

Key Stage 3 Strand Tracker

Narrative fiction – plot, character, setting, structure, and language

Year 7	Year 8	Year 9
<p>Word 18. identify specific ways sentence structure and punctuation are different in older texts.</p> <p>Reading 6. adopt active reading approaches to engage with and make sense of texts, e. g. visualising, predicting, empathising and relating to own experience; 7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer; 8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied; 9. distinguish between the views of the writer and those expressed by others in the text, e. g. the narrator, quoted experts, characters; 12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure; 14. recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects; 15. trace the ways in which a writer structures a text to prepare a reader for the ending, and comment on the effectiveness of the ending; 16. distinguish between the attitudes and assumptions of characters and those of the author; 17. read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e. g. sharing views, keeping a reading journal 20. explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</p> <p>Writing 5. structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution; 6. portray character, directly and indirectly, through description, dialogue and action; 7. use a range of narrative devices to involve the reader, e. g. withholding information; 8. experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme; 9. make links between their reading of fiction, plays and poetry and the choices they make as writers; 19. write reflectively about a text, taking account of the needs of others who might read it.</p> <p>Speaking 2. recount a story, anecdote or experience, and consider how this differs from written narrative; The following objectives will also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Word 13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period;</p> <p>Reading 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; 7. identify the ways implied and explicit meanings are conveyed in different texts, e. g. irony, satire; 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; 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.</p> <p>Writing 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; 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.</p> <p>Speaking and Listening 2. tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect; The following objectives will also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Word 7. recognise layers of meaning in the writer's choice of words, e. g. connotation, implied meaning, different types or multiple meanings ;</p> <p>Sentence 4. integrate speech, reference and quotation effectively into what they write;</p> <p>Reading 5. evaluate their own critical writing about texts; 6. comment on authorial perspectives offered in texts on individuals, community and society in texts from different cultures; 7. compare the presentation of ideas, values or emotions in related or contrasting texts; 9. compare themes and styles of two writers from different times; 10. comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis; 11. analyse how an author's standpoint can affect meaning in non- literary as well as literary texts; 12. analyse and discuss use made of rhetorical devices in text; 15. extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time; 16. analyse ways in which different cultural contexts and traditions have influenced language and style, e. g. black British poetry, Irish short stories ;</p> <p>18. discuss a substantial prose text, sharing perceptions, negotiating common readings, accounting for differences of view.</p> <p>Writing 5. explore different ways of opening, structuring and ending narratives and experiment with narrative perspective, e. g. multiple narration 16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions; 17. cite specific and relevant textual evidence to justify critical judgements about texts.</p> <p>Speaking and Listening 7. identify the underlying themes, implications and issues raised by a talk, reading or programme The following objectives will also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present

Desired outcomes: students should be able to:

- Show in spoken and written text that they understand and can analyse how language works in fictional narrative.
- Identify and appreciate genre.
- Compare writers' themes and narrative techniques.
- Write their own fictional narratives, employing a variety of techniques.

“Read with a writer’s eye”

“Write with a reader’s eye”

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Playscripts: - A: specific objectives B: related objectives

