

Word level

Pupils should be taught to:

Spelling

1. review all aspects of spelling covered in Years 7 and 8 and continue to improve their spelling by applying knowledge of spelling conventions;
2. **spell accurately all high-frequency words and new terms from all subject areas;**

Spelling strategies

3. **recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;**
4. address personal difficulties with words through strategies which include:
 - a) experimenting with different ways of learning and remembering difficult spellings, e.g. mnemonics;
 - b) applying knowledge of word origins, families and morphology;
 - c) identifying common spelling patterns and conventions in their growing vocabulary;
5. make use of different kinds of dictionary, thesaurus and spell checker;

Vocabulary

6. know and use the terms that are useful for analysing language e.g. type of phrase or clause, conditional verb;
7. **recognise layers of meaning in the writer's choice of words, e.g. connotation, implied meaning, different types or multiple meanings;**
8. recognise how lines of thought are developed and signposted through the use of connectives, e.g. nonetheless, consequently, furthermore.

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

1. review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
2. use the full range of punctuation to clarify and emphasise meaning for a reader;
3. **write with differing degrees of formality, relating vocabulary and grammar to context, e.g. using the active or passive voice;**
4. integrate speech, reference and quotation effectively into what they write;

Paragraphing and cohesion

5. evaluate their ability to shape ideas rapidly into cohesive paragraphs;
6. **compare and use different ways of opening, developing, linking and completing paragraphs;**

Stylistic conventions of non-fiction

7. **analyse and exploit the stylistic conventions of the main text types, e.g. parody;**
8. investigate the organisation and conventions of ICT texts, e.g. CD-ROM, e-mail, web pages;

Standard English and language variation

9. **write sustained standard English with the formality suited to reader and purpose;**
10. explore differing attitudes to language, and identify characteristics of standard English that make it the dominant mode of public communication;
11. investigate ways English has changed over time and identify current trends of language change, e.g. word meanings.

Text level – Reading

Pupils should be taught to:

Research and study skills

1. review and extend their own strategies for locating, appraising and extracting relevant information;
2. synthesise information from a range of sources, shaping material to meet the reader's needs;
3. increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
4. evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

5. evaluate their own critical writing about texts;
6. comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures;
7. compare the presentation of ideas, values or emotions in related or contrasting texts;
8. analyse how media texts influence and are influenced by readers, e.g. interactive programmes, selection of news items;

Understanding the author's craft

9. compare themes and styles of two writers from different times;
10. comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

1. review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development;
2. record, develop and evaluate ideas through writing, e.g. essays, journals;
3. produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;
4. choose, use and evaluate a range of presentational devices, on paper and on screen;

Imagine, explore, entertain

5. explore different ways of opening, structuring and ending narratives and experiment with narrative perspective, e.g. multiple narration;
6. exploit the creative and aesthetic features of language in non-literary texts, e.g. the use of figurative language or the cadence of sentences;
7. explore how non-fiction texts can convey information or ideas in amusing or entertaining ways;
8. write within the discipline of different poetic forms, exploring how form contributes to meaning, e.g. different types of sonnet;

Speaking and Listening

Pupils should be taught to:

Speaking

1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
2. use standard English to explain, explore or justify an idea;
3. develop interview techniques which include planning a series of linked questions, helping the respondent to give useful answers, responding to and extending the responses;

Listening

4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts;
5. compare different points of view that have been expressed, identifying and evaluating differences and similarities;
6. analyse bias, e.g. through the use of deliberate ambiguity, omission, abuse of evidence;
7. identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

8. review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development;
9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint;
10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

- 11. analyse how an author's standpoint can affect meaning in non-literary as well as literary texts;
- 12. analyse and discuss the use made of rhetorical devices in a text;

Study of literary texts

- 13. review and develop their own reading skills, experiences and preferences, noting strengths and areas for development;
- 14. analyse the language, form and dramatic impact of scenes and plays by published dramatists;
- 15. extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time;
- 16. analyse ways in which different cultural contexts and traditions have influenced language and style, e.g. black British poetry, Irish short stories;
- 17. compare the themes and styles of two or more poets;
- 18. discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.

Inform, explain, describe

- 9. integrate diverse information into a coherent and comprehensive account;

10. explain the precise connections between ideas with clarity and an appropriate degree of formality;

- 11. make telling use of descriptive detail, e.g. eye-witness accounts, sports reports, travel writing;
- 12. exploit the potential of presentational devices when presenting information on paper or on screen, e.g. font size, text layout, bullet points, italics;

Persuade, argue, advise

- 13. present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;

14. make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

- 15. offer general advice or guidelines for action adopting an impersonal style to suggest impartiality and authority;

Analyse, review, comment

- 16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

17. cite specific and relevant textual evidence to justify critical judgements about texts.

Drama

- 11. recognise, evaluate and extend the skills and techniques they have developed through drama;
- 12. use a range of drama techniques, including work in role, to explore issues, ideas and meanings e.g. by playing out hypotheses, by changing perspectives;

13. develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists;

- 14. convey action, character, atmosphere and tension when scripting and performing plays;

15. write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors.