

## A mastery curriculum for English

	Core skills to be mastered	Core knowledge to be mastered
<b>Year 7</b>	<p><b><u>Reading</u></b>            Give the meaning of words in context.            Retrieve and record information/identify key details from fiction and non-fiction.            Summarise main ideas from more than one paragraph with some accuracy and understanding.            Make inferences from the text.            Explain and justify inferences with evidence from the text- make comments on the use of <b><u>LANGUAGE, GRAMMAR and STRUCTURE</u></b>.            Predict what might happen from details stated.            Identify/explain <u>how</u> the text is structured (opening/closing/related moments) to create meaning as a whole-use of language.            Make comparisons within the text.            Can give a personal response.            Some understanding of context.</p> <p><b><u>Writing</u></b>            Consolidate use of 1<sup>st</sup> level punctuation.            Write with interest and relevant content.            Group related ideas together and use paragraphs.            Understanding of tenses.            Vary sentence lengths for impact and effect.            Continue to develop legible handwriting.            HFW + MFW largely spelled correctly.            Produce a text type which follows the features of the text type and show some understanding of the purpose.            Begin to use a range of vocabulary for purpose and effect.</p>	<p><b><u>Reading</u></b>            Clear and detailed understanding of texts studied (plot, character, relationships, themes, genre, context, language).            Understanding of literary devices and other techniques used by a writer.            Understanding of possible effects created through choice of language, grammar and structure.            Understanding of vocabulary across different genres, eras and text-types.            Understanding of how writing is varied to suit audience/purpose e.g. letter, diary, speech, narrative (autobiography).            Understanding of different sentence types.            Clear and detailed understanding of how language has changed over time.</p> <p><b><u>Writing:</u></b>            Clear understanding of characters and functions of 1st level punctuation.            Understanding of how to vary writing to suit a range of audiences.            Identify, apply and begin to use different sentence types.            Begin to apply knowledge for KS2 grammar to own writing (grammar for writing).</p>

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Year 8	<p><b><u>Reading Skills</u></b></p> <p>Explain the meaning of words in context.  Retrieve and record information/identify key details from fiction and non-fiction.  Summarise main ideas from a whole text.  Make developed inferences from the text.  Explain and justify inferences with evidence from the text taking opportunity to 'zoom in' where appropriate. Begin to analyse the <b><u>use of LANGUAGE, GRAMMAR and STRUCTURE.</u></b>  Predict what might happen from details stated and implied.  Securely identify/explain how the text is structured (opening/closing/related moments) to create meaning as a whole-  <u>Use of language.</u>  Identify/explain how meaning is enhanced through choice of words and phrases taking opportunity to 'zoom in' where appropriate.  Make comparisons between texts.  Personal response given.  Understanding of context shown.</p> <p><b><u>Writing Skills</u></b></p> <p>Write with detail and to show a point of view.  Produce audience appropriate texts across a variety of genres.  Order ideas logically and use paragraphs effectively.  Correct use of tense.  Begin to use 2<sup>nd</sup> level punctuation.  Clearly formed handwriting.  HFW + MFW spelled correctly.  Write using a variety of sentence types, structures and starters for effects.  Use a range of vocabulary for purpose and effect.  Accurately use a range of punctuation and grammar (most of the time).  Ideas are clear and begin to sustain the interest of a reader.</p>	<p><b><u>Reading:</u></b></p> <p>Clear and detailed understanding of texts studied (plot, character, relationships, themes, genre, context, language).  Clear understanding of literary devices and other techniques used by a writer.  Clear understanding of possible effects created through choice of language, grammar and structure.  Clear understanding of textual structures and how this creates meaning within a text.  Clear and detailed understanding of how meaning is enhanced within a text.  Clear and detailed understanding of vocabulary across different genres, eras and text-types.  Clear understanding of different sentence types and effects created.</p> <p><b><u>Writing:</u></b></p> <p>Clear and detailed understanding of textual features.  Identify characters and uses of 2<sup>nd</sup> level punctuation.  Develop ambitious vocab across different genres, eras and text-types.  Understand how to shape writing for a range of different audiences/purposes e.g. letter, diary, speech, narrative, discursive writing, articles, description.  Apply, explain and begin to explore impact of different sentence types.  Use visual stimuli to create a response.</p>

