**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 |