**English Progression Map, 2020-21**

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| **Year 7** | **Year 8** | **Year 9** | **Year 10/11** |
| **Reading:**They can…* Recognise whole words through sight reading and/or decode using phonics.
* Read with fluency.
* Use prior knowledge to help decipher a text.
* Use clarifying strategies to work out unfamiliar vocabulary.
* Understand the 5W’s (who, what, where, when, and why)
* Deduce and infer meaning based on evidence across the text.
* Recognise the format of a text, understand the purpose of a text and who the audience is.
* Locate relevant information in a text with some assistance from the teacher on page numbers/key sections.
* Use evidence to support findings.
* Starting to label devices and annotate connotations of language.
 | **Reading:**They can…* Recognise whole words through sight reading and/or decode using phonics.
* Read with fluency, start to vary intonation.
* Use prior knowledge to explain predictions.
* Use clarifying strategies to work out unfamiliar vocabulary.
* Understand the 5W’s (who, what, where, when, and why)
* Deduce and infer meaning based on evidence across the text.
* Recognise the format of a text, understand the purpose of a text and who the audience is.
* Use relevant evidence to support findings.
* Analyse why a writer uses a word, sentence or phrase.
* Annotate an extract, identifying techniques and annotating hidden meaning/effects
* Express their viewpoint using evidence from the text.
* Understand the writer’s viewpoint using evidence from the text.
* Identify evidence independently in extracts and with some guidance on sections of a whole text.
* Plan and write an analytical paragraph with some teacher assistance
 | **Reading:**They can…* Read with fluency, start to vary intonation.
* Recognise the format of a text, understand the purpose of a text and who the audience is.
* Analyse why a writer uses a word, sentence or phrase- explore multiple interpretations
* Explore wider themes and context and how this links to analysis.
* Annotate an extract, identifying techniques and annotating hidden meaning/effects independently
* Understand what makes a good evidence and are able to identify key quotations in extracts and whole texts.
* Know and can identify a range of language and structural devices.
* Write shorter analysis responses to unseen questions.
* Draws conclusions using evidence across different parts of a text in order to develop a sense of argument.
* Starting to analyse how a text is structured and why the writer has structured it that way.
 | **Reading:**They can…- select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts- use a repertoire of reading strategies to analyse and explore different layers of meaning within texts- make relevant notes in a range of formats and approaches when researching a variety of sources- develop interpretations of texts, supporting points with detailed textual evidence- analyse in depth and detail writers' use of features and their effects - analyse and exemplify the way that forms of English used by writers can be influenced by context and purpose- use a range of strategies to select the most pertinent quotations for analysis- articulate a personal response to a range of ideas and differing viewpoints, purposes and themes in a variety of related texts- analyse the similarities and differences between texts, comparing writers’ viewpoints as well as their use of language and structure- articulate a number of possible interpretations and analyse how writers’ shape the readers’ response through choices of language, form and structure |
| **Writing Year 7:**They can…Write in full sentences: understand the difference between simple and compound sentences. * Use a range of connectives to join clauses.
* Use 'because’ to develop explanations.
* Know and understand the rules for capital letters, full stops, exclamation marks, question marks and speech punctation.
* Plan and write a narrative or description based on a picture, theme or title, using their own ideas.
* Generate their own opinions on current issues and debate topics and discuss them.
* Write in a variety of forms: letter, personal account or diary entry, newspaper or magazine article, brochure or leaflet, speech, description or narrative.
* Write for a variety of purposes: to entertain, describe, inform, explain, persuade, advise and argue.
* Apply new vocabulary correctly.
 | **Writing Year 8:**They can…* Write in full sentences: understand the difference between simple and compound and complex sentences.
* Use a range of connectives to join clauses and a range of sentence openers.
* Know and understand the rules for capital letters, full stops, exclamation marks, question marks, speech punctation and commas.
* Plan and write a narrative or description based on a picture, theme or title, using their own ideas.
* Establish a viewpoint in their writing.
* Write in a variety of forms: letter, personal account or diary entry, newspaper or magazine article, brochure or leaflet, speech, description or narrative.
* Write for a variety of purposes: to entertain, describe, inform, explain, persuade, advise and argue.
* Apply new vocabulary correctly.
* Sequence ideas using paragraphs and effective whole text structure
 | **Writing Year 9:**They can…* Start to vary the sentence structures to achieve different effects.
* Use a range of connectives to join clauses and a range of sentence openers.
* Know and understand the rules for capital letters, full stops, exclamation marks, question marks, speech punctation and commas, semi-colons and colons.
* Know how to plan and write a narrative or description based on a picture, theme or title, using their own ideas
* Clearly explain their own opinions on current issues and debate topics, and confidently write about them.
* Write in a variety of forms: letter, personal account or diary entry, newspaper or magazine article, brochure or leaflet, speech, description or narrative.
* Write for a variety of purposes: to entertain, describe, inform, explain, persuade, advise and argue.
* Understand where writers might break the rules for a particular purpose/effect.
* Know a range of vocabulary that they can use for a variety of purposes, including tentative language for essay writing.
* Starting to shape whole text structure and paragraphing for a particular purpose.
 | **Writing Year 10/11:**They can…- plan different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts- articulate confidently their thoughts and opinions in response to a wide range of topics, and use their imagination to create scenarios for their readers- select the most appropriate text format, layout and presentation to create impact and engage the reader- deploy appropriately in their own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects- deploy appropriately in their own writing the range of sentence structures used by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader- shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers- elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks- shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind- confidently maintain an individual voice appropriate to form, audience and purpose |
| **S&L Year 7**They can…* speak in full sentences and for different audiences.
* clarify ideas and guide the listener using some verbal and non-verbal techniques to make talk interesting for listeners
* work on their own and with others to develop dramatic processes, narratives, performances or roles
 | **S&L Year 8** They can…* select the most appropriate way to structure speech for clarity and effect
* engage listeners' attention and interest by using a range of different verbal and non-verbal techniques.
* develop the skills required for group discussion
* Clearly sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles
 | **S&L Year 9**They can…* present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts
* engage listeners’ attention effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners
* sustain a range of different discussions
* Tailor a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles
 | **S&L Year 10/11:**They can..- select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts- develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners- develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles |