
11	ENGLISH LITERATURE PAPER 1 A CHRISTMAS CAROL	ENGLISH LANGUAGE PAPER 2 READING	ENGLISH LANGUAGE PAPER 1 READING AND WRITING	ENGLISH LANGUAGE PAPER 2 REVISION	<u>BATTLEPLAN</u> SPEAKING AND LISTENING REVISION EXAMS	
	ENGLISH LANGUAGE PAPER 2 TRANSACTION AL WRITING.	LITERATURE PAPER 2 REVISION ON POETRY/ UNSEEN POETRY	LITERATURE REVISION PAPER 1 A CHRISTMAS CAROL MACBETH	ENGLISH LITERATURE PAPER 2 POETRY ANTHOLOGY/UNSEEN AN INSPECTOR CALLS		

12 Lang	PAPER 1 TEXT ANALYSIS KEY FRAMEWORKS	PAPER 2 ACCENTS AND DIALECT EVALUATIVE WRITING AND DIRECTED WRITING PAPER 1 TEXT ANALYSIS: COMPARISON	PAPER 2 GENDER EVALUATIVE WRITING AND DIRECTED WRITING PAPER 2 SOCIAL GROUPS EVALUATIVE WRITING AND DIRECTED WRITING	PAPER 2 OCCUPATION EVALUATIVE WRITING AND DIRECTED WRITING REVISION: PAPER 1 TEXT ANALYSIS COMPARISONS	REVISION OF ALL TOPICS	AS EXAMS NEA : ORIGINAL WRITING AND COMMENTARY
13 Lang	PAPER 2 WORLD ENGLISHES: EVALUATIVE DISCOURSES AND DIRECTED WRITING NEA: LANGUAGE INVESTIGATION	PAPER 2 LANGUAGE CHANGE EVALUATIVE WRITING REVISION OF PAPER 2 TOPICS COVERED IN Y12 REVISION OF PAPER 1 TEXT ANALYSIS NEA: LANGUAGE INVESTIGATION	PAPER 1 CHILD LANGUAGE DEVELOPMENT REVISION OF PAPER 1 TEXT ANALYSIS	REVISION OF PAPER 2 EVALUATIVE DISCOURSES AND DIRECTED WRITING	REVISION OF PAPER 1: TEXT ANALYSIS CHILD LANGUAGE DEVELOPMENT REVISION OF PAPER 2 WORLD ENGLISHES: EVALUATIVE DISCOURSES AND DIRECTED WRITING	A2 EXAMS
12 Lit	PAPER 1: TRAGEDY SECTION A OTHELLO SECTION C DEATH OF A SALESMAN	PAPER 1: TRAGEDY SECTION A OTHELLO SECTION C DEATH OF A SALESMAN / KEATS POETRY	PAPER 1: TRAGEDY SECTION B OTHELLO SECTION C KEATS POETRY	NEA INTRODUCTION TO THE CRITICAL ANTHOLOGY	NEA ESSAY RESPONSES X 2 REVISION OF PAPER 1 SECTIONS A, B AND C	PPE EXAMS NEA ESSAY RESPONSES X 2
13 Lit	PAPER 2: SOCIAL AND POLITICAL PROTEST WRITING: THE KITE RUNNER A DOLL'S HOUSE	PAPER 2: SOCIAL AND POLITICAL PROTEST WRITING: THE KITE RUNNER BLAKE POETRY	PAPER 2: SOCIAL AND POLITICAL PROTEST WRITING: UNSEEN PROSE REVISION OF PAPER 1 – ALL TEXTS	REVISION OF PAPER 2 SECTIONS A, B AND C	REVISION OF ALL TEXTS	A2 EXAMS

ENGLISH: WIDER CURRICULUM *(Covid dependent)*

	KS3	KS4	KS5
Visits	Warner Brother studios – Reading Club	Theatre production	Globe Theatre
Competitions	500 Words National Poetry Day Slam Jam Willoughby Poetry Competition	Slam Jam Willoughby Poetry Competition	
In House	Cake & Book club	GAT Club	
Other	Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from English too detailed to list here</i>		

ENGLISH: SKILLS / KNOWLEDGE PROGRESSION BY THEMES – READING

	Poetry	19th Century Literature (extract based: KS3 / whole text at KS4 & KS5)	Shakespeare	Non-fiction/fiction (extract based)	Literature (modern x1 whole term)	Modern Drama
Year 7 Introduction to...	<p>What is poetry? To gain confidence defining poetry</p> <p>Introduction to poetic and structural techniques: stanza, rhyme scheme, alliteration, onomatopoeia etc.</p> <p>To begin analysing figurative language: simile, metaphor, personification, senses (focus on imagery)</p> <p>Introduction to the influence and importance of social and historical context Introduction to ‘what, how and why’ analysis</p> <p><u>Stretch:</u> Introduction to form</p>	<p>Gain confidence understanding 19th Century Literature</p> <p>Introduction to literary classics</p> <p>Introduction to major themes- cultural capital (enrichment weeks link to historical context)</p> <p>Introduction to character and themes</p> <p>Introduction to the link between texts and context</p> <p>Introduction to ‘what, how and why’ analysis</p> <p><u>Stretch:</u> Begin to identify common links between texts</p>	<p>What is a play?</p> <p>Introduction to Shakespeare</p> <p>Introduction to stage directions and key dramatic terms: soliloquy, aside, act, scene, etc.</p> <p>Introduction to Elizabethan and Jacobean England (enrichment week)</p> <p>Introduction to plot and character</p> <p>Introduction to ‘what, how and why’ analysis</p> <p><u>Stretch:</u> Link between text and context</p>	<p>What is non-fiction?</p> <p>Thematic extract-based study</p> <p>Introduction to forms of writing Identifying opinion</p> <p>Introduction to rhetorical devices.</p> <p>Introduction to ‘what, how and why’ analysis</p> <p>Introduction to comparative/evaluative skills</p> <p><u>Stretch:</u> To begin generating your own argument</p>	<p>Gain confidence understanding 20th/21st century Literature</p> <p>Introduction to major themes- cultural capital (enrichment weeks link to historical context)</p> <p>Introduction to character and themes Introduction to the link between texts and context</p> <p>Introduction to ‘what, how and why’ analysis</p> <p><u>Stretch:</u> Begin to identify common links between texts</p>	<p><u>Extract Based</u> What is a play?</p> <p>Introduction to modern drama</p> <p>Introduction to stage directions and key dramatic terms: soliloquy, aside, act, scene, etc.</p> <p>Introduction to plot and character</p> <p>Introduction to ‘what, how and why’ analysis</p> <p><u>Stretch:</u> Link between text and context</p>

<p>Year 8</p> <p>Effectively use...</p>	<p>Revision of key concepts Explore poetic and structural techniques Introduction to themes and 'big ideas' To explore the influence and importance of social and historical context To gain confidence using 'what, how and why' Stretch: Poet's intentions/message</p>	<p>Revise key concepts in 19th Century Literature An introduction to character and theme analysis. Making explicit links between texts and context Introducing the 'big ideas' Introduction to different genres To gain confidence using 'what, how and why' Stretch: Writer's intention/message</p>	<p>Extract Based Revision of key concepts. An introduction to character and theme analysis. Making explicit links between texts and context; Elizabethan and Jacobean England Introducing the 'big ideas'. To begin tracking and analysing a character Introduction to 'what, how and why' analysis Stretch: Writer's intention/message</p>	<p>Revision of non-fiction and key concepts Introduction to viewpoint/perspective Revising forms of writing. To begin exploring the effect of rhetorical devices To understand the 'bigger picture' Introduction to 'what, how and why' analysis To develop comparative /evaluative skills Stretch: Writer's intention/message</p>	<p>Revise key concepts in 20/21st century Literature. An introduction to character and theme analysis. Making explicit links between texts and context. Introducing the 'big ideas'. Introduction to different genres To gain confidence using 'what, how and why' Stretch: Writer's intention/message</p>	<p>Extract Based Revision of key concepts An introduction to character and theme analysis. Making explicit links between texts and context. Introducing the 'big ideas' To begin tracking an analysing a character Introduction to 'what, how and why' analysis Stretch: Writer's intention/message</p>
<p>Year 9</p> <p>To confidently use...</p>	<p>Revision of key concepts Analysing poetic and structural techniques Analysing themes and big ideas Analysing the influence and importance of social and historical context To analyse using 'what, how and why' Stretch: Analysing / comparing poets' intentions / message Identify an alternative interpretation</p>	<p>Analyse key themes in 19th Century Literature Analysing character and theme. Analyse relationships between texts and contexts – considering the author's intent Understanding the 'big ideas'. Introduction to the Gothic (extract based). To analyse using 'what, how and why' Stretch: Analysing / comparing writers' intentions / message Identify an alternative interpretation</p>	<p>Analysis of key concepts Analysis of character and theme - tracking how character/themes evolve. Analyse relationships between texts and contexts – considering the author's intent Understanding the 'big ideas'. To analyse using 'what, how and why' Stretch: Analysing / comparing writer's intentions / message – contextual influence Identify an alternative interpretation</p>	<p>Analysis of key concepts Analysing viewpoint and perspective Analysing forms of writing. To analyse the impact of the 'bigger picture'. To analyse using 'what, how and why'. To apply comparative/evaluative skills Stretch: Analysing / comparing writer's intentions / message – contextual influence Identify alternative interpretations</p>	<p>Analyse key themes in 20/21st century Literature Analysing character and theme. Analyse relationships between texts and contexts – considering the author's intent Understanding the 'big ideas'. To analyse using 'what, how and why' Stretch: Analysing / comparing writers' intentions / message Identify an alternative interpretation</p>	<p>Analysis of key concepts Analysis of character and theme- tracking how character/themes evolve. Analysis of relationships between texts and contexts – considering the author's intent Understanding the 'big ideas'. To analyse using 'what, how and why' Stretch: Analysing /comparing writer's intentions / message – contextual influence Identify alternative interpretations</p>

Year 10
To communicate clearly...

Start to develop an informed personal response
Explore and use appropriate textual references
Analyse and explore the language, form and structure used by a writer to create meanings and effects
Analysing and exploring themes and big ideas
Analyse and explore the importance of social and historical context
To analyse and explore using 'what, how and why'
Stretch:
Analysing/exploring comparing poets' intentions
Identify an alternative interpretation

Start to develop an informed personal response
Start to develop a critical style
Explore and use appropriate textual references
Analyse and explore key themes in 19th Century Literature
Analyse the language, form and structure used by a writer to create meanings
Analyse and explore relationships between texts and contexts
Exploring the 'big ideas'
To explore Gothic imagery – Language (P1) and AIC
To analyse and explore using 'what, how and why'
Stretch:
Analysing/exploring comparisons of writers' intentions/message
Identify an alternative interpretation

Start to develop an informed personal response
Explore and use appropriate textual references
Analyse the language, form and structure used by a writer to create meanings and effects
Analyse and explore key concepts
Analysis and exploration of character and theme
Analyse and explore relationships between texts and contexts
Understanding and exploring the 'big ideas' relating to the texts
To analyse and explore using 'what, how and why'
Stretch:
Explore an alternative interpretation

Start to develop an informed personal response
Compare writers' ideas and perspectives
Evaluate/compare texts critically
Select and start to synthesise evidence from different texts
Explore and use appropriate textual references
Analyse the language, form and structure used by a writer to create meanings
Analysing and explore forms of writing
Analyse and explore the impact of the 'bigger picture'
To analyse/explore using 'what, how and why'
Stretch:
Analysing writers' intentions
Identify and explore alternative interpretations
intentions
Identify and explore alternative interpretations