A Year 7	Year 8	Year 9
<p>Reading</p> <p>18. give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event;</p> <p>Writing</p> <p>6. portray character, directly and indirectly, through description, dialogue and action;</p> <p>9. make links between their reading of fiction, plays and poetry and the choices they make as writers;</p> <p>Drama</p> <p>15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;</p> <p>16. work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience;</p> <p>17. extend their spoken repertoire by experimenting with language in different roles and dramatic contexts;</p> <p>18. develop drama techniques and strategies for anticipating, visualising and problem- solving in different learning contexts;</p> <p>19. reflect on and evaluate their own presentations and those of others.</p>	<p>Reading</p> <p>13. read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique;</p> <p>Drama</p> <p>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;</p> <p>14. develop the dramatic techniques that enable them to create and sustain a variety of roles;</p> <p>15. explore and develop ideas, issues and relationships through work in role;</p> <p>16. collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.</p>	<p>Reading</p> <p>14. analyse the language, form and dramatic impact of scenes and plays by published dramatists;</p> <p>Drama</p> <p>13. develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists;</p> <p>14. convey action, character, atmosphere and tension when scripting and performing plays;</p> <p>15. write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors.</p>
<p>B Word</p> <p>18. identify specific ways sentence structure and punctuation are different in older texts.</p> <p>Reading</p> <p>6. adopt active reading approaches to engage with and make sense of texts , e. g. visualising, predicting, empathising and relating to own experience;</p> <p>7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;</p> <p>8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;</p> <p>9. distinguish between the views of the writer and those expressed by others in the text, e. g. the narrator, quoted experts, characters;</p> <p>12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure;</p> <p>14. recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects;</p> <p>15. trace the ways in which a writer structures a text to prepare a reader for the ending, and comment on the effectiveness of the ending;</p> <p>16. distinguish between the attitudes and assumptions of characters and those of the author;</p> <p>19. explore how form contributes to meaning in poems from different times and cultures, e. g. storytelling in ballads;</p> <p>20. explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</p> <p>Writing</p> <p>5. structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;</p> <p>7. use a range of narrative devices to involve the reader, e. g. withholding information;</p> <p>8. experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme;</p>	<p>Word</p> <p>13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period</p> <p>Reading</p> <p>4. review their developing skills as active, critical readers who search for meaning using a range of reading strategies;</p> <p>5. trace the development of themes, values or ideas in texts</p> <p>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 ;</p> <p>11. investigate the different ways familiar themes are explored and presented by different writers;</p> <p>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;</p> <p>15. identify links between literary heritage texts and their times, e. g. the social context of a nineteenth century novel;</p> <p>16. recognise how texts refer to and reflect the culture in which they were produced, e. g. in their evocation of place and values.</p> <p>Writing</p> <p>6. experiment with figurative language in conveying a sense of character and setting;</p> <p>7. experiment with different language choices to imply meaning and establish tone of piece, e. g. ironic, indignant;</p> <p>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.</p>	<p>Word</p> <p>11. investigate ways English has changed over time and identify current trends of language change, e. g. word meanings.</p> <p>Sentence</p> <p>4. integrate speech, reference and quotation effectively into what they write;</p> <p>Reading</p> <p>5. evaluate their own critical writing about texts;</p> <p>6. comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures;</p> <p>7. compare the presentation of ideas, values or emotions in related or contrasting texts;</p> <p>9. compare themes and styles of two writers from different times;</p> <p>10. comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis;</p> <p>11. analyse how an author's standpoint can affect meaning in non- literary as well as literary texts;</p> <p>12. analyse and discuss the use made of rhetorical devices in a text;</p> <p>13. review and develop their own reading skills, experiences and preferences, noting strengths and areas for development</p> <p>15. extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time;</p> <p>16. analyse ways in which different cultural contexts and traditions have influenced language and style, e. g. black British poetry, Irish short stories ;</p> <p>Writing</p> <p>16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;</p> <p>Speaking and Listening</p> <p>7. identify the underlying themes, implications and issues raised by a talk, reading or programme</p>

Desired outcomes: students should be able to:

- Show in spoken and written text that they understand and can analyse how language works in drama texts.
- Compare dramatists' themes and techniques.
- Write their drama scripts, employing a variety of techniques

