

The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to come to your own conclusions - Virginia Woolf

English: Phase 5 (Y12 - 13) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> No text exists in isolation but is the product of the time in which it was produced. There are relationships between both texts and the contexts within which they are written, received and understood, and between texts and previous texts. Meanings are shaped by authorial intent with different levels of success. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> Significance' involves weighing up all the potential contributions to how a text can be analysed Academic referencing and bibliography formats A range of sophisticated language and structural techniques including: imagery, irony, ambiguity, verb forms, rhetoric Literary critical concepts including: historicism, significance, presentation The differences between prose, drama and poetry and typical aspects of these forms Typical tropes, motifs and themes across text genres and time periods as relevant to those studied <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> The historical context of 1945 to the present day, including wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have shaped 1850 onwards The historical context of 16th century Shakespearean England 	<p>Context</p> <ul style="list-style-type: none"> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received <p>Connections</p> <ul style="list-style-type: none"> Connect texts that they read, drawing out patterns of similarity and difference. Make thematic links across independently read texts <p>Writing</p> <ul style="list-style-type: none"> Use coherent, accurate written expression Organise ideas clearly to structure an argument Use accurate and sophisticated subject terminology and literary critical concepts Use appropriate academic referencing formats and bibliographies <p>Reading and forming responses</p> <ul style="list-style-type: none"> Debate and challenge the interpretations of other readers as they develop their own informed personal responses. Read widely across a range of texts. Articulate informed, personal and creative responses to literary texts Analyse ways in which meanings are shaped (specifically the use of structure) Respond to unseen poetry and fiction pieces

Books are the carriers of civilisation. Without books, history is silent, science crippled, thought and speculation at a standstill. Book are humanity in print' – Barbara Tuchman

English: Phase 4 (Y9 - 11) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • There are relationships between texts and the contexts within which they are written, received and understood. • Meanings are shaped by authorial intent. • There can be different, yet valid, responses to the same text. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • A range of language and structural techniques including: imagery, irony, tone • The differences between prose, drama and poetry and typical aspects of these forms • Typical ideas and themes seen across text genres and time periods as relevant to those studied <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • The historical context of the 1800s, including personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism; engagement with the social, political, personal and literary issues which have helped to shape the Victorian era • The historical context of 16th century Shakespearean England • An understanding of global conflicts across time (including Crimea, WWI, WWII, Iraq war) 	<p>Context</p> <ul style="list-style-type: none"> • Demonstrate understanding of the relationships between texts and the contexts in which they were written <p>Connections</p> <ul style="list-style-type: none"> • Summarise and synthesise information or ideas from texts. • Make comparisons between author perspectives, themes and techniques <p>Writing</p> <ul style="list-style-type: none"> • Use coherent, accurate Standard English • Acquire and apply a wide vocabulary • Use grammar correctly and punctuate and spell correctly • Use linguistic and structural devices effectively and imaginatively • Use accurate subject terminology • Write to describe, narrate, explain, instruct, give and respond to information and argue • Maintain a consistent point of view <p>Reading and forming responses</p> <ul style="list-style-type: none"> • Read fluently and independently across texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction • Read critically and evaluate texts critically in terms of character, theme, setting or ideas • Identify and interpret themes and ideas • Draw inferences and justifying these with evidence • Identifying bias and misuse of evidence • Analyse language, form and structure used by a writer <p>Spoken Language</p> <ul style="list-style-type: none"> • Listen to and understand spoken language • Use spoken Standard English effectively

'I know nothing in the world that has as much power as a word. Sometimes I write one and I look at it until it begins to shine' –Emily Dickinson

English: Phase 3 (Y6 - 9) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • There is a relationship between grammar and meaning. • Analysis of language and structure leads to the reader being impacted in a variety of ways; this links to the context of the text and the context of the reader. • The context can affect both the writer and reader. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • A strong grasp of SPAG including: modal verbs, the different types of past, present & future tenses, sentence structures, paragraph structures and at least 6 types of punctuation • A range of language and structural techniques including: oxymoron, polysyndeton and personification • The differences between embedded and synthesised quotations and how to support all ideas with evidence • The differences between prose, drama and poetry and typical aspects of these forms • Typical ideas and themes seen across text genres and time periods as relevant to those studied <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Chronological understanding of the historical context from Classical Civilization up until WWI including key concepts of: religion (polytheism, monotheism & religious wars), political doctrines, resistance and rebellion against power/change (religious, political & economic), imperialism (including an understanding of marginalised cultures), personal and social identity, gender, class, race and ethnicity. • Specific knowledge of Elizabethan and Victorian contexts. 	<p>Context</p> <ul style="list-style-type: none"> • Demonstrate understanding of the relationships between texts and the contexts in which they were written <p>Connections</p> <ul style="list-style-type: none"> • Summarise and synthesise information or ideas from texts. • Make comparisons between author perspectives, themes and techniques used <p>Writing</p> <ul style="list-style-type: none"> • Use coherent, accurate Standard English • Acquire and apply a wide vocabulary • Use grammar correctly and punctuate and spell correctly • Use linguistic and structural devices effectively and imaginatively • Use accurate subject terminology • Write to describe, narrate, explain, instruct, give and respond to information and argue • Maintain a consistent point of view <p>Reading and forming responses</p> <ul style="list-style-type: none"> • Read fluently and with increasing independence across forms and time including: prose, poetry & drama • Identify and explain in detail the writer's language & structural choices ; analyse & evaluate language, form and structure & their impact on the reader • Draw inferences, support with evidence and identify more than one meaning • Make links between the historical context and the character, theme, setting or ideas of a text (Y6); begin to analyse these links (Y7-8) <p>Spoken Language</p> <ul style="list-style-type: none"> • Listen to and understand spoken language • Use spoken Standard English effectively