Start to develop an informed personal response
Explore and use appropriate textual references
Analyse the language, form and structure used by a writer to create meanings and effects
Analyse and explore key themes in 20/21st century Literature
Analyse/explore relationships between texts and contexts
Understanding the 'big ideas'
To analyse/explore using 'what, how and why'
Stretch:
Analysing / explore comparing writers' intentions
Identify an alternative interpretation

Start to develop an informed personal response
Explore and use appropriate textual references
Analyse the language, form and structure used by a writer to create meanings and effects
Analysis and exploration of key concepts
Analysis/exploration of character and theme
Analyse and explore relationships between texts and contexts

Understanding and exploring the 'big ideas'
To analyse/explore using 'what, how and why'
Stretch:
Analysing / exploring comparing writer's intentions
Identify and explore alternative interpretations

Year 11

To communicate confidently and effectively

Develop a critical personal response
Explore (and use judiciously) textual references to support
Analyse and critically explore the language, form and structure used by a writer to create meanings and effects
Analyse and critically explore themes and big ideas
Analyse and critically explore the influence and importance of social and historical context
To analyse and explore using 'what, how and why'
Stretch:
Critically analysing/exploring comparing poets' intentions
Identify and critically explore alternative interpretations

Develop an informed personal response
Explore critically and use appropriate textual references
Critically analyse and explore key themes in 19th Century texts
Critically analyse the language, form and structure used by a writer to create meanings and effects
Analyse and explore relationships between texts and contexts – considering the author's intent
Exploring the 'big ideas'
To explore Gothic imagery – Language (P1) and AIC
To analyse and explore using 'what, how and why'
Stretch:
Analysing writers' intentions
Identify and explore alternative interpretations

Develop an informed response
Develop a critical style
Critically explore and use appropriate textual references
Critically analyse the language, form and structure used by a writer to create meanings and effects
Critically analyse and explore key concepts
Critically analyse and explore character and theme
Critically analyse and explore relationships between texts and contexts
Critically explore the 'big ideas' relating to the texts
Critically analyse and explore using 'what, how and why'
Stretch:
Critically identify and explore alternative interpretations

To Develop an informed personal response
Critically compare writers' ideas and perspectives
Critically evaluate/compare texts critically and support this with appropriate textual references
Critically select and start to synthesise evidence from different texts
Critically explore and use appropriate textual references
Critically analyse the language, form and structure used by a writer to create meanings and effects
Critically analysing and exploring forms of writing
To analyse and explore the impact of the 'bigger picture'
To analyse/explore using 'what, how and why'
Stretch:
Critically analysing writers' intentions

Develop an informed personal response
To critically explore and use appropriate textual references
To critically analyse the language, form and structure used by a writer to create meanings and effects
To critically analyse and explore key themes in 20/21st century Literature
To critically analyse/explore relationships between texts and contexts were written
To critically explore the 'big ideas'
To critically analyse/explore using 'what, how and why'
Stretch:
Critically explore writers' intentions
Critically explore alternative interpretations

Develop an informed personal response
Critically explore and use appropriate textual references
Critically analyse the language, form and structure used by a writer to create meanings and effects
Critically analyse and exploration of key concepts
Critically analyse and explore character and theme- tracking how character/themes evolve
Critically analyse and explore relationships between texts and contexts
Critically explore the 'big ideas'
Critically analyse/explore using 'what, how and why'
Stretch:
Critically explore comparing writer's intentions
Identify alternative interpretations

Year 12 LITERATURE

To competently use...

Begin to articulate a personal response
Develop poetry comparison skills
Begin to develop cross-genre comparison skills
Develop essay planning and writing skills
Develop analysis of authorial method
Develop and apply clear understanding of historicist literary concepts

Explore connections across literary texts.

Begin to articulate a personal response
Develop literary comparison skills
Begin to develop cross-genre comparison skills
Develop essay planning and writing skills

Develop analysis of authorial method

Develop and apply clear understanding of relevant historicist literary concepts

Begin to articulate a personal response
Develop essay planning and writing skills
Develop analysis of authorial method
Develop and apply a clear understanding of historicist literary concepts

Explore connections across literary texts

LITERATURE: Begin to articulate a personal response
Develop essay planning and writing skills
Develop analysis of authorial method
Develop a clear understanding of the significance and influence of the contexts in which literary texts are written
Explore connections across literary texts

LANGUAGE: To apply linguistic terminology, allowing for conclusions to be drawn
To show detailed knowledge and understanding of linguistic ideas, concepts and research
To interpret significance of specific choices of language according to context and to determine how meaning is produced / received

Begin to articulate a personal response
Develop literary comparison skills
Begin to develop cross-genre comparison skills
Develop essay planning and writing skills
Develop analysis of authorial method

Develop and apply clear understanding of relevant historicist literary concepts

Begin to articulate a personal response
Develop literary comparison skills
Begin to develop cross-genre comparison skills
Develop essay planning and writing skills
Develop analysis of authorial method
Develop a clear understanding of the significance and influence of the contexts in which literary texts are written and received

13 LITERATURE

To competently and creatively use...

Confident personal responses to a range of poetry texts from different eras
Confidently develop poetry comparison skills
Confidently compare cross-genre texts perceptively
Develop essay planning and writing skills to enable a sophisticated argument to form
Develop analysis of authorial method and HOW meaning is shaped.
Confidently develop poetry comparison skills

To articulate critical, personal responses
Confidently develop literary comparison skills
To develop cross-genre comparison skills
Detailed essay planning and writing skills
Confidently analyse authorial method.

Confidently develop a clear understanding of relevant historicist literary concepts

Confidently explore connections across literary texts

To articulate critical, personal responses
Confidently develop essay planning and writing skills
Confidently develop analysis of authorial method
Confidently, develop and apply a clear understanding of historicist literary concepts

Confidently explore connections across literary texts

LITERATURE:
To articulate critical, personal responses
Confidently develop essay planning and writing skills.
Confidently analyse authorial method
Develop a clear understanding of the significance and influence of the contexts in which literary texts are written
Explore and develop connections across literary texts.
LANGUAGE:
To confidently apply linguistic methods and terminology, identifying patterns. To confidently demonstrate a synthesised, conceptualised and individual overview of issues. To evaluate use of language and representations according to social and cultural context

To articulate critical, personal responses
Confidently develop literary comparison skills
To develop cross-genre comparison skills
Confidently develop essay planning and writing skills
Confidently develop analysis of authorial method.

Confidently develop and apply clear understanding of relevant historicist literary concepts

To articulate critical, personal responses
Confidently develop literary comparison skills
To confidently develop cross-genre comparison skills
To show confident essay planning and writing skills
Confidently develop analysis of authorial method.

Confidently develop a clear understanding of the significance of the contexts in which literary texts are written
Confidently explore connections across literary texts.

ENGLISH: SKILLS / KNOWLEDGE PROGRESSION BY THEMES – WRITING

	<i>Non-fiction</i>	<i>Creative</i>	<i>SPaG</i>	<i>Speaking & Listening</i>
Year 7 Introduction to...	<p>An introduction to different text types</p> <p>An introduction to linguistic techniques (DAFOREST)</p> <p>Introduction to different writing styles, exploring their purpose and effect</p> <p>An introduction to structural features and how they can be used for purpose and effect</p>	<p>An introduction to different genres</p> <p>An introduction to creative linguistic devices</p> <p>Introduction to different writing styles, exploring their purpose and effect</p> <p>An introduction to structural features and how they can be used for purpose and effect</p>	<p>Begin to consider the effect of different vocabulary</p> <p>Consolidation of basic punctuation</p> <p>TIPTOP paragraph revision</p> <p>Introduction to discourse markers</p> <p>To revise different sentence types and their purpose</p>	<p>Attempt to express straightforward ideas and presentation skills</p> <p>Attempt to listen and respond to questions and feedback</p> <p>Attempt to use Standard English effectively in speeches and presentations</p>
Year 8 Effectively use...	<p>To write different text types, applying their conventions with purpose</p> <p>To effectively use linguistic techniques for purpose and effect</p> <p>To adapt language and style to suit the audience and purpose</p> <p>To begin using structural features for purpose effect</p>	<p>To write using different genre features, applying their conventions with purpose</p> <p>To effectively use a range of linguistic devices for purpose and effect</p> <p>To adapt language and style to suit the audience and purpose</p> <p>To begin using structural features for purpose effect</p>	<p>Using a wider range of vocabulary for purpose and effect</p> <p>Introduction to a wider range of punctuation for effect</p> <p>Using paragraphs correctly and confidently</p> <p>Use discourse markers for effect</p> <p>To use a varied range of sentence types for effect</p>	<p>To express straightforward ideas and presentation skills</p> <p>To listen and respond to questions and feedback</p> <p>To use Standard English effectively in speeches and presentations</p>
Year 9 To confidently use...	<p>Understand text types and their conventions, applying them accurately and with purpose</p> <p>To use a wide range of linguistic devices, crafting them accurately and creatively, with purpose and for effect</p> <p>To confidently adapt language and styles to suit the audience and purpose</p> <p>To use and experiment with a range structural features for effect</p>	<p>To apply and experiment with a range of genre features for effect</p> <p>To use a wide range of linguistic devices, crafting them accurately and creatively, with purpose and for effect</p> <p>To confidently adapt language and styles to suit the audience and purpose</p> <p>To use and experiment with a range of structural features for effect</p>	<p>Using a sophisticated range of vocabulary for purpose and effect</p> <p>Include varied and ambitious punctuation for effect</p> <p>Experiment with paragraphs for effect and purpose, drawing links where appropriate</p> <p>Use a range of discourse markers confidently and for effect</p> <p>Use and experiment with a range of sentence types for purpose and effect</p>	<p>To express clearly ideas and presentation skills</p> <p>To listen and respond clearly to questions and feedback</p> <p>To use Standard English effectively and clearly in speeches and presentations</p>

<p>Year 10</p> <p>To communicate clearly...</p>	<p>To begin to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>To begin to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>To begin to use and experiment with a range of vocabulary, punctuation and sentence structures for clarity, purpose and effect</p> <p>To use mainly accurate spelling and punctuation.</p>	<p>Demonstrate confident presentation skills in an informal setting</p> <p>Listen and respond appropriately and confidently to spoken language, including to questions and feedback on presentations/classwork</p> <p>Use spoken Standard English effectively and confidently in speeches and presentations.</p>
<p>Year 11</p> <p>To communicate and effectively use...</p>	<p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise clear and detailed information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise clear and detailed information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>To use a range of vocabulary, punctuation and sentence structures confidently and clearly for clarity, purpose and effect</p> <p>To use accurate spelling and punctuation.</p>	
<p>12 LANG</p> <p>To creatively use...</p>	<p>To use form competently by showing a detailed knowledge of genre requirements and addressing the audience appropriately, considering their possible views and attitudes.</p> <p>To develop a line of argument by organising and sequencing topics, using controlled, accurate expression.</p>	<p>To provide sustained, appropriate content to engage an audience, showing deliberate shaping of register for effect.</p> <p>To guide the reader through a coherent and cohesive by organising and sequencing topics, using controlled, accurate expression.</p>	<p>To show a firm control of accuracy by using an appropriate register consistently.</p>	
<p>13 LANG</p> <p>To competently use...</p>	<p>To use form creatively and innovatively, using register creatively for content for a range of challenging purposes, audience and genres.</p> <p>To guide the reader structurally and linguistically, using controlled, accurate expression.</p>	<p>To demonstrate expertise/creativity in the use of English to communicate in different ways. Use form in innovative/original ways, positioning the audience skilfully. Guide the reader through a very coherent & cohesive text by organising & sequencing topics, using controlled, accurate expression.</p>	<p>To write accurately and skilfully by manipulating register at all levels.</p>	