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Poetry

Year 7	Year 8	Year 9
<p>Word 14. define and deploy words with precision, including their exact implication in context;</p> <p>Sentence 18. identify specific ways sentence structure and punctuation are different in older texts.</p> <p>Reading 6. adopt active reading approaches to engage with and make sense of texts , e. g. visualising, predicting, empathising and relating to own experience; 8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied; 9. distinguish between the views of the writer and those expressed by others in the text, e. g. the narrator, quoted experts, characters; 11. recognise how print, sounds and still or moving images combine to create meaning; 12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure; 14. recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects; 19. explore how form contributes to meaning in poems from different times and cultures, e. g. storytelling in ballads; 20. explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</p> <p>Writing 8. experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme; 9. make links between their reading of fiction, plays and poetry and the choices they make as writers.</p> <p>Speaking and listening 12. use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking;</p>	<p>Word 11. appreciate the impact of figurative language in texts;</p> <p>Sentence 13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period;</p> <p>Reading 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; 7. identify the ways implied and explicit meanings are conveyed in different texts, e. g. irony, satire; 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; 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.</p> <p>Writing 6. experiment with figurative language in conveying a sense of character and setting; 9. experiment with presenting similar material in different forms and styles of poetry;</p> <p>Speaking and listening 5. ask questions to clarify understanding and refine ideas; 6. recognise their own skills, strategies and responses as listeners in different situations, e. g. to lyrics, to directions, to information;</p>	<p>Word 7. recognise layers of meaning in the writer's choice of words, e. g. connotation, implied meaning, different types or multiple meanings ;</p> <p>Sentence 4. integrate speech, reference and quotation effectively into what they write; 11. investigate ways English has changed over time and identify current trends of language change, e. g. word meanings.</p> <p>Reading 5. evaluate their own critical writing about texts; 6. comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures; 7. compare the presentation of ideas, values or emotions in related or contrasting texts; 9. compare themes and styles of two writers from different times; 15. extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time; 16. analyse ways in which different cultural contexts and traditions have influenced language and style, e. g. black British poetry, Irish short stories ; 17. compare the themes and styles of two or more poets;</p> <p>Writing 8. write within the discipline of different poetic forms, exploring how form contributes to meaning, e. g. different types of sonnet;</p> <p>Speaking and Listening 7. identify the underlying themes, implications and issues raised by a talk, reading or programme</p>

Desired outcomes: students should be able to:

- Show in written text that they understand and can analyse how language works in poetic texts.
- Identify and appreciate poetic forms and styles
- Compare poets' themes and poetic techniques.
- Write their own poetry, employing a variety of techniques

"Read with a writer's eye"

"Write with a reader's eye"

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Instructional texts

Year 7	Year 8	Year 9
<p>Sentence 13. revise the stylistic conventions of the main types of non- fiction: d) Instructions, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;</p> <p>Reading 7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer; 13. identify, using appropriate terminology the way writers of non- fiction match language and organisation to their intentions, e. g. in campaign material;</p> <p>Writing 10. organise texts in ways appropriate to their content, e. g. by chronology, priority, comparison , and signpost this clearly to the reader; 12. develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect; 13. give instructions and directions which are specific, easy to follow and clearly sequenced;</p> <p>Speaking and Listening 4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid 9. recognise the way familiar spoken texts, e. g. directions, explanations, are organised and identify their typical features, e. g. of vocabulary or tone;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Sentence 9. adapt the stylistic conventions of the main non- fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials;</p> <p>Reading 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 ;</p> <p>Speaking and listening 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; 6. recognise their own skills, strategies and responses as listeners in different situations, e. g. to lyrics, to directions, to information;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Writing 7. explore how non- fiction texts can convey information or ideas in amusing or entertaining ways;</p> <p>Speaking and Listening 1.reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts;</p> <p>Desired outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Read, write, analyse and evaluate instructional texts • Give and receive oral instructions effectively and evaluate performance

Recounts

Year 7	Year 8	Year 9
<p>Sentence 13. revise the stylistic conventions of the main types of non- fiction: a) Recount, which maintains the use of past tense, clear chronology and temporal connectives;</p> <p>Speaking 2. recount a story, anecdote or experience, and consider how this differs from written narrative;</p>	<p>Speaking 2. tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect;</p>	<p>Desired outcomes: students will be able to recognise when a recount is appropriate. They will be able to respond in writing and in speaking, and to evaluate their own and others performance.</p>

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Information texts

Year 7	Year 8	Year 9
<p>Paragraphing and cohesion 9. identify the main point in a paragraph, and how the supporting information relates to it, e. g. as illustration;</p> <p>Non-fiction style 13. revise the stylistic conventions of the main types of non-fiction:</p> <p>b) Information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples</p> <p>Reading 1. know how to locate resources for a given task, and find relevant information in them, e. g. skimming, use of index, glossary, key words, hotlinks; 2. use appropriate reading strategies to extract particular information, e. g. highlighting, scanning ; 3. compare and contrast the ways information is presented in different forms, e. g. web page, diagrams, prose; 4. make brief, clearly- organised notes of key points for later use; 5. appraise the value and relevance of information found and acknowledge sources;</p> <p>Writing 10. organise texts in ways appropriate to their content, e. g. by chronology, priority, comparison , and signpost this clearly to the reader; 11. select and present information using detail, example, diagram and illustration as appropriate;</p> <p>Listening 9. recognise the way familiar spoken texts, e. g. directions, explanations, are organised and identify their typical features, e. g. of vocabulary or tone;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Non-fiction style 9. adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials;</p> <p>Reading 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 8. investigate how meanings are changed when information is presented in different forms or transposed into different media;</p> <p>Writing 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 ;</p> <p>Listening 5. ask questions to clarify understanding and refine ideas; 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;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Non-fiction style 7. analyse and exploit the stylistic conventions of the main text types, e. g. parody</p> <p>Reading 1. review and extend their own strategies for locating, appraising and extracting relevant information; 2. synthesise information from a range of sources, shaping material to meet the reader's needs; 3. increase the speed and accuracy of note- making skills and use notes for re- presenting information for specific purposes; 4. evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;</p> <p>Writing 7. explore how non- fiction texts can convey information or ideas in amusing or entertaining ways; 9. integrate diverse information into a coherent and comprehensive account; 12. exploit the potential of presentational devices when presenting information on paper or on screen, e. g. font size, text layout, bullet points, italics;</p> <p>Speaking and Listening 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts; 6. analyse bias, e. g. through the use of deliberate ambiguity, omission, abuse of evidence;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present <p>Desired outcome: students should be able to:</p> <ul style="list-style-type: none"> • Use different reading strategies to extract information from a range of texts • Use appropriate strategies to record and reproduce information in a range of forms • Analyse and evaluate information texts • Deliver information in writing and speaking

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Explanations and descriptions

Year 7	Year 8	Year 9
<p>Sentence 13. revise the stylistic conventions of the main types of non-fiction: c) Explanation, which maintains the use of the present tense and impersonal voice, and links points clearly;</p> <p>Reading 7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer 13. identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions, e. g. in campaign material;</p> <p>Writing 11. select and present information using detail, example, diagram and illustration as appropriate; 10. organise texts in ways appropriate to their content, e. g. by chronology, priority, comparison, and signpost this clearly to the reader; 12. develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect; 14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative;</p> <p>Speaking and Listening 6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed; 7. answer questions pertinently, drawing on relevant evidence or reasons; 8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, e. g. emotive vocabulary, verbal humour; 9. recognise the way familiar spoken texts, e. g. directions, explanations, are organised and identify their typical features, e. g. of vocabulary or tone;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Sentence 9. adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials; 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 ;</p> <p>Word 7. review and develop their ability to: c) understand and explain exactly what words mean in particular contexts;</p> <p>Reading 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 ;</p> <p>Writing 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;</p> <p>Speaking and listening 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; 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;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Sentence 7. analyse and exploit the stylistic conventions of the main text types, e. g. parody ;</p> <p>Writing 10. explain the precise connections between ideas with clarity and an appropriate degree of formality; 11. make telling use of descriptive detail, e. g. eye-witness accounts, sports reports, travel writing;</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 2. use standard English to explain, explore or justify an idea; 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present <p>Desired outcome: students should be able to:</p> <ul style="list-style-type: none"> • Use different reading strategies to analyse and evaluate explanations and descriptions in a range of texts • Use explanation and description in writing and speaking appropriately and effectively

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Discursive texts		
Year 7	Year 8	Year 9
<p>Sentence 13. revise the stylistic conventions of the main types of non-fiction: f) Discursive writing, which signposts the organization of contrasting points and clarifies the viewpoint;</p> <p>Writing 16. find and use different ways to validate an argument, e. g. statistical evidence, exemplification, testimony;</p> <p>Speaking and listening 5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument; 8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, e. g. emotive vocabulary, verbal humour; 9. recognise the way familiar spoken texts, e. g. directions, explanations, are organised and identify their typical features, e. g. of vocabulary or tone; 11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Word 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 ;</p> <p>Sentence 9. adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials;</p> <p>Reading 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;</p> <p>Writing 14. develop and signpost arguments in ways that make the logic clear to the reader Speaking and listening 8. recognise the range of ways in which messages are conveyed, e. g. tone, emphasis, status of speaker. 10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Word 7. recognise layers of meaning in the writer's choice of words, e. g. connotation, implied meaning, different types or multiple meanings ; 8. recognise how lines of thought are developed and signposted through the use of connectives, e. g. nonetheless, consequently, furthermore.</p> <p>Writing 14. make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 2. use standard English to explain, explore or justify an idea 5. compare different points of view that have been expressed, identifying and evaluating differences and similarities; 6. analyse bias, e. g. through the use of deliberate ambiguity, omission, abuse of evidence; 9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint 10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present <p>Desired outcome: students should be able to:</p> <ul style="list-style-type: none"> • Analyse and evaluate discursive texts in speech and writing • Use discursive techniques in writing and speaking appropriately and effectively

