

**Word level**

Pupils should be taught to:

**Spelling**

1. review, consolidate and secure the spelling conventions covered in Year 7 which include:
  - a) vowel choices;
  - b) pluralisation;
  - c) word endings;
  - d) prefixes and suffixes;
  - e) apostrophes;
  - f) homophones;
2. revise and remember high-frequency spellings;
3. investigate lexical patterns in new vocabulary;
4. learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
5. secure the spelling of key terms and new words from across the curriculum;

**Spelling strategies**

6. devise their own ways to improve their spelling, building on strategies from Year 7 including:
  - a) maintaining a personal record of spelling difficulties and development;
  - b) applying spelling rules and recognising exceptions;
  - c) using dictionaries and spellcheckers where appropriate;
  - d) sounding out and syllabifying;
  - e) memorising critical features;
  - f) drawing on word structures, families and derivations;
  - g) using analogy.

**Sentence level**

Pupils should be taught to:

**Sentence construction and punctuation**

1. combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. using non-finite clauses;
2. explore the impact of a variety of sentence structures, e.g. recognising when it is effective to use short direct sentences;
3. to make good use of the full range of punctuation, including colons and semi-colons;
4. explore the effects of changes in tense, e.g. past to present for vividness;
5. recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

**Paragraphing and cohesion**

6. explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by chronology, comparison or through adding exemplification;
7. develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

**Stylistic conventions of non-fiction**

8. know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing forms featured in specific subjects during the current year, e.g. scientific investigation, historical analysis;
9. adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e.g. advertisements, documentaries, editorials;

### Vocabulary

7. review and develop their ability to:
  - a) recognise links between words related by word families and roots;
  - b) work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;
  - c) understand and explain exactly what words mean in particular contexts;
8. understand and use key terms that help to describe and analyse language, e.g. word class, noun phrase, subordinate clause, syntax, conditional;
9. appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
10. extend the range of prepositions and connectives used to indicate purpose, e.g. in order to, so that, or express reservations, e.g. although, unless, if;
11. appreciate the impact of figurative language in texts;
12. recognise how the degree of formality influences word choice;
13. understand the implications when a word is in quotation marks or is used ironically;
14. collect and comment on examples of language change, e.g. new words associated with electronic communication and ICT.

10. identify the key alterations made to a text when it is changed from an informal to a formal text, e.g. change from first to third person, nominalisation, use of passive verbs;

### Standard English and language variation

11. understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;
12. explore and use different degrees of formality in written and oral texts, e.g. formal speeches, informal journals;
13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period;
14. draw on their knowledge of other languages to identify some of the differences and similarities between those languages and English.

### Text level – Reading

Pupils should be taught to:

#### Research and study skills

1. combine information from various sources into one coherent document;
2. undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
3. make notes in different ways, choosing a form which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval;

#### Reading for meaning

4. review their developing skills as active, critical readers who search for meaning using a range of reading strategies;
5. trace the development of themes, values or ideas in texts;
6. recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;
7. identify the ways implied and explicit meanings are conveyed in different texts, e.g. irony, satire;
8. investigate how meanings are changed when information is presented in different forms or transposed into different media;
9. recognise how texts are shaped by the technology they use, e.g. the use of sound and image in a computer animation.

### Text level – Writing

Pupils should be taught to:

#### Plan, draft and present

1. experiment with different approaches to planning, drafting, proofreading and presenting writing, taking account of the time available;
2. re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
3. use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;
4. develop a fluent, legible handwriting style which can be maintained under time pressure;

#### Write to imagine, explore, entertain

5. develop the use of commentary and description in narrative, e.g. by addressing the reader directly;
6. experiment with figurative language in conveying a sense of character and setting;
7. experiment with different language choices to imply meaning and to establish the tone of a piece, e.g. ironic, indignant;
8. develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales;
9. experiment with presenting similar material in different forms and styles of poetry;

### 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. tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect;
3. make a formal presentation in standard English, using appropriate rhetorical devices;
4. provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images;
5. ask questions to clarify understanding and refine ideas;

#### Listening

6. recognise their own skills, strategies and responses as listeners in different situations, e.g. to lyrics, to directions, to information;
7. listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;
8. recognise the range of ways in which messages are conveyed, e.g. tone, emphasis, status of speaker.

**Understanding the author's craft**

- 10. analyse the overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used;
- 11. investigate the different ways familiar themes are explored and presented by different writers;

**Study of literary texts**

- 12. record and review the development of their independent reading, and identify ways of increasing its scope and challenge;
- 13. read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique;
- 14. recognise the conventions of some common literary forms, e.g. sonnet, and genres, e.g. Gothic horror, and explore how a particular text adheres to or deviates from established conventions;
- 15. identify links between literary heritage texts and their times, e.g. the social context of a nineteenth century novel;
- 16. recognise how texts refer to and reflect the culture in which they were produced, e.g. in their evocation of place and values.

**Write to inform, explain, describe**

- 10. organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. a technological process, an information leaflet;
- 11. explain complex ideas and information clearly, e.g. defining principles, explaining a scientific process;
- 12. describe an event, process or situation, using language with an appropriate degree of formality, e.g. a school prospectus;

**Write to persuade, argue, advise**

- 13. present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections;
- 14. develop and signpost arguments in ways that make the logic clear to the reader;
- 15. give written advice which offers alternatives and takes account of the possible consequences, e.g. money management for young people;

**Write to analyse, review, comment**

- 16. weigh different viewpoints and present a balanced analysis of an event or issue, e.g. an environmental issue or historical investigation;
- 17. integrate evidence into writing to support analysis or conclusions, e.g. data, quotation;
- 18. write a critical review of a substantial text, taking account of the context in which it was written and the likely impact on its intended readers.

**Group discussion and interaction**

- 9. reflect on their individual strengths as contributors to group talk and identify points and opportunities for development;
- 10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
- 11. recognise and build on other people's contributions;
- 12. take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought;

**Drama**

- 13. reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. keep a reflective record of their contributions to dramatic improvisation and presentation;
- 14. develop the dramatic techniques that enable them to create and sustain a variety of roles;
- 15. explore and develop ideas, issues and relationships through work in role;
- 16. collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.