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Year 9	<p><b><u>Reading Skills</u></b></p> <p>Explain the meaning of words in a range of contexts.  Retrieve and record information/identify key details from fiction and non-fiction.  Summarise main ideas from more than one text (AO1).  Make a range of developed inferences from the text (alternative interpretations).  Explain/analyse and justify inferences with evidence from the text, taking opportunity to cross-reference evidence and inferences where appropriate (ANALYSE THE <b><u>USE OF LANGUAGE, GRAMMAR and STRUCTURE.</u></b>)  Predict what might happen from details stated and implied.  Confidently identify/explain how the text is structured (opening/closing/related moments) to create meaning as a whole.  Explain/analyse how meaning is enhanced through choice of words and phrases taking opportunity to cross-reference evidence and inferences where appropriate.  Explore comparisons across a range of texts.  Personal response given.  Understanding of context shown.</p> <p><b><u>Writing Skills</u></b></p> <p>Consolidate 2<sup>nd</sup> level punctuation.  Use a range of techniques to suit purpose.  Use ambitious and varied vocab appropriate to purpose and audience.  To sequence and organise writing appropriately e.g. paragraphs and tenses used consistently.  Use sentence structure to create effect e.g. embedded sentences, vary sentence length.  All handwriting clearly formed and legible.  Ideas communicated clearly and engage a reader.  Mostly accurate use of the full range of punctuation.  Nearly all words spelt accurately.</p>	<p><b><u>Reading:</u></b></p> <p>Clear and detailed understanding of texts studied (plot, character, relationships, themes, genre, context, language).  Detailed knowledge of literary devices and other techniques used by a writer.  Detailed knowledge of possible effects created through choice of language, grammar and structure.  Detailed knowledge of textual structures and how this creates meaning within a text.  Detailed knowledge of how meaning is enhanced within a text.  Clear understanding of how to make cross-references.  Clear understanding of how to explore comparisons across a range of texts.  Detailed knowledge of vocabulary across different genres, eras and text-types.  Clear and detailed understanding of different sentence types and effects created.</p> <p><b><u>Writing:</u></b></p> <p>Detailed knowledge of how to use literary devices and other techniques dependent on purpose.  Detailed knowledge of ambitious vocab across different genres, eras and text-types.  Detailed understanding and ability to apply conventions of openings/closings etc. in creative writing.  Use visual stimuli to create a detailed response.</p>

## Mastery curriculum for Spoken Language (speaking and listening)

	Core skills to be mastered	Core knowledge to be mastered
Year 7	<p><b>Individual contributions</b> Identify/explain features of spoken language. Speak at length on straightforward subject/topic using appropriate vocabulary and non-verbal communication features. Listen in an appropriate way to a range of spoken language contributions.</p> <p><b>Paired/group discussion</b> Take on straightforward roles and responsibilities within paired and group work. Listen in an appropriate way to a range of spoken language contributions.</p> <p><b>Role play</b> Role play in different contexts – using language appropriately. Applying gesture and movement appropriate to role. Be able to evaluate the success of a role play.</p>	<p>Understand how/why language is varied (formal/informal). Understand how gestures/movements convey character/scenarios. Understand a range of roles/responsibilities within group and paired talk. How to structure a basic speech/talk. Know simple rhetorical devices and their impact on listeners.</p>
Year 8	<p><b>Individual contributions</b> Explain/explore features of spoken language. Listen in an appropriate way to a range of spoken language contributions. Plan and present ideas.</p> <p><b>Paired/group discussion</b> Applying understanding of social contexts in crafting a role. Maintaining roles and responsibilities in pairs/group work. Be able to shape and direction of talk using appropriate spoken language features.</p> <p><b>Role Play</b> Apply suitable vocabulary, grammar, non-verbal communication features for a range of tasks.</p>	<p>Understand what the features of language are. Conventions of group talk e.g. turn taking, asking questions, managing talk, structure. Understand how to match vocabulary, grammar, non-verbal communication features to a range of tasks.</p>
Year 9	<p><b>Individual contributions</b> Explore/evaluate the meaning and impact of spoken language. Organise and shape a longer speech/talk with an appropriate level of detail. Plan and present ideas, using appropriate spoken language devices to manipulate the audience.</p> <p><b>Paired/group discussion</b> Take on a range of increasingly complex roles and responsibilities within paired and group work. Show empathy within paired and group work.</p> <p><b>Role Play</b> Using dramatic techniques to craft a role confidently. Apply suitable vocabulary, grammar, non-verbal communication features for a range of tasks.</p>	<p>Identify and explain rhetorical devices in speech. Identify and evaluate different types of speech. Understand and begin to explain the impact of contexts on spoken language. Confidently match vocabulary, grammar, non-verbal communication features to a range of tasks. Understand how to interact with others and to contribute to increasingly complex and challenging discussions. Understand how different types of speech are structured, apply this knowledge to their own spoken language tasks.</p>