Key Stage 3 Strand Tracker

Comparison

Year 7	Year 8	Year 9
<p>Word 18. understand and use correctly terms of qualification e. g. fully, slightly, similarly, mostly, and comparison, e. g. less, fewer, more, most, ...- er /- est;</p> <p>Sentence 13. revise the stylistic conventions of the main types of non-fiction: f) Discursive writing, which signposts the organization of contrasting points and clarifies the viewpoint</p> <p>Reading 3. compare and contrast the ways information is presented in different forms, e. g. web page, diagrams, prose;</p> <p>Writing 10. organise texts in ways appropriate to their content, e. g. by chronology, priority, comparison, and signpost this clearly to the reader;</p>	<p>Word 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 ;</p> <p>Sentence 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; 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;</p>	<p>Word 8. recognise how lines of thought are developed and signposted through the use of connectives, e. g. nonetheless, consequently, furthermore.</p> <p>Sentence 1. review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing; 2. use the full range of punctuation to clarify and emphasise meaning for a reader; 3. write with differing degrees of formality, relating vocabulary and grammar to context, e. g. using the active or passive voice ; 4. integrate speech, reference and quotation effectively into what they write; 6. compare and use different ways of opening, developing, linking and completing paragraphs;</p> <p>Reading 7. compare the presentation of ideas, values or emotions in related or contrasting texts; 9. compare themes and styles of two writers from different times; 17. compare the themes and styles of two or more poets;</p> <p>Speaking and Listening 5. compare different points of view that have been expressed, identifying and evaluating differences and similarities; 13. develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists</p> <p>Desired outcome: students should be able to:</p> <ul style="list-style-type: none"> • Analyse and evaluate comparative texts in speech and writing • Use comparative techniques in writing and speaking appropriately and effectively

Key Stage 3 Strand Tracker

Persuasive texts

	Year 7	Year 8	Year 9
	<p>Word 14. define and deploy words with precision, including their exact implication in context; 18. understand and use correctly terms of qualification e. g. fully, slightly, similarly, mostly, and comparison, e. g. less, fewer, more, most, ... - er / - est;</p> <p>Sentence 13. revise the stylistic conventions of the main types of non- fiction: e) Persuasion, which emphasises key points and articulates logical links in the argument;</p> <p>Reading 8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied; 10. identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e. g. popular websites 11. recognise how print, sounds and still or moving images combine to create meaning; 13. identify, using appropriate terminology the way writers of non- fiction match language and organisation to their intentions, e. g. in campaign material 14. recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects</p> <p>Writing 15. express a personal view, adding persuasive emphasis to key points, e. g. by reiteration, exaggeration, repetition, use of rhetorical questions ;</p> <p>Speaking and listening 5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument; 6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed; 7. answer questions pertinently, drawing on relevant evidence or reasons; 8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, e. g. emotive vocabulary, verbal humour; 9. recognise the way familiar spoken texts, e. g. directions, explanations, are organised and identify their typical features, e. g. of vocabulary or tone;</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Sentence 9. adapt the stylistic conventions of the main non- fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials;</p> <p>Reading 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.</p> <p>Writing 13. present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections;</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement 8. recognise the range of ways in which messages are conveyed, e. g. tone, emphasis, status of speaker</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present 	<p>Word 7. recognise layers of meaning in the writer's choice of words, e. g. connotation, implied meaning, different types or multiple meanings ;</p> <p>Reading 4. evaluate the relevance, reliability and validity of information available through print, ICT and other media sources; 8. analyse how media texts influence and are influenced by readers, e. g. interactive programmes, selection of news items; 12. analyse and discuss the use made of rhetorical devices in a text;</p> <p>Writing 6. exploit the creative and aesthetic features of language in non- literary texts, e. g. the use of figurative language or the cadence of sentences; 13. present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;</p> <p>Speaking and Listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 2. use standard English to explain, explore or justify an idea; 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts; 6. analyse bias, e. g. through the use of deliberate ambiguity, omission, abuse of evidence; 8. review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development</p> <p>The following objectives may also arise. They may be addressed as integrated starter activities:</p> <ul style="list-style-type: none"> • Sentence: Sentence construction/Paragraphing • Writing: Plan/draft/present <p>Desired outcome: students should be able to:</p> <ul style="list-style-type: none"> • Speak and write persuasively in a range of persuasive text types • Analyse and evaluate their own and others persuasive spoken and written texts

Key Stage 3 Strand Tracker

Analysis

Year 7	Year 8	Year 9
	<p>Word 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</p> <p>Sentence 8. understand and use key terms that help to describe and analyse language, e. g. word class, noun phrase, subordinate clause, syntax, conditional</p> <p>Reading 10. analyse the overall structure of a text to identify how key ideas are developed, e. g. through the organisation of the content</p> <p>Writing 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;</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;</p> <p>All analysis offers opportunities to explore the more sophisticated word and sentence level objectives.</p>	<p>Word 6. know and use the terms that are useful for analysing language e. g. type of phrase or clause, conditional verb; 7. recognise layers of meaning in the writer's choice of words, e. g. connotation, implied meaning, different types or multiple meanings ; 8. recognise how lines of thought are developed and signposted through the use of connectives, e. g. nonetheless, consequently, furthermore.</p> <p>Sentence 7. analyse and exploit the stylistic conventions of the main text types, e. g. parody</p> <p>Reading 8. analyse how media texts influence and are influenced by readers, e. g. interactive programmes, selection of news items; 10. comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis; 11. analyse how an author's standpoint can affect meaning in non- literary as well as literary texts; 12. analyse and discuss the use made of rhetorical devices in a text; 14. analyse the language, form and dramatic impact of scenes and plays by published dramatists; 16. analyse ways in which different cultural contexts and traditions have influenced language and style, e. g. black British poetry, Irish short stories ;</p> <p>Writing 16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions; 17. cite specific and relevant textual evidence to justify critical judgements about texts.</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts 6. analyse bias, e. g. through the use of deliberate ambiguity, omission, abuse of evidence;</p> <p>All analysis offers opportunities to explore the more sophisticated word and sentence level objectives.</p>

Key Stage 3 Strand Tracker

Evaluation

	Year 7	Year 8	Year 9
	<p>Sentence 14. recognise and use stylistic conventions of the main forms of writing used in subjects, e. g. science report, book review;</p> <p>Writing 19. write reflectively about a text, taking account of the needs of others who might read it.</p> <p>Writing 4. review the legibility and neatness of their handwriting and set personal targets to improve presentation, using a range of presentational devices, on paper and on screen. 18. identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view;</p> <p>Speaking and listening 13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas; 19. reflect on and evaluate their own presentations and those of others.</p> <p>All evaluation offers opportunities to explore the more sophisticated word and sentence level objectives.</p>	<p>Reading 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</p> <p>Writing 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.</p> <p>Speaking and listening 1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement; 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; 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 16. collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.</p> <p>All evaluation offers opportunities to explore the more sophisticated word and sentence level objectives.</p>	<p>Reading 4. evaluate the relevance, reliability and validity of information available through print, ICT and other media sources; 5. evaluate their own critical writing about texts;</p> <p>Writing 2. record, develop and evaluate ideas through writing, e. g. essays, journals; 4. choose, use and evaluate a range of presentational devices, on paper and on screen;</p> <p>Speaking and listening 4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts; 5. compare different points of view that have been expressed, identifying and evaluating differences and similarities; 9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint; 10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives; 11. recognise, evaluate and extend the skills and techniques they have developed through drama; 15. write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors</p> <p>All evaluation offers opportunities to explore the more sophisticated word and sentence level objectives.</p> <p>Desired outcomes: students should be able to read, understand, write and speak the language of evaluation.</p>