'This book has pores. It has features. This book can go under the microscope - you'd find life under the glass, streaming past in infinite profusion.' - Ray Bradbury

English: Phase 2 (Y3 - 5) Outcomes

<p style="text-align: center;">Key Knowledge</p> <p>Pupils will know:</p>	<p style="text-align: center;">Key Skills</p> <p>Pupils will be able to:</p>
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • We, as communicators, use language and structure for different purposes and different audiences. • The writing process requires planning, transcribing and editing. • Accurate grammar is vital for writing. • Inferences can be drawn from written and spoken language – we can understand things that are not explicitly stated. • Evidence for ideas must come from the text. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • Homophones in the language and how to use the write word in the different contexts • Common suffixes and prefixes and what these mean in different context • Different punctuation marks and their different purposes, including complex punctuation such as possessive apostrophe, colons, semi-colons etc • Different grammatical terms and accurate terminology for these • Structural features used in writing: headings, bullet points, underlining <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Knowledge from topic (historical and geographical) that more fully deepens/broadens the context of the books that they are reading. 	<p>Spoken language</p> <ul style="list-style-type: none"> • Speak with grammatically accurate English and be able to alter vocabulary and formality of language for purpose • Vary pitch, pace and expression in different contexts to suit the purpose • Participate in performances, debates presentations and improvisations • Consider and evaluate the different viewpoints, attending to and building on the contributions of others <p>Comprehension</p> <ul style="list-style-type: none"> • Infer implicit information from texts • Collate information to build a broader picture, for example different aspects of a character or setting in a story • Identify how language, structure and presentation contribute to meaning • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identifying themes and conventions in a wide range of books <p>Reading and forming responses</p> <ul style="list-style-type: none"> • Use quotes from the text in answering comprehension questions. • Express preference in their reading. • Read independently, and be able to identify their mistakes <p>Writing</p> <ul style="list-style-type: none"> • Use a broad range of punctuation • Select appropriate grammar and vocabulary to enhance meaning • In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and plot • Use developed organisational and presentational devices to structure text • Edit and improve writing

'At one magical instant in your early childhood, the page of a book – that string of confused alien ciphers – shivered into meaning. Words spoke to you, gave up their secrets; at that moment, whole universes opened. You became a reader.' – Alberto Manguel

English: Phase 1 (YN – Y2) Outcomes

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • There is meaning in spoken language and written language. • We can make our own meaning through writing and speaking. • Phonemes can be represented as graphemes, and vice versa. • Punctuation makes meaning clearer. • People read for pleasure and to learn more about the world. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • All GPCs (grapheme–phoneme correspondence) in the English language • The first 100 HFWs (to read and write) • Phonic knowledge to read and write both familiar and unfamiliar words • A range of strategies to aid reading, including: cross-checking with pictures, predicting from first sound or from context, decoding, using a dictionary • Differences between fiction and non-fiction texts • Features of some text types, including: recounts, information texts, traditional tales • Punctuation including full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contractions and possession. 	<p>Spoken Language</p> <ul style="list-style-type: none"> • Listen to and understand spoken language • Use spoken English language to express themselves effectively • Follow and participate in a 2-or-more-way conversation • Develop own narratives and explanations by connecting ideas or events in speech • Use past, present, and future tenses accurately • Adapt speech to suit different audiences or situations <p>Comprehension</p> <ul style="list-style-type: none"> • Summarise information or ideas learned from non-fiction texts • Retell a story heard or read • Ask and answer how and why questions related to texts • Start to predict and infer based on understanding of a text <p>Reading and forming responses</p> <ul style="list-style-type: none"> • Respond appropriately to a range of texts, asking questions or providing an emotional response • Read both aloud and silently, without needing to decode most familiar words and with increasing fluency and expression • Find evidence in a text to provide information or support a view <p>Writing</p> <ul style="list-style-type: none"> • Neatly form all letters of the alphabet • Use vocabulary that reflects their increased learning and widening experiences • Develop and connect ideas using connectives other than 'and' • Use the present and simple past tenses accurately and consistently