

section

3



## Section 3 Appendices

### Appendix 1 Planning exemplars

Example 1 is an extract from the long-term plan of an English department. It shows how units of work are organised in the spring and summer terms. Notice that units of work are conventionally organised around skills, texts and topics, but notice that they vary in length to suit the size and complexity of the topic, and sometimes overlap and run co-incidentally.

In the first half of the summer term for example, the teacher is teaching the spelling unit in the form of a short starter activity to each lesson. The Skellig unit then follows in the main body of the same lesson. At the start of the second half term, the same teacher is teaching three units in one lesson: the spelling starter, the main topic 'Points of View', and then a third about private reading by rotating through the groups during groupwork time to review personal reading and set reading targets for summer reading.

Example 2 provides two of the medium-term plans from the same school. These are the Spelling and Skellig units being taught at the beginning of the summer term. Notice that medium-term planning is organised as units of work which vary in length and in how they are delivered. The plans pinpoint which objectives will be taught and how the unit unfolds over the weeks it is running. Specific details are left to the short-term plan.

Examples 3, 4 and 5 illustrate what the planning looks like at a weekly level. In example 3 the school has three full English lessons and a half lesson each week. The objectives listed at the top are those from the medium-term plan which are addressed in this week. Notice the spelling starter activity at the beginning of each lesson, and then how each lesson unfolds around the novel. This weekly plan is organised around the recommended lesson structure, but the school applies it flexibly when lesson objectives demand a different structure. Examples 4 and 5 show schools that have three lessons of English per week.

Further examples of planning developed in conjunction with QCA can be found on the DfEE Standards Website which combine medium- and short-term plans in full units of work.

# Example 1

## Year 7

### Spring term

#### First half term

Short Story Reading and Writing	Instruct, Direct and Explain	Places
Spelling – high frequency		

#### Second half term

Saying It Differently	Poetry Please	Note Taking	Video Diary
Vocabulary Builder – root and context		Sentence Builder – sentence structures to try and to borrow	

### Summer term

#### First half term

Class Novel Skellig	Class Magazine Writing and media
Spelling – rules and strategies	

#### Second half term

Points of View Argument and persuasion	Women Poets Contemporary poets	Word Play Word class and homophones
Spelling – families		
Private reading – review and target-setting		

## Example 2

<b>Title of Unit:</b> <i>Skellig</i>			
Year: 7	Term: 3	Duration: 5 wks	Set: Upper band
<p><b>Objectives</b></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>● W16 Word meaning in context</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>● Sn2 Noun phrases</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● R6 Active reading</li> <li>● R8 Infer and deduce</li> <li>● R12 Character, setting and mood</li> <li>● R15 Endings</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Wr 3 Exploratory writing</li> <li>● Wr 19 Write reflectively</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● S&amp;L12 Exploratory talk</li> <li>● S&amp;L16 Collaboration</li> <li>● S&amp;L14 Modify views</li> <li>● S&amp;L15 Explore in role</li> </ul>			
<p><b>Teaching sequence</b></p> <p><b>Week 1:</b>            Coverage: Chapters 1–6            Focus: First impressions and where they come from            Outcome: Establish journals</p> <p><b>Week 2:</b>            Coverage: Chapters 7–14            Focus: Characters, characterisation, dialogue            Outcome: Improvisation*</p> <p><b>Week 3:</b>            Coverage: Chapters 15–22            Focus: Narrative technique            Outcome: Text marking for style and vocabulary</p> <p><b>Week 4:</b>            Coverage: Chapters 23–29            Focus: Inferred meaning and prediction            Outcome: Alternative ending</p> <p><b>Week 5:</b>            Coverage: Ending and overview            Focus: Endings, morals and messages            Outcome: Formal review*</p> <p><i>*Assessment pieces</i></p>			

## Example 2 (cont.)

<b>Title of Unit: Spelling activities</b>			
Year: 7	Term: 3	Duration: 1 term	Set: All
<p><b>Objectives</b></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>● W2 Pluralisation</li> <li>● W3 Word endings</li> <li>● W4 Prefixes</li> <li>● W5 High-frequency words</li> <li>● W8 Personal spelling</li> <li>● W10 Analogy</li> <li>● W11 Strategies for learning spellings</li> </ul>			
<p><b>Teaching sequence</b></p> <p>Delivered through activities at start of each lesson, i.e. 3 x 10–15 mins per week</p> <p>Week 1 ES and IES plurals and start spelling logs</p> <p>Week 2 VES and non-S plurals</p> <p>Week 3 Prefixes and their meanings</p> <p>Week 4 Antonyms</p> <p>Week 5 Consonant suffixes and vowel suffixes</p> <p>Week 6 SHUN endings</p> <p>Week 7 LE/EL endings, ABLE/IBLE endings, ER/OR endings</p> <p>Week 8 Learning strategies</p> <p>Week 9 Common misspellings</p> <p>Week 10 Spelling long words</p> <p>Week 11 Test.* Set class and personal target lists</p> <p><i>*Assessment piece</i></p>			

Short-term plan

Example 3

<p>Year: 7 Term: 3 Week: 1 Teacher: JH</p>	<p><b>Objectives</b> Word</p> <ul style="list-style-type: none"> <li>W2 Pluralisation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>R6 Active reading</li> <li>R8 Infer and deduce</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Wr3 Exploratory writing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>S&amp;L12 Exploratory talk</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input checked="" type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Inference</li> </ul>			
	<p><b>Word/sentence activity</b> (10 minutes)</p>	<p><b>Introduction</b> (20 minutes)</p>	<p><b>Development</b> (20 minutes)</p>	<p><b>Plenary</b> (10 minutes)</p>	<p><b>Homework</b></p>
<p>Lesson 1 1 hour</p>	<p>es plurals</p> <ul style="list-style-type: none"> <li>Word sort activity</li> <li>Work out which endings need es</li> <li>Listening game (for extra syllable)</li> </ul>	<p>Shared reading chapter 1 What questions and expectations does the text pose? Text marking on OHT</p>	<p>In groups: Read to end of chapter Collect impressions of the world he lives in. Underline words or phrases that give that impression * Work with group A</p>	<p>Collect key phrases Draw out differences between explicit information and implied meanings</p>	<p>Read chapters 2 and 3 Identify how first impressions are confirmed, changed or developed</p>
<p>Lesson 2 1 hour</p>	<p>ies plurals</p> <ul style="list-style-type: none"> <li>Brainstorm y words</li> <li>Sort ys/ies</li> <li>Work out rule</li> <li>Plural race</li> </ul>	<p>Recap chapters 2 and 3 Reread discovery of Skellig Pick out words and phrases Speculate about his origins</p>	<p>Individually: In journals, sketch the man from given information Jot down possible ideas about who he is and why he is there. Cite evidence from text * Work with group B</p>	<p>Share sketches and ideas Identify common features inspired by text</p>	<p>Read chapters 4 and 5 Predict how the story will unfold, and point to clues in text</p>
<p>Lesson 3 1 hour</p>	<ul style="list-style-type: none"> <li>Test plurals</li> </ul>	<p>Share predictions Read to the end of chapter 6, picking out examples of sound effects, e.g. onomatopoeia, repetition, short sentences, alliteration. Note examples on paper</p>	<p>In groups, each looking at one technique: Go over chapters 4–6 and note examples on post-it notes Stick on posters *Work with group C</p>	<p>Draw out common techniques and their effects Generalise about the writer's style</p>	
<p>Lesson 4 30 mins</p>	<p>In groups: Read chapters 7–8. Discuss presentation of Skellig. Note plot as a flow chart in journal (20 minutes) *Ten minutes with groups D, E and F *Mrs Jones: guided reading with group A</p>				<p>Homework: read up to end of chapter 9 Use journal to note impressions of Mina</p>

Another short-term plan (from a different school)

Example 4

<p>Year: 7 Term: 2 Week: 3 Teacher: Me</p>	<p><b>Objectives</b> Word</p> <ul style="list-style-type: none"> <li>● W20 Connectives</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>● Sn13c Explanation</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>● S&amp;L3 Shape a presentation</li> <li>● S&amp;L4 Answers, instructions, explanations</li> <li>● S&amp;L5 Put a point of view</li> <li>● S&amp;L19 Evaluate presentations</li> </ul>	<p><b>Word/sentence activity</b> (10 minutes)</p> <p>School site spelling list: corridor, assembly, laboratory, field, entrance, gymnasium, refectory, library, apparatus, office, centre</p>	<p><b>Introduction</b> (20 minutes)</p> <ul style="list-style-type: none"> <li>● Brainstorm favourite/least favourite aspects of school environment and buildings</li> <li>● Collect wish list of changes</li> <li>● Explain the notion of a group presentation of an Alternative School Plan</li> </ul>	<p><b>Development</b> (20 minutes)</p> <p>In groups:</p> <ul style="list-style-type: none"> <li>● Select three best ideas</li> <li>● Brainstorm how to promote them</li> <li>● Anticipate objections</li> <li>● Develop ideas</li> </ul> <p>*Work with group E</p>	<p><b>Plenary</b> (10 minutes)</p> <p>How to tackle possible objections:</p> <ul style="list-style-type: none"> <li>● deny</li> <li>● dismiss</li> <li>● ameliorate</li> <li>● outweigh</li> <li>● diminish</li> <li>● reframe</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling</li> <li><input checked="" type="checkbox"/> Sustained discussion</li> <li><input type="checkbox"/> Writing style</li> </ul> <p><b>Homework</b></p> <p>List possible objections and refute them</p>
<p>Lesson 1 1 hour</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Brainstorm criteria for a good oral presentation</li> <li>● Discuss range and strengths/weaknesses of different ways of presenting: OHT, drawings, talk, etc.</li> <li>● List persuasive devices, e.g. evidence</li> <li>● Link words and phrases for presenting a case: moreover, as a result, a further benefit, etc.</li> </ul>	<p><b>Word/sentence activity</b> (10 minutes)</p> <p>School site spelling list: corridor, assembly, laboratory, field, entrance, gymnasium, refectory, library, apparatus, office, centre</p>	<p><b>Introduction</b> (20 minutes)</p> <ul style="list-style-type: none"> <li>● Brainstorm favourite/least favourite aspects of school environment and buildings</li> <li>● Collect wish list of changes</li> <li>● Explain the notion of a group presentation of an Alternative School Plan</li> </ul>	<p><b>Development</b> (20 minutes)</p> <p>In groups:</p> <ul style="list-style-type: none"> <li>● Select three best ideas</li> <li>● Brainstorm how to promote them</li> <li>● Anticipate objections</li> <li>● Develop ideas</li> </ul> <p>*Work with group E</p>	<p><b>Plenary</b> (10 minutes)</p> <p>How to tackle possible objections:</p> <ul style="list-style-type: none"> <li>● deny</li> <li>● dismiss</li> <li>● ameliorate</li> <li>● outweigh</li> <li>● diminish</li> <li>● reframe</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling</li> <li><input checked="" type="checkbox"/> Sustained discussion</li> <li><input type="checkbox"/> Writing style</li> </ul> <p><b>Homework</b></p> <p>List possible objections and refute them</p>
<p>Lesson 2 1 hour</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Remind about criteria</li> <li>● In groups: rehearse presentations</li> <li>● *Work with groups A and D</li> <li>● *Mrs Owen: work with group B</li> </ul>	<p><b>Word/sentence activity</b> (10 minutes)</p> <p>School site spelling list: corridor, assembly, laboratory, field, entrance, gymnasium, refectory, library, apparatus, office, centre</p>	<p><b>Introduction</b> (20 minutes)</p> <ul style="list-style-type: none"> <li>● Brainstorm favourite/least favourite aspects of school environment and buildings</li> <li>● Collect wish list of changes</li> <li>● Explain the notion of a group presentation of an Alternative School Plan</li> </ul>	<p><b>Development</b> (20 minutes)</p> <p>In groups:</p> <ul style="list-style-type: none"> <li>● Select three best ideas</li> <li>● Brainstorm how to promote them</li> <li>● Anticipate objections</li> <li>● Develop ideas</li> </ul> <p>*Work with group E</p>	<p><b>Plenary</b> (10 minutes)</p> <p>How to tackle possible objections:</p> <ul style="list-style-type: none"> <li>● deny</li> <li>● dismiss</li> <li>● ameliorate</li> <li>● outweigh</li> <li>● diminish</li> <li>● reframe</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling</li> <li><input checked="" type="checkbox"/> Sustained discussion</li> <li><input type="checkbox"/> Writing style</li> </ul> <p><b>Homework</b></p> <p>List possible objections and refute them</p>
<p>Lesson 3 1 hour</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Presentations and group feedback</li> <li>● What worked best?</li> <li>● What makes an effective presentation?</li> <li>● Vote for best</li> </ul>	<p><b>Word/sentence activity</b> (10 minutes)</p> <p>School site spelling list: corridor, assembly, laboratory, field, entrance, gymnasium, refectory, library, apparatus, office, centre</p>	<p><b>Introduction</b> (20 minutes)</p> <ul style="list-style-type: none"> <li>● Brainstorm favourite/least favourite aspects of school environment and buildings</li> <li>● Collect wish list of changes</li> <li>● Explain the notion of a group presentation of an Alternative School Plan</li> </ul>	<p><b>Development</b> (20 minutes)</p> <p>In groups:</p> <ul style="list-style-type: none"> <li>● Select three best ideas</li> <li>● Brainstorm how to promote them</li> <li>● Anticipate objections</li> <li>● Develop ideas</li> </ul> <p>*Work with group E</p>	<p><b>Plenary</b> (10 minutes)</p> <p>How to tackle possible objections:</p> <ul style="list-style-type: none"> <li>● deny</li> <li>● dismiss</li> <li>● ameliorate</li> <li>● outweigh</li> <li>● diminish</li> <li>● reframe</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling</li> <li><input checked="" type="checkbox"/> Sustained discussion</li> <li><input type="checkbox"/> Writing style</li> </ul> <p><b>Homework</b></p> <p>List possible objections and refute them</p>

Another short-term plan (from a third school)

Example 5

<p>Year: 7 Term: 3 Week: 8 Teacher: Me</p>	<p><b>Objectives</b> Word</p> <ul style="list-style-type: none"> <li>W3 Word endings</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>R7 Identify main ideas</li> <li>R14 Language choices</li> <li>R19 Poetic form</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Wr2 Planning formats</li> </ul>	<p><b>School priorities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spelling</li> <li><input checked="" type="checkbox"/> Sustained discussion</li> <li><input type="checkbox"/> Writing style</li> </ul>			
	<p><b>Word/sentence activity</b> (15 minutes)</p>	<p><b>Introduction</b> (15 minutes)</p>	<p><b>Development</b> (20 minutes)</p>	<p><b>Plenary</b> (10 minutes)</p>	<p><b>Homework</b></p>
<p><b>Lesson 1</b> 1 hour</p>	<p>Brainstorm and sort -shun endings</p> <ul style="list-style-type: none"> <li>-tion most common</li> <li>-sion less common</li> <li>-ssion sounds different</li> <li>-ssian place names only</li> <li>-cian after -ic endings</li> </ul>	<p>Introduce the poet:</p> <ul style="list-style-type: none"> <li>factual information</li> <li>slides</li> </ul>	<p>Split class into six groups, each with its own poem to consider:</p> <ul style="list-style-type: none"> <li>work out topic, meaning and mood of the poem</li> <li>identify one forceful line and what makes it memorable</li> </ul> <p>*Work with A group</p>	<p>Brief initial feedback from each group about:</p> <ul style="list-style-type: none"> <li>topic</li> <li>mood</li> <li>one forceful line</li> </ul> <p>Extrapolate first impressions of poet's work</p>	<p>Annotate sheet provided for first poem studied</p>
<p><b>Lesson 2</b> 1 hour</p>	<p>List -sion words on board</p> <p>Groups identify base words and search for patterns</p> <ul style="list-style-type: none"> <li>-s/-se words convert to -sion</li> <li>-d/-de words convert to -sion</li> <li>zh sound</li> </ul> <p>High-frequency list to learn</p>	<p>Jigsaw: new groups representing all six poems</p> <p>Each representative reports back on their poem, reading it aloud first, then explaining meaning, etc.</p> <p>Annotate rest of sheet</p> <p>* Work with groups 2 and 6</p> <p>*Mrs Smith to support John and Yasmin in group 3</p>		<p>Draw out poet's main themes (e.g. death) and typical style (e.g. plain language)</p>	<p>n/a</p>
<p><b>Lesson 3</b> 1 hour</p>	<p>Test high-frequency list</p> <p>Investigate -tion endings in groups</p>	<p>Pick out on OHT:</p> <ul style="list-style-type: none"> <li>dated words and expressions in one poem</li> <li>historical references</li> </ul>	<p>In groups: Pick out further clues, references and links to the poet's background</p> <p>*Work with groups C and D</p>	<p>How the poet reveals and expresses her life and times</p>	<p>Use sheet to write a brief introduction to the poet and her poems</p>

## Appendix 2 Name tags

The following name tags are offered as shortened versions of each objective to avoid having to write them out in full during planning.

## NLS Framework for teaching English

### YEAR 7

#### WORD LEVEL

##### Spelling

- 1 Vowel choices
- 2 Pluralisation
- 3 Word endings
- 4 Prefixes
- 5 High-frequency words
- 6 Apostrophes
- 7 Key words

##### Spelling strategies

- 8 Personal spelling
- 9 Phonemes and syllables
- 10 Analogy
- 11 Strategies for learning spellings

- 12 Using a dictionary
- 13 Spellcheckers

##### Vocabulary

- 14 Word meaning in context
- 15 Dictionary and thesaurus
- 16 Unfamiliar words
- 17 Word classes
- 18 Qualification and comparison
- 19 Lexical patterns
- 20 Connectives
- 21 Subject vocabulary
- 22 Words in different languages

#### SENTENCE LEVEL

##### Sentence construction and punctuation

- 1 subordinate clauses
  - a) types
  - b) functions
  - c) positioning
- 2 Noun phrases
- 3 Boundary punctuation
- 4 Tense management
- 5 Active or passive voice
- 6 Resolve ambiguity
- 7 Speech punctuation

##### Paragraphing and cohesion

- 8 Starting paragraphs
- 9 Main point of paragraph
- 10 Paragraph structure
- 11 Sentence variety
- 12 Sequencing paragraphs

##### Stylistic conventions of non-fiction

- 13 a) information
- b) recount
- c) explanation
- d) instructions
- e) persuasion
- f) discursive writing
- 14 Subject conventions

##### Standard English and language variation

- 15 Vary formality
- 16 Speech and writing
- 17 Standard English
- 18 Sentences in older text

#### READING

##### Research and study skills

- 1 Locate information
- 2 Extract information
- 3 Compare presentation
- 4 Note-making
- 5 Evaluate sources

##### Reading for meaning

- 6 Active reading
- 7 Identify main ideas
- 8 Infer and deduce
- 9 Distinguish writer's views
- 10 Media audiences
- 11 Print, sound and image

##### Understanding the author's craft

- 12 Character, setting and mood
- 13 Non-fiction style
- 14 Language choices
- 15 Endings
- 16 Author attitudes

##### Study of literary texts

- 17 Independent reading
- 18 Response to a play
- 19 Poetic form
- 20 Literary heritage

#### WRITING

##### Plan, draft and present

- 1 Drafting process
- 2 Planning formats
- 3 Exploratory writing
- 4 Handwriting and presentation

##### Imagine, explore, entertain

- 5 Story structure
- 6 Characterisation
- 7 Narrative devices
- 8 Visual and sound effects
- 9 Link writing and reading

##### Inform, explain, describe

- 10 Organise texts appropriately
- 11 Present information
- 12 Develop logic
- 13 Instructions and directions
- 14 Evocative description

##### Persuade, argue, advise

- 15 Express a view
- 16 Validate an argument
- 17 Informal advice

##### Analyse, review, comment

- 18 Present findings
- 19 Reflective writing

#### SPEAKING AND LISTENING

##### Speaking

- 1 Clarify through talk
- 2 Recount
- 3 Shape a presentation
- 4 Answers, instructions, explanations
- 5 Put a point of view

##### Listening

- 6 Recall main points
- 7 Pertinent questions
- 8 Presentational techniques
- 9 Oral text types

##### Group discussion and interaction

- 10 Report main points
- 11 Range of roles
- 12 Exploratory talk
- 13 Collaboration
- 14 Modify views

##### Drama

- 15 Explore in role
- 16 Collaborate on scripts
- 17 Extend spoken repertoire
- 18 Exploratory drama
- 19 Evaluate presentations

**YEAR 8**

**WORD LEVEL**

**Spelling**

- 1 a) vowel choices
- b) pluralisation
- c) word endings
- d) prefixes and suffixes
- e) apostrophes
- f) homophones
- 2 High-frequency spellings
- 3 Lexical patterns
- 4 Complex and unfamiliar words
- 5 Key terms

**Spelling strategies**

- 6 a) personal spelling
- b) spelling rules
- c) dictionaries and spellcheckers
- d) sounds and syllables
- e) critical features
- f) word formation
- g) analogy

**Vocabulary**

- 7 a) word families
- b) unfamiliar words
- c) words in context
- 8 Use linguistic terms
- 9 Specialist vocabulary
- 10 Prepositions and connectives
- 11 Figurative vocabulary
- 12 Formality and word choice
- 13 Ironic use of words
- 14 Language change

**SENTENCE LEVEL**

**Sentence construction and punctuation**

- 1 Complex sentences
- 2 Variety of sentence structure
- 3 Colons and semi-colons
- 4 Tense shifts
- 5 Conditionals and modal verbs

**Paragraphing and cohesion**

- 6 Grouping sentences
- 7 Cohesion and coherence

**Stylistic conventions of non-fiction**

- 8 Subject-specific conventions
- 9 Adapting text types
- 10 Informal to formal

**Standard English and language variation**

- 11 Standard English and dialect
- 12 Degrees of formality
- 13 Change over time
- 14 Compare languages

**READING**

**Research and study skills**

- 1 Combine information
- 2 Independent research
- 3 Notemaking formats

**Reading for meaning**

- 4 Versatile reading
- 5 Trace developments
- 6 Bias and objectivity
- 7 Implied and explicit meanings
- 8 Transposition
- 9 Influence of technology

**Understanding the author's craft**

- 10 Development of key ideas
- 11 Compare treatments of same theme

**Study of literary texts**

- 12 Independent reading
- 13 Interpret a text
- 14 Literary conventions
- 15 Historical context
- 16 Cultural context

**WRITING**

**Plan, draft and present**

- 1 Effective planning
- 2 Anticipate reader reaction
- 3 Writing to reflect
- 4 Handwriting at speed

**Imagine, explore, entertain**

- 5 Narrative commentary
- 6 Figurative language
- 7 Establish the tone
- 8 Experiment with conventions
- 9 Rework in different forms

**Inform, explain, describe**

- 10 Effective information
- 11 Explain complex ideas
- 12 Formal description

**Persuade, argue, advise**

- 13 Present a case persuasively
- 14 Develop an argument
- 15 Advice about options

**Analyse, review, comment**

- 16 Balanced analysis
- 17 Integrate evidence
- 18 Critical review

**SPEAKING AND LISTENING**

**Speaking**

- 1 Evaluate own speaking
- 2 Develop recount
- 3 Formal presentation
- 4 Commentary
- 5 Questions to clarify or refine

**Listening**

- 6 Evaluate own listening
- 7 Listen for a specific purpose
- 8 Hidden messages

**Group discussion and interaction**

- 9 Evaluate own contributions
- 10 Hypothesis and speculation
- 11 Building on others
- 12 Varied roles in discussion

**Drama**

- 13 Evaluate own drama skills
- 14 Dramatic techniques
- 15 Work in role
- 16 Collaborative presentation

YEAR 9 WORD LEVEL	SENTENCE LEVEL	READING	WRITING	SPEAKING AND LISTENING
<b>Spelling</b> 1 Revise spelling conventions 2 High-frequency words <b>Spelling strategies</b> 3 Evaluate own spelling 4 a) learning strategies b) apply knowledge c) identify patterns 5 Ways of checking <b>Vocabulary</b> 6 Terminology for analysis 7 Layers of meaning 8 Connectives for developing thought	<b>Sentence construction and punctuation</b> 1 Complex sentences 2 Punctuation for clarity and effect 3 Degrees of formality 4 Integrate speech, reference and quotation <b>Paragraphing and cohesion</b> 5 Shape paragraphs rapidly 6 Paragraph organisation <b>Stylistic conventions of non-fiction</b> 7 Exploit conventions 8 Conventions of ICT texts <b>Standard English and language variation</b> 9 Sustained standard English 10 Attitudes to standard English 11 Trends over time	<b>Research and study skills</b> 1 Information retrieval 2 Synthesise information 3 Note-making at speed 4 Evaluate information <b>Reading for meaning</b> 5 Evaluate own critical writing 6 Authorial perspective 7 Compare texts 8 Readers and texts <b>Understanding the author's craft</b> 9 Compare writers from different times 10 Interpretations of text 11 Author's standpoint 12 Rhetorical devices <b>Study of literary texts</b> 13 Evaluate own reading 14 Analyse scenes 15 Major writers 16 Different cultural contexts 17 Compare poets 18 Prose text	<b>Plan, draft and present</b> 1 Review own writing 2 Exploratory writing 3 Formal essay 4 Presentational devices <b>Imagine, explore, entertain</b> 5 Narrative techniques 6 Creativity in non-literary texts 7 'Infotainment' 8 Poetic form and meaning <b>Inform, explain, describe</b> 9 Integrate information 10 Explain connections 11 Descriptive detail 12 Effective presentation of information <b>Persuade, argue, advise</b> 13 Influence audience 14 Counter-argument 15 Impartial guidance <b>Analyse, review, comment</b> 16 Balanced analysis 17 Cite textual evidence	<b>Speaking</b> 1 Evaluate own talk 2 Standard English 3 Interview techniques <b>Listening</b> 4 Evaluate own listening skills 5 Compare points of view 6 Analyse bias 7 Identify underlying issues <b>Group discussion and interaction</b> 8 Evaluate own contributions 9 Considered viewpoint 10 Group organisation <b>Drama</b> 11 Evaluate own drama skills 12 Drama techniques 13 Compare interpretations 14 Convey character and atmosphere 15 Critical evaluation

## Appendix 3 Key Stage 3 spelling lists

### General spelling list

The following list of spellings was compiled by a number of secondary schools who all identified the following words as common errors among this age group.

The list is not intended for blanket teaching, because most pupils will know how to spell most of the words, but it is recommended that early in Year 7, pupils should be helped to learn those spellings about which they still are uncertain.

accommodation	conclusion	explanation
actually	conscience	February
alcohol	conscious	fierce
although	consequence	forty
analyse/analysis	continuous	fulfil
argument	creation	furthermore
assessment	daughter	guard
atmosphere	decide/decision	happened
audible	definite	health
audience	design	height
autumn	development	imaginary
beautiful	diamond	improvise
beginning	diary	industrial
believe	disappear	interesting
beneath	disappoint	interrupt
buried	embarrass	issue
business	energy	jealous
caught	engagement	knowledge
chocolate	enquire	listening
climb	environment	lonely
column	evaluation	lovely
concentration	evidence	marriage

material	potential	sincerely
meanwhile	preparation	skilful
miscellaneous	prioritise	soldier
mischievous	process	stomach
modern	proportion	straight
moreover	proposition	strategy
murmur	questionnaire	strength
necessary	queue	success
nervous	reaction	surely
original	receive	surprise
outrageous	reference	survey
parallel	relief	technique
participation	remember	technology
pattern	research	texture
peaceful	resources	tomorrow
people	safety	unfortunately
performance	Saturday	Wednesday
permanent	secondary	weight
persuade/persuasion	separate	weird
physical	sequence	women
possession	shoulder	

### Common homophones and confusions

advise/advice	choose/chose	quiet/quite
a lot of	cloth/clothe	sites/sights
affect/effect	conscience/conscious	source/sauce
allowed/aloud	course/coarse	thank you
bought/brought	our/are	threw/through
braking/breaking	practise/practice	to/too/two

## Subject spelling lists

These lists of subject spellings were compiled by a number of secondary school departments. They identified the words listed as being words that were often needed and often incorrectly spelt.

Schools may use these suggestions as the basis for local lists suitable for their own topics and needs.

The list is not intended for blanket teaching, because all pupils will know how to spell some of the words. However, it is recommended that pupils should be helped to learn those spellings about which they are uncertain.

### Art

abstract	easel	landscape
acrylic	exhibition	palette
charcoal	foreground	pastel
collage	frieze	perspective
collection	gallery	portrait
colour	highlight	sketch
crosshatch	illusion	spectrum
dimension	impasto	
display	kiln	

### D and T

aesthetic	hygiene	presentation
brief	ingredient	production
carbohydrate	innovation	protein
component	knife/knives	recipe
design	linen	sew
diet	machine	specification
disassemble	manufacture	technology
evaluation	mineral	tension
fabric	natural	textile
fibre	nutrition	vitamin
flour	polyester	
flowchart	portfolio	

### Drama

applause	curtain	entrance
character/characteristics	director	exit
costume	dramatise	freeze

improvise	playwright	script
inspire	position	share
lighting	rehearse/rehearsal	spotlight
movement	role	stage
perform/performance	scene/scenario	theatre/theatrical

### English

advertise/advertisement	figurative	preposition
alliteration	genre	resolution
apostrophe	grammar	rhyme
atmosphere	imagery	scene
chorus	metaphor	simile
clause	myth	soliloquy
cliché	narrative/narrator	subordinate
comma	onomatopoeia	suffix
comparison	pamphlet	synonym
conjunction	paragraph	tabloid
consonant	personification	vocabulary
dialogue	playwright	vowel
exclamation	plural	
expression	prefix	

### Geography

abroad	function	poverty
amenity	globe	provision
atlas	habitat	region/regional
authority	infrastructure	rural
climate	international	settlement
contour	landscape	situation
country	latitude	tourist/tourism
county	location	transport/transportation
desert	longitude	urban
employment	nation/national	wealth
erosion	physical	weather
estuary	pollution	

## History

agriculture/agricultural	defence	politics/political
bias	disease	priest
castle	document	propaganda
cathedral	dynasty	Protestant
Catholic	economy/economic(al)	rebel/rebellion
chronology/chronological	emigration	reign
citizen	government	religious
civilisation	immigrant	republic
colony/colonisation	imperial/imperialism	revolt/revolution
conflict	independence	siege
constitution/constitutional	invasion	source
contradict/contradiction	motive	trade
current	parliament	traitor

## ICT

binary	hardware	network
byte	icon	output
cable	input	password
cartridge	interactive	preview
CD-ROM	interface	processor
computer	Internet	program
connect/connection	justify	scanner
cursor	keyboard	sensor
data/database	megabyte	server
delete	memory	software
disk	modem	spreadsheet
document	module	virus
electronic	monitor	
graphic	multimedia	

## Library

alphabet/alphabetical	content	fantasy
anthology	copyright	genre
article	dictionary	glossary
author	editor	index
catalogue	encyclopaedia	irrelevant/irrelevance
classification	extract	librarian

magazine	publisher	series
non-fiction	relevant/relevance	system
novel	romance	thesaurus
photocopy	section	
<b>Mathematics</b>	equilateral	perpendicular
addition	estimate	positive
adjacent	equation	quadrilateral
alternate	fraction	questionnaire
angle	graph	radius
amount	guess	ratio
approximately	horizontal	recurring
average	isosceles	reflect/reflection
axis/axes	kilogram	regular/irregular
calculate	kilometre	rhombus
centimetre	litre	rotate/rotation
circumference	measure	square
corresponding	metre	subtraction
co-ordinate	minus	symmetry/symmetrical
decimal	multiply/multiplication	triangle/triangular
degree	parallel/parallelogram	tonne
denominator	negative	vertex/vertices
diameter	numerator	vertical
digit	percentage	volume
divide/division	perimeter	weight
<b>Music</b>		
choir	melody	scale
chord	minim	score
chromatic	minor	semibreve
composition/conductor	musician	synchronise
crotchet	octave	syncopation
dynamics	orchestra/orchestral	tempo
harmony	ostinato	ternary
instrument/instrumental	percussion	timbre
interval	pitch	triad
lyric	quaver	vocal
major	rhythm	

**PE**

active/activity	injury	qualify
agile/agility	league	relay
athletic/athlete	medicine	squad
bicep	mobile/mobility	tactic
exercise	muscle	tournament
field	personal	triceps
gym/gymnastic	pitch	
hamstring	quadriceps	

**PSHE**

able/ability	effort	reality
achieve/achievement	emotion/emotional	relationship
addict/addiction	encourage/encouragement	represent/representative
approve/approval	gender	reward
communication	generous/generosity	sanction
control	involve/involvement	sexism/sexist
dependant/dependency	prefer/preference	stereotype
discipline	pressure	
discussion	racism/racist	

**RE**

baptism	Hindu/Hinduism	prophet
Bible/biblical	hymn	religious/religion
Buddhist/Buddhism	immoral/immorality	shrine
burial	Islam	sign
celebrate/celebration	Israel	Sikh/Sikhism
ceremony	Judaism/Jewish	special
Christian	marriage	spirit/spiritual
commandment	miracle	symbol
commitment	moral/morality	synagogue
creation	Muslim	temple
disciple	parable	wedding
faith	pilgrim/pilgrimage	worship
festival	pray/prayer	
funeral	prejudice	

Science

absorb	exchange	organism
acid	freeze	oxygen
alkaline	frequency	particles
amphibian	friction	predator
apparatus	function	pressure
chemical	growth	reproduce
circulate/circulation	hazard	respire/respiration
combustion	insect	solution
condensation	laboratory	temperature
cycle	liquid	thermometer
digest/digestion	mammal	vertebrate
element	method	vessel
evaporation	nutrient	