Key Stage 3 Strand Tracker

Spelling and Spelling Strategies - Starters

	Year 7	Year 8	Year 9
	<p>Spelling Pupils should revise, consolidate and secure:</p> <ol style="list-style-type: none"> correct vowel choices, including: vowels with common alternative spellings, e. g. ay, ai, ae; unstressed vowels; the influence of vowels on other letters, e. g. doubling consonants, softening c ; pluralisation, including -es endings and words ending in y, f and vowels; word endings, including vowel suffixes such as -ing; consonant suffixes such as -ful; modifying words ending in y or e; making choices between similar endings such as -cian, -sion and -tion; prefixes, including antonym prefixes, e. g. ir-, un-; the spellings of high- frequency words including common homophones; the use of the apostrophe including: omissions; the possessive apostrophe; apostrophising plurals, e. g. ladies' coats, and words ending in s; the exception of possessive pronouns; the spellings of key words in each subject. <p>Spelling strategies To continue learning, constructing and checking spellings, pupils should be able to:</p> <ol style="list-style-type: none"> recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary; sound out words phonemically and by syllables; draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns; identify words which pose a particular challenge and learn them by using mnemonics, multi- sensory re- enforcement and memorising critical features; use the quartiles of a dictionary and find words beyond the initial letter; make effective use of a spellchecker, recognizing where it might not be sufficient or appropriate. 	<p>Spelling</p> <ol style="list-style-type: none"> review, consolidate and secure the spelling conventions covered in Year 7 which include: <ol style="list-style-type: none"> vowel choices; pluralisation; word endings; prefixes and suffixes; apostrophes; homophones; revise and remember high- frequency spellings; investigate lexical patterns in new vocabulary; learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns; secure the spelling of key terms and new words from across the curriculum; <p>Spelling strategies</p> <ol style="list-style-type: none"> devise their own ways to improve their spelling, building on strategies from Year 7 including: <ol style="list-style-type: none"> maintaining a personal record of spelling difficulties and development; applying spelling rules and recognizing exceptions; using dictionaries and spellcheckers where appropriate; sounding out and syllabifying; memorising critical features; drawing on word structures, families and derivations; using analogy. 	<p>Spelling</p> <ol style="list-style-type: none"> review all aspects of spelling covered in Years 7 and 8 and continue to improve their spelling by applying knowledge of spelling conventions; spell accurately all high- frequency words and new terms from all subject areas; <p>Spelling strategies</p> <ol style="list-style-type: none"> recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors; address personal difficulties with words through strategies which include: <ol style="list-style-type: none"> experimenting with different ways of learning and remembering difficult spellings, e. g. mnemonics; applying knowledge of word origins, families and morphology; identifying common spelling patterns and conventions in their growing vocabulary; make use of different kinds of dictionary, thesaurus and spell checker;

Key Stage 3 Strand Tracker

Punctuation

	Year 7	Year 8	Year 9
	<p>3. use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;</p> <p>7. use speech punctuation accurately to integrate speech into larger sentences.</p> <p>18. identify specific ways sentence structure and punctuation are different in older texts.</p>	<p>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;</p> <p>3. to make good use of the full range of punctuation, including colons and semi-colons;</p>	<p>2. use the full range of punctuation to clarify and emphasise meaning for a reader;</p>

Sentence construction and grammar

	Year 7	Year 8	Year 9
	<p>Word</p> <p>17. understand and have the terminology to describe the role of word classes, e. g. preposition, auxiliary verb;</p> <p>18. understand and use correctly terms of qualification e. g. fully, slightly, similarly, mostly, and comparison, e. g. less, fewer, more, most, ...- er /- est;</p> <p>19. investigate and apply lexical patterns, e. g. adding -ify to an adjective to create a verb</p> <p>Sentence</p> <p>1. extend their use and control of complex sentences by:</p> <p>a) recognising and using subordinate clauses;</p> <p>b) exploring the functions of subordinate clauses, e. g. relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch';</p> <p>c) deploying subordinate clauses in a variety of positions within the sentence;</p> <p>2. expand nouns and noun phrases, e. g. by using a prepositional phrase;</p> <p>4. keep tense usage consistent, and manage changes of tense so that meaning is clear;</p> <p>5. use the active or the passive voice to suit purpose;</p> <p>6. recognise and remedy ambiguity in sentences, e. g. unclear use of pronouns;</p> <p>10. recognise how sentences are organised in a paragraph in which the content is not chronological, e. g. by comparison;</p> <p>11. vary the structure of sentences within paragraphs to lend pace, variety and emphasis;</p> <p>13. revise the stylistic conventions of the main types of non- fiction:</p> <p>a) Information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples;</p> <p>b) Recount, which maintains the use of past tense, clear chronology and temporal connectives;</p> <p>c) Explanation, which maintains the use of the present tense and impersonal voice, and links points clearly;</p> <p>d) Instructions, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;</p> <p>e) Persuasion, which emphasises key points and articulates logical links in the argument;</p> <p>f) Discursive writing, which signposts the organization of contrasting points and clarifies the viewpoint;</p> <p>18. identify specific ways sentence structure and punctuation are different in older texts.</p>	<p>Word</p> <p>8. understand and use key terms that help to describe and analyse language, e. g. word class, noun phrase, subordinate clause, syntax, conditional</p> <p>Sentence</p> <p>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;</p> <p>2. explore the impact of a variety of sentence structures, e. g. recognising when it is effective to use short direct sentences;</p> <p>4. explore the effects of changes in tense, e. g. past to present for vividness;</p> <p>5. recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;</p> <p>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;</p> <p>9. adapt the stylistic conventions of the main non- fiction text types to fit different audiences and purposes, e. g. advertisements, documentaries, editorials;</p> <p>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</p> <p>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;</p>	<p>Word</p> <p>6. know and use the terms that are useful for analysing language e. g. type of phrase or clause, conditional verb;</p> <p>Sentence</p> <p>1. review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;</p> <p>3. write with differing degrees of formality, relating vocabulary and grammar to context, e. g. using the active or passive voice ;</p>

Key Stage 3 Strand Tracker

Paragraphing and cohesion

Year 7	Year 8	Year 9
<p>8. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e. g. when there is a shift of topic, viewpoint or time ;</p> <p>9. identify the main point in a paragraph, and how the supporting information relates to it, e. g. as illustration;</p> <p>10. recognise how sentences are organised in a paragraph in which the content is not chronological, e. g. by comparison;</p> <p>11. vary the structure of sentences within paragraphs to lend pace, variety and emphasis;</p> <p>12. organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately</p>	<p>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 ;</p> <p>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;</p>	<p>5. evaluate their ability to shape ideas rapidly into cohesive paragraphs;</p> <p>6. compare and use different ways of opening, developing, linking and completing paragraphs</p>

Connectives

Year 7	Year 8	Year 9
<p>Vocabulary 20. expand the range of link words and phrases used to signpost texts, including links of time (then, later, meanwhile) and cause (so, because, since);</p> <p>Sentence 13.b) Recount, which maintains the use of past tense, clear chronology and temporal connectives;</p>	<p>Vocabulary 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 ;</p> <p>Sentence 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;</p>	<p>Vocabulary 8. recognise how lines of thought are developed and signposted through the use of connectives, e. g. nonetheless, consequently, furthermore.</p> <p>Sentence 6. compare and use different ways of opening, developing, linking and completing paragraphs;</p>

Key Stage 3 Strand Tracker

Complex sentences

	Year 7	Year 8	Year 9
	<p>Sentence construction 1. extend their use and control of complex sentences by: a) recognising and using subordinate clauses; b) exploring the functions of subordinate clauses, e. g. relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'; c) deploying subordinate clauses in a variety of positions within the sentence;</p> <p>Standard English 18. identify specific ways sentence structure and punctuation are different in older texts.</p> <p>Understanding the author's craft 12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure; 14. recognise how writers' language choices can enhance meaning, e. g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects; 18. identify specific ways sentence structure and punctuation are different in older texts.</p>	<p>Sentence construction 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;</p> <p>Non-fiction style 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;</p> <p>Standard English 13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period;</p>	<p>Sentence construction 1. review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;</p> <p>Writing 6. exploit the creative and aesthetic features of language in non- literary texts, e. g. the use of figurative language or the cadence of sentences</p>

Key words for each year:

Year 7: Recognise/ Distinguish

Year 8: Understand/ Experiment/ Develop

Year 9: Analyse/ Evaluate/ Compare